

**ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN A GRADE 9
ECONOMIC AND MANAGEMENT SCIENCES CLASS**

by

**MOJAKGOMO DAVID MOLOI
B.Com (UFS); PGCE (UFS); B.Ed. HONS (UFS)**

Student Number: 2006072595

Dissertation in fulfilment of the requirements for the degree

MASTER OF EDUCATION (CURRICULUM STUDIES)



**Faculty of Education
University of the Free State
Bloemfontein**

Supervisor: Dr M.D. Tshelane

December 2018

DECLARATION

I declare that the thesis, **ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES CLASS**, hereby submitted for the qualification Master of Education degree at the University of the Free State, is my own, independent work and that I have not previously submitted the same work for a qualification to another university/faculty.

All the sources used in this thesis have been duly acknowledged. I also hereby cede copyright of this work to the University of the Free State.

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

My sincere appreciation and gratitude to the following people, who contributed to the completion of this research:

- The Almighty, for giving me the strength and courage to continue and never give up.
- My supervisor, Dr Molaodi Tshelane, for his support and encouragement.
- The SULE and SuRLEC supervisory teams, for their guidance and continued support throughout the study.
- The late Dr Lenka Mofokeng, for providing a foundation for this study.
- The principal, heads of department, EMS teachers and subject advisor who participated in this study, for their participation.
- My mother Moloi (Pulane) and brothers (Maswabi and Twoboy) for their contribution, sisters (Mathabang and Mathapelo), niece (Naledi) and relatives (Machaya and Koos Rasenyalo), for their support during my study.
- My wife, Masiti Nhlapo, and our sons, Tsebo and Tlotlo, for their patience and for allowing me to spend family time and money on this study.
- My colleague, Puleng Mkhwnazi, for her support and inspiration during this study.
- My high school teacher, Ntate Mofokeng, for believing that I could complete this study.
- Koos Mota intermediate school teaching and non-teaching staff members, for their support of and patience towards me.
- I would like to thank Mrs. Nel Carmen for editing and Mrs. Hettie Human for final content editing of the whole document.
- My friends, for allowing me time to spend on study.

DEDICATION

This thesis is dedicated to my wife, **Masiti**, and our sons, **Tsebo** and **Tlotlo**, for their patience and allowing me to spend family time and money on this study.

I acknowledge my mother, **Pulane**, my brothers, **Maswabi** and **Twoboy**, my niece Naledi and my sisters, **Mathabang** and **Mathapelo**, late grandmother **MaModise** and relatives, **Machaya** and **Koos**, for their continued inspiration and support during the study.

My colleagues, Puleng, Moeketsi, Tekano, Maletsatsi, Mamphore, Nomshato, Malefu, Tshepiso, Themba, Zandile, Selina, MaMosuwe, Mamosebetsi, Nomalanga, Puleng, Dimakatso, Mimi and Palesa supported me throughout the study.

I thank my former tenant, Kholane Pulane, and supervising learner, Buthelezi Zanele, for their continuous support in this study.

LIST OF ABBREVIATIONS/ACRONYMS

ACE	Advanced Certificate in Education
ALARA	Action Learning and Action Research Association
ALARPM	Action Learning, Action Research and Process Management
CAPS	Curriculum Assessment Policy Statement
CDA	Critical discourse analysis
DBE	Department of Basic Education (South Africa)
DoE	Department of Education (South Africa)
DSG	Development support group
EMS	Economic and management sciences
FAI	Free attitude interview
HoD	Head of department
IQMS	Integrated Quality Management System
PALAR	Participatory action learning and action research
PCP	Professional curriculum practice
SADC	South Africa Development Community
SDT	School Development Team
SGB	School governing body
SMT	School management team
SWOT	Strengths, weaknesses, opportunities and threats

ABSTRACT

This study aimed to design a strategy to enhance professional curriculum practice (PCP) for a Grade 9 economic and management sciences class (EMS) at a school in Thabo Mofutsanyana district. For this study to reach its aim, specific objectives were used to guide the study, namely,

- To demonstrate and justify a need for strategies to enhance PCP in a Grade 9 EMS class;
- To identify components to enhance PCP in a Grade 9 EMS class;
- To anticipate possible risks and ways to mitigate and manage risk to enhance PCP in a Grade 9 EMS class;
- To explore conditions conducive to the successful implementation of strategies to enhance PCP in a Grade 9 EMS class; and
- To monitor the functionality of the strategy to improve PCP in a Grade 9 EMS class.

This study is strengthened by critical pedagogy as theoretical framework. Critical pedagogy is an appropriate approach, because it emphasises that teaching and learning must marginalise the issue of power by liberating the oppressed and giving voices to the voiceless in order to promote social change. Critical pedagogy places the researcher and participants on the same level, with the intent of identifying challenges and designing a strategy and achieve the objectives of the study. I am in a position to understand the points of view of participants, that is, the views of Department of Education officials, teachers, principal and head of department who participated in this study. One school, Tlotlo School in Thabo Mofutsanyana, was used to generate data.

Literature was reviewed on issues of PCP of EMS (accounting, economics and accounting) for the purpose of generating realistic data. Data confirms that there are multiple challenges facing PCP at schools in several countries globally, on the African continent, in the SADC and in South Africa, in relation to problems identified for the subject of EMS. Challenges identified by this study are insufficient subject content knowledge on the topic of cash journals, and ineffective collaboration in teaching the component subjects (accounting, economics and business studies) of EMS.

Participatory action learning and action research (PALAR) methodology was adopted for this study to collect data, since PALAR equalises the value of the collaboration of the researcher and participants to identify the need for research, to decide on the best course of action, implement the action, evaluate it and then decide what further action to take, based on participants' critical reflection on the process. PALAR is well-matched with critical pedagogy, as both approaches promote classroom liberation and emancipation in a respectful manner.

In conclusion, the study argues that effective PCP cannot be achieved individually, but only through co-operative and collaborative teaching. The study trusts that the strategy that it proposes to enhance PCP of EMS in Grade 9 at a school in Thabo Mofutsanyana district, is effective. By achieving this, the study can contribute to the existing body of knowledge in literature about enhancing PCP in South Africa.

TABLE OF CONTENTS

DECLARATION	ERROR! BOOKMARK NOT DEFINED.
ACKNOWLEDGEMENTS.....	II
DEDICATION	ERROR! BOOKMARK NOT DEFINED.
LIST OF ABBREVIATIONS/ACRONYMS	ERROR! BOOKMARK NOT DEFINED.
ABSTRACT	ERROR! BOOKMARK NOT DEFINED.
LIST OF TABLES	xiv
LIST OF FIGURES.....	xiv
CHAPTER 1: ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 THEORETICAL FRAMEWORK	3
1.3 PROBLEM STATEMENT	4
1.4 RESEARCH QUESTION	5
1.4.1 The aim of the study.....	5
1.4.2 The objectives of the study.....	5
1.5 RESEARCH DESIGN AND METHODOLOGY	5
1.6 VALUE OF THE RESEARCH	6
1.7 ETHICAL CONSIDERATIONS	6
1.8 LAYOUT OF CHAPTERS	7
1.9 CHAPTER SUMMARY	7
CHAPTER 2: THEORETICAL FRAMEWORK FOR ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN A GRADE 9 ECONOMIC AND MANAGEMENT SCIENCE CLASS	8
2.1 INTRODUCTION	8
2.2 THEORETICAL FRAMEWORK	8
2.3 THE ORIGIN OF CRITICAL PEDAGOGY.....	8

2.4	PRINCIPLES OF CRITICAL PEDAGOGY	9
2.4.1	Dialogue	9
2.4.2	Emancipation	10
2.4.3	Critical consciousness.....	11
2.4.4	Collaboration	11
2.5	RELEVANCE OF CRITICAL PEDAGOGY TO THIS STUDY	12
2.6	EPISTEMOLOGY AND ONTOLOGY OF THE STUDY.....	13
2.7	THE ROLE OF THE RESEARCHER AND HIS RELATIONSHIP WITH PARTICIPANTS	14
2.8	CRITIQUE OF CRITICAL PEDAGOGY	14
2.8.1	Critical pedagogy as essentialist	14
2.8.2	Critical pedagogy as populism	18
2.8.3	Critical pedagogy as unpatriotic/unsupportive.....	19
2.9	PHASES OF CRITICAL PEDAGOGY.....	20
2.9.1	Descriptive phase.....	20
2.9.2	Personal interpretative phase.....	22
2.9.3	Critical analysis phase.....	23
2.9.4	Creative action phase.....	24
2.10	STRATEGIES TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE	25
2.11	CHAPTER SUMMARY	25
CHAPTER 3: REVIEW OF LITERATURE RELATED TO PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES.....		26
3.1	INTRODUCTION	26
3.2	THE NEED TO DEVELOP A STRATEGY.....	26
3.3	RELATED LITERATURE REVIEW	27
3.3.1	Inadequate accounting cash journal subject content knowledge.....	27

3.3.2	Ineffective collaboration in teaching (accounting, economics and business studies) economic and management sciences.....	30
3.4	COMPONENTS	32
3.4.1	Strengthening accounting cash journal subject content knowledge in professional curriculum practice of economic and management sciences ..	32
3.4.2	Strengthening collaboration in teaching (accounting, economics and business studies) economic and management sciences.....	34
3.5	STRATEGIC DEVICES FOR PROFESSIONAL CURRICULUM PRACTICE	36
3.5.1	Using distance learning institutions (universities) to support accounting cash journal subject content knowledge for professional curriculum practice	36
3.5.2	Collaboration in teaching (accounting, economics and business studies) economic and management sciences	37
3.6	CONDITIONS CONDUCIVE TO IMPLENTING PROFESSIONAL CURRICULUM PRACTICE STRATEGIES	39
3.6.1	Enhancing accounting cash journal subject content knowledge.....	39
3.6.2	Enhancing collaboration in teaching of (accounting, economics and business studies) economic and management sciences.....	41
3.7	DEFINITION OF AND INTERACTION BETWEEN OPERATIONAL CONCEPTS	42
3.7.1	Professional	42
3.7.2	Curriculum	43
3.7.3	Practice	44
3.8	CHAPTER SUMMARY	45
 CHAPTER 4: RESEARCH METHODOLOGY AND DESIGN ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES.....		
		46
4.1	INTRODUCTION	46
4.2	METHODOLOGY	46

4.2.1	Originality of PALAR as a methodology	47
4.2.2	Relevance of PALAR for the study	48
4.2.2.1	Who can benefit from PALAR	49
4.3	PARTICIPANTS	50
4.3.1	The principal.....	50
4.3.2	Economic and Management Sciences head of department	51
4.3.3	Economic and management sciences teachers	51
4.3.3.1	Senior teacher.....	51
4.3.3.2	Junior teacher	51
4.3.3.3	Subject advisor	51
4.3.4	Researcher.....	52
4.4	INTERVENTION FOR THE IMPLEMENTATION OF A STRATEGY TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES	52
4.4.1	Phase 1: Planning	52
4.4.2	Phase 2: Information session	54
4.4.3	Phase 3: SWOT analysis	55
4.4.3.1	Strengths.....	55
4.4.3.2	Weaknesses	56
4.4.3.3	Opportunities.....	57
4.4.3.4	Threats.....	57
4.4.4	Phase 4: Strategic plan	58
4.4.4.1	Strategic plan to improve accounting cash journal subject content knowledge	59
4.4.5	Phase 5: Components of the monitoring plan	60
4.4.5.1	Component 1 – Team teaching as component of accounting subject content knowledge/professional teacher development.....	60

4.4.5.2	Component 2 – School subject seminar and induction workshops as components of accounting subject content knowledge	61
4.4.5.3	Component 3 – Classroom observations and visits as components of accounting subject content knowledge.....	62
4.5	ETHICAL CONSIDERATION DATA GENERATION PROCEDURES AND PROCESSES	63
4.6	DATA COLLECTION INSTRUMENT	64
4.7	DATA ANALYSIS.....	64
4.8	CHAPTER SUMMARY	65
CHAPTER 5: ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION AND DISCUSSION OF FINDINGS		66
5.1	INTRODUCTION	66
5.2	DATA ANALYSIS.....	66
5.3	CHALLENGES JUSTIFYING THE FORMULATION OF THE STRATEGY ...	66
5.3.1	Inadequate accounting cash journal subject content knowledge.....	66
5.3.2	Ineffective collaboration in teaching accounting, economics and business studies (economic and management sciences)	70
5.4	THE COMPONENTS AND ASPECT OF THE STRATEGY USED TO RESPOND TO CHALLENGES	72
5.4.1	Team teaching in accounting cash journal: Subject content knowledge in professional curriculum practice of economic and management sciences..	73
5.4.2	Strengthening collaboration in teaching (accounting, economics and business studies) economic and management sciences.....	74
5.5	CONDITIONS CONDUCIVE TO THE SUCCESS OF THE STRATEGY DESIGNED	74
5.5.1	Conditions favourable to improving account cash journal subject content knowledge	74

5.5.2	Conditions favourable to teachers' collaboration through classroom observation/visits.....	75
5.6	CHAPTER SUMMARY	77
	CHAPTER 6: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	78
6.1	INTRODUCTION	78
6.2	AIM AND OBJECTIVES OF THE STUDY.....	78
6.3	FINDINGS.....	79
6.3.1	Challenges justifying the design of the strategy to enhance professional curriculum practice in Grade 9 economic and management sciences	79
6.3.1.1	Inadequate accounting cash journals subject content knowledge....	79
6.3.1.2	Ineffective collaboration in teaching (accounting, economics and business studies) economic and management sciences	80
6.3.2	Conditions under which the strategy worked.....	81
6.3.3	Evidence that the strategy worked	82
6.4	SUMMARY OF FINDINGS	84
6.5	LIMITATIONS OF THE STUDY.....	84
6.6	ASPECTS FOR FURTHER RESEARCH, AND RECOMMENDATIONS	85
6.7	CHAPTER SUMMARY	85
	CHAPTER 7: STRATEGY TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES.....	86
7.1	INTRODUCTION	86
7.2	STRATEGY RECOMMENDED TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES SUBJECTS	86
7.2.1	Phase 1: Team formation	87
7.2.2	Phase 2: Information session	88
7.2.3	SWOT analysis	89

7.2.4 Phase 3: Setting priorities for activities.....	90
7.2.5 Phase 4: Strategic plan	91
7.2.6 Phase 5: Component of the monitoring plan	93
7.3 CONCLUSION.....	95

REFERENCES

LIST OF ANNEXURES

ANNEXURE A: UFS ETHICAL CLEARANCE LETTER

ANNEXURE B: REQUEST TO THE FREE STATE DEPARTMENT OF EDUCATION
FOR PERMISSION TO UNDERTAKE RESEARCH

ANNEXURE: C: REQUEST TO THE SCHOOL PRINCIPAL FOR PERMISSION

ANNEXURE D: REQUEST TO THE HOD FOR PERMISSION TO UNDERTAKE
RESEARCH

ANNEXURE E: CONSENT TO PARTICIPATE IN THIS STUDY

APPENDIX A1: INFORMATION SESSIONS

APPENDIX A2 TRANSCRIPT 2

APPENDIX A3 TRANSCRIPT 3 (Continuation of Appendix A 2 Transcript 2)

APPENDIX A4 TRANSCRIPT 4

APPENDIX A5 TRANSCRIPT 5

LIST OF TABLES

Table 4.1: Activity planning	59
Table 4.2: Team teaching collaboration	60

LIST OF FIGURES

Figure 7.1: Template to design and allocate duties.....	93
---	----

CHAPTER 1: ORIENTATION TO THE STUDY

“If we teach today as we taught yesterday, we rob our children of tomorrow.”

(Dewey, 1929:167, cited in Agu, 2017:10)

1.1 INTRODUCTION

The aim of the study was to formulate a strategy to enhance professional curriculum practice (PCP) in a Grade 9 economic and management sciences (EMS) class at a school in Thabo Mofutsanyana district. A strategy is a plan of action in pursuit of a project to improve circumstances (Taguma, Litjens & Makowiecki, 2012:12) in a Grade 9 class. Thus, I intended to devise a strategy that can be used to improve PCP in EMS subjects. PCP has to do with proper teaching and learning endeavours, which are guided by knowledge, skills, attitudes and values inherent in a code of practice (Ontario College of Teachers, 2012:11). Through PCP, learners have the opportunity to participate actively in decision-making regarding their teaching and learning. In South Africa, Grade 9 learners are usually aged 14-15 years. EMS is a conglomerate of subjects, including accounting, business studies and economics (Maritzburg College, 2017: Online).

EMS was introduced into the South African curriculum in 1998, after educational reform that was aimed at eradicating inequalities of the past (RSA DBE, 2011:8). Unfortunately, teachers are unable to meet the high expectations of the reform process as envisaged by the new curriculum, because EMS as a subject requires teachers to teach accounting cash journal calculations subject content knowledge collaboratively, which is not happening. This requirement poses an enormous challenge, because teachers are used to working as individuals (Samuel, 2014:610). Adverse attitudes among teachers is a problem, not only in South Africa, but also in the southern African sub-region. Kitta (2014:43) reports that collaboration and team teaching is also a major obstacle in Tanzania. Burton (2015:22) found that collaboration was not integrated in school planning in the United States of America.

Although South Africa's Curriculum Assessment Policy Statement (CAPS) emphasises proper planning (Chisholm, Hoaley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:172), some EMS teachers adhere partly to this practice, citing a heavy administrative load as a hindering factor (Badugela, 2012:17).

Evidence from Tanzania indicates inadequate planning to be a cause of teachers being absent during curriculum training (Lyimo, 2014:6-8). Macías and Sánchez (2015:83) reveal that classroom planning presents a challenge for teachers in the United States too.

Adequate accounting subject content knowledge is a prerequisite for EMS teaching practice (DoE, 2015: 8). Similarly, in Namibia, teaching of the content knowledge (that is, the subject that a teacher is expected to teach) poses challenges to teachers in relation to aligning with their subject specialisation (Zimba, Mufune, Likando & February, 2013:171). Inadequate content knowledge is also a challenge in Tanzania (Kimaryo, 2011:3). Likewise, schools in the United Kingdom experience challenges related to inadequate subject content knowledge of teachers (Caruana & Ploner, 2012).

The CAPS document (RSA DBE, 2011) recommends using various methodological approaches to help teachers approach lessons differently. In Colombia, different methods are used by teachers to approach lessons (Macías & Sánchez, 2015:84). However, a Zimbabwean study shows that initial teacher education programmes do not adequately prepare pre-service teachers, for example, in the area of pedagogical and content knowledge, and that beginning teachers in the country, like their counterparts the world over, experience a theory-practice dilemma (Magudu 2014:52). Teachers' tendency to prefer a predominantly theoretical method is also a challenge in Tanzania (Lukanga, 2014:5).

In light of the above, I concur with Dewey, that, "If we teach today as we taught yesterday, we rob our children of tomorrow" (Dewey, 1929:167, cited in Agu, 2017:10). This statement emphasises the need for a strategy that can be adopted to enhance PCP, which is the primary focus of this study.

Despite the challenges encountered by teachers and referred to above, early researchers recommend solutions to address the challenges. For instance, in South Africa, the Integrated Quality Management System (IQMS), particularly performance standards 1 to 7, are used to address challenges faced by teachers (Dhlamini, 2009:1). Continuous professional development practice is also used to address the challenges mentioned above (Tsotetsi, 2013:1). Teachers' professional development

is promoted in Tanzania (Komba & Nkumbi, 2008: 71) and, in the United Kingdom, continuous professional development practice is used to address this limitation (Caruana & Ploner, 2012:120).

Despite efforts in South Africa to improve subject content knowledge and collaborative teaching by teachers, some local EMS teachers still resist teaching in collaboration, and teach subject they did not specialise in, which result in poor subject content knowledge delivery.

In spite of the strategies that are available, the successful implementation of PCP is hindered by certain risks, such as some teachers' resistance to working together – instead, they prefer individual practice (Badugela, 2012: 17) – and teachers' inadequate subject knowledge, which hampers learners' attainment (Eze, 2014:103-104). Some teachers, particularly those close to retirement age, excuse themselves from professional development opportunities, and see no need to acquire new skills (Schreuder, 2014:186). In Schreuder's study, one subject adviser claimed that teachers who should really attend development, do not (2014:126-127). The challenges remain unresolved, even when programmes are instituted to alleviate them.

The successful implementation of PCP in EMS necessitates the special skills required for teamwork and collaboration (Westwood & Graham, 2010, cited in Todd, 2010:92). Advanced technological resources could also be harnessed to help teachers unpack subject content (Aungamuthu, 2010:9). A classroom conducive to learners acquiring skills has facilities to present and record information that is necessary for assessing and evaluating pedagogical content knowledge (Eze, 2014:99). The prescribed findings for PCP in EMS are challenges in some countries as indicated in study.

In the next section, the theoretical framework that supports the need for a strategy to enhance PCP will be discussed.

1.2 THEORETICAL FRAMEWORK

This study is underpinned by the critical pedagogy framework. Critical pedagogy was initially propounded by Paulo Freire, and later supported by Wolfgang Klafki, Henry

Giroux, Michael Apple, Joel Kincheloe, Peter MacLaren, Ira Shor and Patti Lather (Aliakbari & Faraji, 2011:78). Critical pedagogy is an appropriate approach to teaching and learning; it intends to transform relations of power by liberating the downtrodden, oppressed and marginalised, and to humanise and empower them to achieve social change (Aliakbari & Faraji, 2011:77). The critical pedagogy approach was inspired by Marxist critical theory, which challenges "domination", and undermines beliefs and practices that dominate (Gess-Newsome & Lederman, 2001; McLaren, 2000:10). Critical pedagogy aims to pursue a fuller humanity, social emancipation and transformation, led by "the oppressed", such as the poor and women (Westbrook, Durrani, Brown, Orr, Pryor, Boddy & Salvi 2013:11). This is achieved through a dialogic, reflective approach, wherein the teacher is no longer authoritative but, as an intellectual, enables students to develop critical consciousness of their own oppression, and to act on the world as they learn in order to change. It also seeks emancipation from any form of oppression; this emancipation leads to social change (Aliakbari & Faraji, 2011:77).

By using critical pedagogy to identify challenges and formulate a strategy, identify components, anticipate possible risks and mitigate ways of managing strategy, I was placed in a position to understand the points of view of participants, such as the views of Department of Education (DoE) officials, teachers, learners, and members of the school management team (SMT) and school governing body (SGB).

1.3 PROBLEM STATEMENT

Some EMS teachers seem to be unable to apply appropriate methodologies to impart EMS content in a learning environment. This impacts negatively on the general performance of EMS learners. This impact is evident in literature on collaboration among EMS teachers, which reports that, If teachers are not confident and sufficiently equipped to teach the accounting sections, they will not succeed in making learners excited about accounting (Letshwene, 2014:72). Furthermore, insufficient content knowledge evidence of the subject EMS requires teachers to work collaboratively on accounting cash journal calculations; however, collaboration presents an enormous challenge, because teachers are used to working as individuals (Samuel, 2014:610). These drawbacks result in low levels of learner

attainment in EMS. This undesirable situation necessitates the following **research question**:

1.4 RESEARCH QUESTION

How can a strategy to enhance PCP for a Grade 9 EMS class be formulated?

1.4.1 The aim of the study

The aim of the study is to formulate strategy to enhance PCP in a Grade 9 EMS class.

1.4.2 The objectives of the study

The objectives of the study were as follows:

- To demonstrate and justify a need for strategies to enhance PCP in a Grade 9 EMS class;
- To identify components to enhance PCP in a Grade 9 EMS class;
- To anticipate possible risks and ways to mitigate and manage risk to enhance PCP in a Grade 9 EMS class;
- To explore conditions conducive to the successful implementation of strategies to enhance PCP in a Grade 9 EMS class; and
- To monitor the functionality of the strategy to improve PCP in a Grade 9 EMS class.

1.5 RESEARCH DESIGN AND METHODOLOGY

The study adopted a participatory action learning and action research (PALAR) methodology, since PALAR equalises collaboration among the researcher and participants, to identify the needs, decide on the best course of action, implement the action, evaluate it and then decide what further action to take, based on participants' critical reflection upon the process (Wood & Zuber-Skerritt, 2013:5). Participants identify their own problems and propose their own solutions, and learn from concrete experience and critical reflection on that experience, as they work to achieve the common good (Green & Kearney, 2011:54). All the participants in the research were

encouraged to examine strategies to enhance PCP in a Grade 9 EMS class critically. PALAR was employed until the end of this study.

A team was composed, consisting of the school principal, EMS head of department (HoD), Grade 9 teachers, and senior phase subject advisors. Team members were recruited on the basis of the knowledge, interests and support they have regarding PCP. Initially, letters of invitation were written to invite the above-mentioned participants to a first meeting, at which the reason for the study and what it aimed to achieve, were explained.

The data was generated through discussions; a SWOT (strengths, weaknesses, opportunities and threats) analysis was conducted; notes were taken; and a tape recorder and a video camera were used to record data that was transcribed later. The data generated was analysed using critical discourse analysis (CDA), a cross-discipline that advocates the analysis of text and talk in all disciplines of the humanities and social sciences (Van Dijk, 2009:89 cited in Tsotetsi, 2013:18).

1.6 VALUE OF THE RESEARCH

The study will benefit the existing body of knowledge in education studies. It could be used to help other schools with a similar problem to formulate strategies to enhance PCP in Grade 9 EMS classes. Participants in the study will have the opportunity to take pride in and enjoy the outcomes of the research to which they contributed. The findings will be made available in different ways, such as publishing in journals and online, and so on.

1.7 ETHICAL CONSIDERATIONS

Ethics generally deals with beliefs regarding what is normally good or bad, right or wrong, proper or improper (Tsotetsi, 2013:22). Authorisation to conduct research at particular schools was requested from the Free State Department of Basic Education and the University of the Free State. Any query or problem that might arise was treated professionally. In the first meeting, the participants were informed about the nature of the study and requested to complete consent forms; these forms were in English and Sesotho. The participants were informed that they were free to withdraw from the study at any stage, without being required to give reasons for their

withdrawal. Their withdrawal would not lead to any disciplinary measures. The information they provided was confidential and was used strictly for the purposes of this study. The data collected from the tape recordings was destroyed as soon as the study had been completed.

1.8 LAYOUT OF CHAPTERS

Chapter 1: Orientation of study

Chapter 2: Theoretical framework

Chapter 3: Literature review

Chapter 4: Research methodology and research design

Chapter 5: Analysis of data, presentation and discussion of findings

Chapter 6: Findings, conclusions and recommendations

Chapter 7: Strategy to enhance professional curriculum practice in Grade 9 EMS

1.9 CHAPTER SUMMARY

This chapter delivered the orientation to the study. A background, theoretical framework, research question, aim, methodology, the value of the study and ethical consideration was specified. The focus of the next chapter will be on the theoretical framework guiding the study.

CHAPTER 2: THEORETICAL FRAMEWORK FOR ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN A GRADE 9 ECONOMIC AND MANAGEMENT SCIENCE CLASS

2.1 INTRODUCTION

This chapter will present the theoretical framework of the study. A theoretical framework provides a perspective from which to interpret phenomena; in this case, PCP in a Grade 9 EMS class. The chapter will also describe the origins of critical pedagogy and explore the principles underpinning the theoretical framework in relation to the way epistemology and ontology fit into the study. The relationship between the researcher and participants will be detailed and critiques and phases of critical pedagogy will also be explored. Finally, a summary of the chapter is provided.

2.2 THEORETICAL FRAMEWORK

Critical pedagogy is an appropriate theoretical framework to conceptualising the language of teaching and learning, as it focuses on transforming relations of power, marginalisation and oppressive tendencies, so as to empower social change (Aliakbari & Faraji, 2011:77). This theoretical framework helped the researcher to view challenges associated with PCP, in order to formulate an effective strategy for transformation.

2.3 THE ORIGIN OF CRITICAL PEDAGOGY

Critical pedagogy emerged from critical theory. The latter forms the foundation of critical pedagogy, which originated from the Frankfurt School in Germany, which was founded in 1923. The proponents of this theory include Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Leo Lowenthal and Fredrick Pollack (Sekwena, 2014:12, Tsotetsi, 2013:26). It was made popular by the Brazilian scholar, Paulo Freire. Critical pedagogy is concerned with transforming oppressive relations of power in a variety of domains in order to emancipate, liberate and empower habits of thought, writing, speaking and discourse and to achieve social change (Kincheloe, 2005:45).

Freire viewed education as a collective activity that is enforced by dialogue between learners and educators for mutual benefit. Positivists believe that a teacher's role is to uncover practicing laws and to act in accordance with them. To the contrary, critical theorists believe in implementing multiple approaches to deal with matters of oppression, dissatisfaction, inequality and dominant power, in order to create scope for empowerment and social change (Tsotetsi, 2013:26; see also Shulman, 1986:210).

Critical pedagogy stimulates consciousness of freedom, recognises authoritarian tendencies, and connects knowledge to the ability to take constructive action (Shulman, 1986:210). Kincheloe (2005:21 cited in Mora, 2014:139) states that a transformative critical pedagogy "is not only interested in social change but also in cultivating the intellect of teachers, students, and members of the larger society". Critical pedagogy is, thus, applicable and relevant to this study, as it places equal, active participation of the researcher and participants on the same level in designing a strategy.

2.4 PRINCIPLES OF CRITICAL PEDAGOGY

The researcher considers the following principles of critical pedagogy to be relevant to this study.

2.4.1 Dialogue

Critical pedagogy supports and allows dialogue and open communication. It creates an atmosphere that gives voice to the voiceless and enables the passive to be active and to be heard by others. Helde (2012:18) asserts that critical pedagogy regards dialogue as a special form of communication, in which participants seek to actively create greater mutual understanding and deeper insight. She also notes that dialogue develops communication, through which those taking part in the exchange explore new possibilities. Nagda, Gurin, Rodriguez and Maxwell (2008:online) argue that dialogue involves collaboration among two or more sides, which work together towards a common understanding.

Dialogue helps people to learn how to think together. In this study, dialogue is essential for professional curriculum practice. Dialogue advocates PALAR, whereby

a researcher and participants communicate together in order to recognise, clarify and address issues people experience regularly. Dialogue among teachers creates space for open communication regarding challenges in PCP. The principle of dialogue gives greater opportunity for participants to respond openly (in an open-ended interview, as opposed to a closed-ended questionnaire) (Tsotetsi, 2013:18).

Nkoane (2013:398) states clearly that individuals should resist power or dominance exercised over them. They need to use dialogue, equal participation and communication to resolve societal problems, in the hope of creating better circumstances.

2.4.2 Emancipation

Emancipation, as a principle of critical pedagogy, is based on the ideas of Marx and Hegel, who promote social change to prevent oppression (Wittmann-Price, 2004:440). Emancipation must free not only individuals, but also oppressive social structures, and empower everyone to act against any form of oppression (Wittmann-Price 2004:440).

The emancipation principle in education is used in the classroom to encourage learner participation. It helps learners develop their intellectual and emotional powers to examine their learning at school, in their everyday experiences and in society (Shor, 1992:12). It also empowers learners, by enabling them to take charge of their own learning. The principle of emancipation frees people (as individuals and groups) from those physical and human constraints that prevent them from carrying out what they would freely choose to do.

The application of emancipation in this study aimed to reduce the power of teachers, as the bearers of knowledge, and to empower learners' to use prior knowledge in EMS classrooms. The emancipation principle advocates PALAR and, thus, empowers both researcher and participants to formulate strategies to enhance PCP in Grade 9 EMS classes. The participants will be encouraged to do a SWOT analysis, based on the strategy of enhancing PCP in a Grade 9 EMS class.

2.4.3 Critical consciousness

Critical pedagogy advocates for consciousness. Dillon (2008:180) states that critical consciousness is individuals' perceptions and understanding about themselves during their upbringing within a certain culture, social class, education, and so on. Through critical consciousness development, teachers can help learners to "recognize themselves as architects of their own cognitive process" (Halx, 2010:19). Learners should be encouraged to develop a sense for their own "historicity", which requires a "critical examination of received wisdom, not as a storehouse of eternal truths but as itself situated in its own historicity" (Halx, 2010:19).

Opening the minds of young people should be the goal of every educator, regardless of the specific content knowledge being delivered. Stimulating critical consciousness in learners increases openness to knowledge acquisition and deepens understanding of that knowledge (Halx, 2010:06). Achieving critical consciousness occurs when you "shift from simply being aware to being aware that you are aware" (Halx, 2010:20). It is an "awareness that your own ideas come from a particular set of life experiences", as well as "accepting that ideas about what is normal, or right, or good, are products of life experience rather than universal laws" (Halx, 2010:20).

Critical consciousness development also requires that teachers step back and review and reinterpret their own sensibilities and viewpoints, so that they can do the same for their learners (Halx, 2010:21). As Freire (in Halx, 2010:18) states, only when learners fully understand their circumstances and their place in the world, can they be empowered to change those circumstances and place.

2.4.4 Collaboration

Critical pedagogy advocates for team spirit and collaboration. Having identified what needs to be challenged, it ensures that participants know what brings about a social need (that is, emancipation from oppression) and, on the basis of that understanding, they work to change the state of affairs. As such, relations are harmonised and activities among people who work together and share a common goal are pursued for the benefit of humanity. Teams of people need to work in harmony with one another and collaborate, so that a final product of their labour

represents what each contributed, thus, bringing about ownership of the process that made people work together to resolve societal needs.

2.5 RELEVANCE OF CRITICAL PEDAGOGY TO THIS STUDY

This research is situated within discourses that struggle against any form of social oppression, and it appeals for consciousness, equality, liberation and emancipation, as articulated by critical pedagogy. Critical pedagogy is relevant to this research, because it gives voice to the voiceless and power to the powerless, and stimulates change: from coercive to collaborative; from transmission to transformative; from inert to catalytic; from passive to active. It also leads us to advocacy and activism on behalf of those who are the most vulnerable in classrooms and in society.

Hocks (2005:14) reveals that emancipatory education aims to create an atmosphere of open expression; the education takes place in a manner that works to create consciousness. Therefore, in order to expedite social change, education liberation calls for race, ethnicity, socioeconomic class, religion and nationality to be respected. In this research, emancipation enables individuals and groups to confront any form of oppression, in order to eliminate dominant power structures. Emancipatory education permits people to eliminate dominating conditions that make them responding objects, so that they can become active participants. The above mentioned principles of critical pedagogy strengthens the path of this research, hence, they are appropriate for application to this research.

Openness and social collaboration create PCP that is conducive to learning, whereby individuals and groups act together to achieve social consciousness about any dominant systems. Hooks (1994:26) advocates for open expression, whereby teachers, education leaders, learners and parents develop loyalties that transcend their races, ethnicity, socioeconomic classes, religions and nations, to eliminate inequality. In this regard, critical pedagogy is appropriate for this research.

Critical pedagogy emphasises opportunities for social change with regard to equality, openness and free expression. It also gives voice to collaboration within the pedagogic situation. The absence of social change results in ineffective PCP. Therefore, some teachers will work to teach the pace-setter and fail to attend to the needs of vulnerable pupils, which results in an absence of dialogue, and in poor

curriculum practice. This situation is often associated with the quantity of activities, instead of the quality of teaching. Critical pedagogy's emphasis on social change is likely to transform PCP in Grade 9 EMS. Cortez (2013:53) and Amsler, Canaan, Cowden, Motta and Singh (2010:12) advocate for pedagogies of engagement, life and hope, which aim to break down barriers of domination. This approach empowers people who struggle to achieve liberation, with a pedagogy of engagement.

2.6 EPISTEMOLOGY AND ONTOLOGY OF THE STUDY

In most schools, strategies that can enhance PCP are known in theory, although they are not practically utilised for specific purposes. Training sessions that take place during school working hours aim to improve PCP, but these sessions are seldom attended optimally.

The aim of this research was to formulate a strategy to enhance PCP in Grade 9 EMS. The precise PCP challenges, components, threats, and conditions were examined to find a way to formulate strategies to enhance PCP. Critical pedagogy was employed to explore PCP and investigate how banking education disempowers learners. Areas for educational development were diagnosed and articulated.

The term ontology derives from the Greek, with "onto" meaning being, and "logos" usually interpreted as science, so that ontology, as traditionally understood, is the science or study of being (Lawson, 2004:1). In philosophy, ontology is the study of the kinds of things that exist (Chandrasekaran, Josephson & Benjamins, 1999:20; Gruber, 1993:1). From an ontological point of view, the study recognises that the nature of existence changes from time to time and from place to place, therefore, what used to be true yesterday is not necessarily true today.

Epistemology is also derived from two Greek words: "episteme", meaning knowledge, and "logos", science, thus, the science of knowledge. As employed in philosophy, the word means the science of the certitude of human knowledge (Toohey, 1952:4). Epistemologically, the researcher believes that knowledge can be shaped by continuous development and evaluation of what used to work for PCP in relation to available strategies. Existing PCP strategies will be scrutinised in order to understand and evaluate their worth in education. According to Ponterotto (2005:129), critical ideologists maintain that reality is socially constructed and,

therefore, dynamic interaction between participants is central to capturing and describing the “lived experience” of the participant.

Critical pedagogy places the researcher and participants on the same level with regard to knowledge construction via dialogue and open communication. The construction and transformation of knowledge takes place once participants are free to critique the study and come up with their own strategies to reinforce empowerment and liberation from power.

Reality is shaped by different perspectives. This study is, similarly, shaped by critical pedagogy. This study is subject to participants’ consciousness; therefore, no generalisation shall be applicable.

2.7 THE ROLE OF THE RESEARCHER AND HIS RELATIONSHIP WITH PARTICIPANTS

The research team comprised the researcher and participants as equal partners. The critical pedagogy principles of dialogue, emancipation, and openness were central to the research. The researcher allowed all the participants to understand, explain and address the issues that people experience daily in their striving to achieve social change (Sekwena, 2014:5). The researcher and participants contributed to the formulation of a strategy for enhancing PCP in Grade 9 EMS.

2.8 CRITIQUE OF CRITICAL PEDAGOGY

Common criticisms against critical pedagogy serve an ideological agenda. Critical pedagogy embodies the struggle for the control of the whole process of social change. After discussing the various approaches to critical pedagogy, it is appropriate to address three common attacks on critical pedagogy. Critical pedagogy is often criticised for being essentialist, politically populist and unpatriotic.

2.8.1 Critical pedagogy as essentialist

Critical pedagogy, as it is presented by Freire, embraces a grand narrative approach. Chege (2009:232 cited in Daniel, 1999:400) considers Freire to be mistaken in using

a grand narrative approach that generalises that all learners are oppressed. Not all schools treat learners as mere objects into which information has to be inserted.

Chege (2009:232, cited in Daniel, 1999) says, “what Freire offers the first world is not a method of teaching that we can carry from the Third World to the First, but an attitude of profound love for the human beings we teach”. Some scholars argue that critical pedagogy has no place in first-world education systems, which makes Freirean pedagogy incompatible with postmodern ideals. According to Gee (1997:237 cited in Chege, 2009:232), Freire suggests there is a “correct” way of thinking when he states that, “when we learn to read and write, it is also most important to learn to think correctly”.

What is correct thinking? Who determines what is correct thinking? Obviously, critical pedagogy may, perhaps, seem essentialist at this stage. Since first-world education systems are democratic, it has no room for essentialist pedagogy. However, one can also argue that, despite a democratic education system, there are still huge differences in education opportunities for children from different backgrounds. Critical pedagogy also questions traditional approaches that ignore the role of social conditions in addressing learners’ performance. Furthermore, first-world school systems may not be experiencing the same kind of unusual oppression that third-world school system learners do, but that does not mean a first-world system is without injustices.

Moreover, the debate that critical pedagogy is not friendly to postmodernism is, in a sense, misdirected. The two theories have epistemological and ontological differences, but they also have many points of intersection. Firstly, postmodernist critical pedagogy is built on the premise that ‘knowledge-making is a complex process and that’ the natural social world is a conceptual landmine wired with assumptions and inherited meanings and that every epistemology is shaped by a community of inquirers and socio-political force” (Chege, 2009:233 cited in Kincheloe, 2007:13). Secondly, critical pedagogy eliminates banking education and urges a dialogic approach, as a bridge to achieve social change in postmodern society. The use of dialogue stimulates processes of knowledge construction among learners and teachers. Responding to criticism that his pedagogy is monolithic, Freire clarifies that his educational theory is not a template, but a framework that is

to be re-invented, depending on teachers' and learners' experiences (Chege 2009:233). Through the use of pedagogical practices, it is possible to contest the curriculum of dominance by providing active pedagogical strategies. Pedagogical strategy does make classroom participation equal among teacher and learners, under the supervision of a subject teacher. Hooks (1994:13) says that the learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; and who believe that our work is not merely to share information, but to share in the intellectual and spiritual growth of our learners. By adopting Freirean pedagogy, Hooks calls for teachers to situate their practice within postmodern thinking. Postmodern thinkers believe in using critical pedagogy, but they avoid conventional knowledge. Critical pedagogy and postmodernism obligate significant epistemological and ontological variance.

In a relative sense, critical pedagogy embraces humanistic attitudes with a belief that achievement of the emancipation agenda would empower teachers and learners to separate social paradoxes and amend their attitudes. Aronowitz and Giroux (1991:81 cited in Chege, 2009:232) relate postmodern critical pedagogy to a dialectical approach, whereby learners provide teachers with cultural knowledge and insight. However, in spite of all its theoretical and political virtues, postmodernism is inadequate for the task of rewriting the emancipatory possibilities of the language and practice of a revitalised democratic public life. Therefore, the central argument between the two theories is the essential role praxis plays in critical pedagogy. While postmodernism and post-structuralism are constructed only on philosophy, the main principle of critical pedagogy is that philosophy devoid of praxis is inadequate.

According to Freire (1970 cited in Mora, 2014:49) a critical pedagogy of the oppressed is ongoing and will ultimately serve the ends of liberating both the oppressor and the oppressed. He also believes that learners have the capacity to challenge the current situation if they are well equipped and prepared to take action against the oppressive elements of reality. The majority of schools have socialised learners into traditional pedagogies, therefore, it would be unrealistic to expect them to embrace pedagogies that push them out of their comfort zones, without learners showing resistance. Thelin (2005:129 cited in Chege, 2009:234) recalls how difficult it was for some of his learners to embrace the freedom he allowed them in his class.

Due to classroom time period constant, Hooks (1994:9) notes that, “For reasons I cannot explain it was also full of ‘resisting’ learners who did not want to learn new pedagogical processes, who did not want to be in a classroom that differed in any way from the norm”. Inderbitzin and Storrs (2008:25) say that critical pedagogy emancipates learners to challenge them to take more responsibility for their learning, and is a major cause of learner resistance. He also notes that scholars of critical pedagogy do not view learners’ cultural resistance to change as a challenge for social change.

Shor (1992:114 cited in Chege, 2009:234) advocates a desocialisation process, whereby teachers allow learners the opportunity to argue about the social behaviours and experiences in school and to make judgements about daily life experiences. However, Johnson and Bhatt (2003:240 cited in Chege, 2009:234) view pedagogy as having the role of pushing learners out of their comfort zones, not through a teacher with little dominance, but through promoting the need to tackle “dominance and for creating inclusive classroom environments”. Efforts by teachers to impose their opinions on learners contradict the agenda of the theory. Teachers’ views will result in banking education that opposes emancipatory pedagogy. Teachers need to show faith in learners, and to encourage them to take the risks that critical pedagogy calls for. Still, it would be careless to ask learners to share their experiences and reflections, to make learners vulnerable, if the teacher is not willing to do the same. Hooks (1994:21) states that “empowerment cannot occur if we refuse to be vulnerable while encouraging learners to take risks”.

Schafersman (1994:102 cited in Chege, 2009:234) defines critical thinking as “thinking and arguing correctly about issues that successfully lead to the most reliable answers to questions and solutions to problems”. He also views critical thinking as based on principles of scientific thinking, which are not limited to any academic discipline. Many educational organisations have made critical thinking skills for learners a major goal of their teaching.

However, there is an apparent dissimilarity between critical thinking for intellectual purposes and critical thinking that is geared to social activism. The distinction between the two is that, by focusing on abstract concepts, critical thinking for purely academic purposes stands the risk of divorcing the learning process from the

material conditions in which the education process operates. That is why the agenda of critical pedagogies is to motivate and stimulate learners to reflect on their experiences and the social conditions that produce those experiences, and to interrogate how those conditions can be transformed (Lu & Honer, 1998:87 cited in Chege, 2009:234). Gramsci (1971:3 cited in Chege, 2009:235) considers critical thinking as an element of a particular fundamental social class, whose role is to demonise liberal scholars and the ideals they promote.

2.8.2 Critical pedagogy as populism

This criticism has its roots in poststructuralist, anti-humanistic epistemology and ontology. The poststructuralist approach has criticised critical pedagogy for being populist, because its critics doubt the emancipation agenda.

Popkewitz and Brennan (1998:7 cited in Chege, 2009:235) claim that “the agents of recovery in critical traditions are universalized notions of the actor who is defined as being marginalized -- workers, racially discriminated groups, and, more recently, women”. This position is amazing, since the same scholars articulate an in-depth analysis of the inherent political nature of literacy and how literacy serves as an apparatus of the dominant group to reproduce social conditions. The idea that the downgraded are incompetent of any social action, can be contested.

Gramsci (1971:323 cited in Chege, 2009:235), arguably the precursor of critical pedagogy, poses the following curious question:

Is it better to imagine, devoid of having critical awareness, even take part in a formation of the world automatically carried out by the external environment? Is it better to work out on purpose and unfavourably one's own conception of the world?

Freire (1973:4 cited in Chege, 2009:235) argues that humans are not mere observers of history; they “are not limited to the natural”; rather, they interact with their world to change it. Critical pedagogy aims to support learners' abilities and skills that allow them to argue and engage in their experience. These situations prepare learners to challenge social conditions that build and influence their experience. Likewise, the argument that critical pedagogy is “populist” ignores the essential basis

of the standard view that a sound educational theory must be accompanied by a matching praxis in order to achieve social change. Education liberation remains, not illusion, but action oriented. According to Chege (2009:235) the call for social change “is not a call to armchair revolution but true reflection leads to action... an authentic praxis”.

Freirean praxis was drawn from Gramsci's works. From this perspective, the agenda of critical pedagogy is more than just a philosophy, it is practical; it calls for learners to “act as self-reflective subjects with an ability to think critically” (Inderbitzin & Storrs, 2008:48). Shor (1991:11 cited in Chege, 2009:235) defines pedagogy as the “act of questioning the received knowledge and immediate experience with the goals of challenging inequality and developing social change”. A central and related aspect of critical pedagogy is the role of educators in the process of educational critique (Fischman & McLaren, 2005:426). As Lu and Honer (1998:266 cited in Chege, 2009:234) assert, its agenda is to “[analyse] the social historical conditions shaping one's experience (of desire) and exploring ways of transforming those conditions and thus that experience”. It is pedagogy founded on the reality that it is impossible to dissociate politics from learning. It is essential to formulate an educational theory and praxis capable of empowering learners and teachers to engage hegemonic forces covered in educational policy and practices.

2.8.3 Critical pedagogy as unpatriotic/unsupportive

In most circumstances, liberal or critical teachers have been seen as untrustworthy by professional and ordinary learning institutions. In some third-world countries, the state works as a dialogue editor in order to restrain disagreement, conflict and political action among learners, which results in harassment and intimidation. The Brazilian government disapproves of critical pedagogy, because it was empowering learners and provoking farm workers. Freire was charged and banned for promoting this theory and for trying to inform communities about the socio-economic of state affairs and the need to challenge the status quo in contesting injustices (Freire & Horton cited in Chege, 2009:235).

These days, a rebirth of the anti-liberal agenda, which was previously used for political activities, poses a great threat to academia. Attacks are aimed directly at

what goes on in the classroom. Likewise, through their sustained questioning of inequalities and injustices in the education system and society, essential pedagogies are often seen as substances of social disagreement. In this case, scholars and educationists are considered to be unpatriotic (unsupportive). Inderbitzin and Storrs (2008:48 cited in Giroux 2001:18) say that “teacher capability to transmit knowledge to student transformative pedagogy persistently questions the kinds of labour, practices, and forms of production that are enacted in public and education institutions”. In addition, the paradigm challenges educational policies, practices, and ideologies that seek to downgrade education and society in general. Critical pedagogy promotes social or civil activism and challenges traditional approaches of conventional dominance that influence education. In essence, the arguments that characterise discourse on literacy and educational theory expose a clash of ideologies, a clash of dominations. Hence, unsupportive critical pedagogy was a professional formation used to contest, for example, affirmative action and intellectual freedom.

2.9 PHASES OF CRITICAL PEDAGOGY

Critical pedagogy has been defined inversely by numerous educators, theorists, and philosophers. The multiple phases that appeared in critical pedagogy emphasise the role of learners and teachers in four dimensions. These phases include disrupting the commonplace (descriptive phase), interrogating multiple viewpoints (personal interpretative phase), focusing on socio-political issues (critical analysis phase) and taking action and promoting social justice (creative action phase), each of which will be discussed in detail below.

2.9.1 Descriptive phase

Mkandawire and Walubita (2015:154) argue that “reading is re-writing what you are reading”. He also notes that to read is to discover connections between the text and the context of the text, and also how to connect the text with the individual’s context, the context of the reader. Mkandawire and Walubita (2015:154) point out that the descriptive phase is said to involve the ability to evaluate statements or arguments put forward by others. The descriptive phase liberates learners from banking

education and from being passive receivers of information, into being active in the pedagogical atmosphere.

Banking education is characterised by instruction that “turns learners into ‘containers,’ to be ‘filled’ by the teacher”. In such classrooms, characterised by John Locke’s *tabula rasa* thinking, “knowledge is a gift presented by those who consider themselves knowledgeable upon those whom they consider to know nothing”, according to Mkandawire and Walubita (2015:15), and teachers distance themselves, as the possessors of knowledge. In this role, teachers neither necessarily challenge the learners to think realistically, nor value learners’ own “funds of knowledge”, because teachers perceive their work to involve information transmission, while the learners believe the purpose of their education is mere information acquisition (Hirsch, 1987:34 cited in Mkandawire & Walubita, 2015:215). Another feature of banking education is a milieu of fear and distrust, and learners developing a syndrome characterised by dependency on educators. Educators see themselves as “absolute knowers” and learners as people who know little, if anything. Freire (1987: 45 cited in Mkandawire & Walubita, 2015:151) states that this approach is a solo enterprise, which denies partnership in the social act of communication (teaching and learning process) and the full humanity of learners.

In opposition to the banking model, Freire proposes a system in which learners become more socially aware through critiquing multiple forms of injustice. This awareness may not be achieved if learners are not given the opportunity to explore and construct knowledge. Teachers who recognise the potential value of developing critical pedagogy do not view their learners as containers to be filled, instead, they create experiences that offer learners opportunities to actively construct their own knowledge. In this model, schools (or universities) become spaces in which learners interrogate social conditions through dialogue about issues significant to their lives. In other words, teachers engaged in critical pedagogy serve less as instructors and more as facilitators of conversations that question traditional power relations (Coffey, 2010:98 cited in Mkandawire & Walubita, 2015:152).

Application of the descriptive phase helps learners to develop their intellectual and emotional powers to examine their learning at school, in their everyday experiences and in society (Shor, 1992a:12). It also empowers learners by enabling them to take

charge of their own learning. The application of the descriptive phase in this study is aimed to reduce the power of the teacher, as bearer of knowledge, and to empower learners' pre-knowledge in EMS classrooms.

2.9.2 Personal interpretative phase

Critical pedagogy in literacy is probably what Magolda (1999:6) calls "self-authorship", whereby a person is able to "reflect upon one's beliefs, organise one's thoughts and feelings in the context of, but separate from the thoughts and feelings of others, and accurately make up one's mind". The personal interpretative phase empowers people to rationally and accurately analyse their knowledge and beliefs, and the beliefs of others.

Moreover, the personal interpretative phase allows people to open their minds to their worlds and the worlds of others. Shor (1987:1 cited in Mkandawire & Walubita, 2015:154) argues that, by using an interpretative approach, a person "connects the political and the personal, the public and the private, the global and the local, the economic and the pedagogical, for re-thinking our lives and for promoting justice in place of inequality".

The personal interpretative phase collaborates with principles of dialogue and open minds by paying attention to and seeking out the voices of those who have been silenced or marginalised (Mkandawire & Walubita, 2015:154). It creates an atmosphere that gives voice to the voiceless and enables the passive to be active and be heard by others. Helde (2012:18) asserts that dialogue leads to special communication, in which participants seek to actively create deeper insight and greater mutual understanding. It also involves reflection upon one's beliefs, and organises one's thoughts and feelings before exploring new possibilities.

The personal interpretative phase advocates for PALAR, whereby a researcher and participants seek deeper insight about issues people experience regularly in PCP, in order recognise, clarify and address these issues.

2.9.3 Critical analysis phase

Mayo (2004:37) views critical analysis as an emancipatory process in which one not only reads the word, but also the world. Critical analysis can be used by someone to perceive social, political and economic contradictions relating to oppressive elements of reality. The target is to practise learning to engage in the politics of daily life, to move beyond the personal and to attempt to understand the socio-political education systems to which we belong (Lankshear & McLaren, 1993:15 cited in Mkandawire & Walubita, 2015:154). It is important to understand that texts are culturally, socially, politically and historically constructed and situated (Lewison, 2002: 27 cited in Mkandawire & Walubita, 2015:154). Critical analysis emancipation must free, not only individuals, but also oppressive social structures, and replace them with a humanistic philosophy based on the fundamental value of freedom (Wittmann-Price, 2004:440).

Critical pedagogy has taken up the notion of active, engaged participation by all in its call for education that is liberating, and requires students to move from a position of oppression to active participation in a democratic state (Mora, 2014:10). It also empowers learners by enabling them to take charge of their own learning. This phase frees people (as individuals and groups) from those physical and human constraints that stop them from arguing, evaluating and making judgements about what they would freely choose to do.

Through critical consciousness development, teachers can help learners to “recognize themselves as architects of their own cognitive processes” (Freire, 1998:112). Critical analysis of consciousness encourages learners to critically examine their own cultural learning in correspondence to school curriculum, in order to do accurate analysis and make judgements about their own knowledge (Freire, 1998:14).

Opening the minds of young people should be the goal of every educator, regardless of the specific content knowledge being delivered. Stimulating critical consciousness helps learners to be open-minded in knowledge acquisition before they evaluate others (Halx, 2010:06). Achieving this phase requires a “shift from simply being aware to being aware that you are aware” (Carspecken, 1996:13 cited in Halx,

2010:20). It is an “awareness that your own ideas come from a particular set of life experiences”, as well as “accepting that ideas about what is normal, or right, or good, are products of life experiences rather than universal laws” (Hinchey, 2004: 25 cited in Halx, 2010:20).

This phase requires that teachers step back and review and re-interpret their own sensibilities and viewpoints, so that they can do the same for their learners (Halx, 2010:21). As Freire (in Halx, 2010:18) says, only when learners fully understand their condition and their habitation in the world, can they be empowered to change that condition and habitation via analysis.

2.9.4 Creative action phase

Mkandawire and Walubita (2015:154) report that critical literacy education can be compared to giving learners the tools they need to make their own decisions – not only about learning, but about every aspect of life. In keeping with this perspective, Freire recaps that critical pedagogy empowers a person to change the world, which is creative action. Critical action has powerful ways to promote social justice and the foundation of a just, humane, and democratic society (Mkandawire & Walubita, 2015:154). It is also a way of helping the individual learner to understand the society he/she lives in better and to negotiate for better conditions and services in that society.

This political stance on changing the world for the better implies that a person should be critically literate, both within and beyond society or, in Freire’s words, a person should have one foot within society and another one strategically out. Having one foot outside society helps the person to grasp realistic visions. Keeping another foot within society helps the person to fully understand society and reduces the risk of resistance to change by the society that person wants to change. The situation can be compared to the dilemmas and disjuncture the purpose of learning and life, that the philosopher in Plato’s *Allegory of the Cave* is supposed to handle.

According to Smit (2008:56 cited in Mkandawire & Walubita, 2015:155), critical pedagogy creates an environment for taking up a critical stance in life. Therefore, it is not surprising that learners who engage in critical action become open-minded, active, strategic readers, who are capable of viewing text from critical perspectives.

They would understand that the information presented in text, maps, newspapers, academic journals, and websites have been authored for a particular purpose. They would know that meaning is “grounded in the social, political, cultural and historical context of the reading event” (McLaughlin & De Voogd, 2004:56 cited in Mkandawire & Walubita, 2015:155). In view of the foregoing, this study finds it necessary to classify learners’ views and understanding of critical action education into Freire’s main frames.

2.10 STRATEGIES TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE

To enable the research team to formulate a strategy that will add value to PCP at schools, the team reviewed literature on challenges that were identified and faced elsewhere, in order to anticipate possible risks, and to mitigate ways of managing strategies to improve PCP in a Grade 9 EMS class. By doing so, the team was able to formulate a strategy that would help to enhance PCP. In the next chapter, literature on PCP will be reviewed. The review will assess PCP in South Africa as well as in other countries. This review will assist the researcher to gain insight into what is needed to formulate an effective strategy.

2.11 CHAPTER SUMMARY

This chapter introduced the theoretical framework that guided the study, and explained its origins and principles. It also interrogated its relevance to this study, epistemology and ontology. Critiques towards and its phases were also explored. The next chapter will review literature on PCP EMS classes.

CHAPTER 3: REVIEW OF LITERATURE RELATED TO PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES

3.1 INTRODUCTION

The aim of this study was to develop a strategy that could be used to enhance PCP in Grade 9 EMS. This chapter will review literature on PCP with regard to EMS subjects. The literature originates from local and global sources in respect of PCP. Reviewing studies that were conducted beyond South Africa may provide insight in ways to improve current PCP. The following sections will be aligned with the objectives of this study.

The chapter will investigate the need to develop a strategy by, first, discussing literature that reviews the challenges encountered in implementing PCP in EMS. Second, attention will be given of the components that have been employed elsewhere to address these challenges. Third, consideration will given to strategies used internationally, on the African continent, in the Southern African Development Community (SADEC), and locally, to address the challenges. In the last section, I will focus on conditions conducive to implementing PCP in other countries internationally and on the African continent. The operational concepts will also be discussed and defined. Finally, a summary of the chapter will be provided.

3.2 THE NEED TO DEVELOP A STRATEGY

This section will demonstrate and justify the need for the envisaged strategy. In order to show that a need to develop a strategy exists, challenges that prompted the search for this strategy will be discussed. The challenges include (but are not limited to) inadequate accounting subject content knowledge, and ineffective collaboration in teaching EMS.

3.3 RELATED LITERATURE REVIEW

3.3.1 Inadequate accounting cash journal subject content knowledge

The success of any PCP depends on the type of university training that teachers have received. Adequate subject content knowledge is a prerequisite for EMS teaching practice (DoE, 2015:8). A teacher is an interpreter and transformer of subject content knowledge with the aim of facilitating learners' learning (Shulman 1986:333). However, teachers with inadequate subject content knowledge are ill-equipped to explain and represent accounting subject content precisely (Ngwenya, 2014:175).

Studies that were conducted in Germany reveal that some teachers do not have adequate accounting subject content knowledge. Literature shows that limited learning and professional development opportunities affect teachers' subject content knowledge (Kleickmann, Richter, Kunter, Elsner, Besser, Krauss & Baumert, 2013:92). It is worth noting that subject content knowledge alone is not sufficient, because knowledge of teaching methods is also necessary for to successful pedagogy.

Studies on the African continent (Nigeria) reveal similar challenges, with teachers finding themselves teaching subjects in which they did not specialise (Nwanaka & Amaehule, 2011:658 cited in Ahmadi & Lukman, 2015:34). Reflecting on the Nigerian context, Moja (2000:23-24) notes that there is a significant mismatch between training and practice, especially amongst teachers trained abroad and teachers trained at Nigerian institutions. Teacher-training institutions have been criticised for their inability to produce teachers who are properly grounded in pedagogy and content (Adeosun, 2011:105). Inadequate funding of most colleges of education leads to a decline in the quality of education offered (Nwodoh, n.d.:5). Teachers need to keep up to date with developments in their subject areas (Adeleye, 2017:33).

In the SADC region, it has been established that Zimbabwe's initial teacher education programmes do not adequately prepare pre-service teachers with pedagogical and content knowledge (Magudu, 2014:52). Teachers with limited

subject content knowledge are linked to poor quality education and learner achievement (Mukeredzi, 2016).

As an educator at a school in Thabo Mofutsanyane district (South Africa), I realised that professional teacher qualifications are not taken into consideration in subject allocation. Studies indicate that teachers find themselves teaching subjects that they never studied or specialised in (Schreuder, 2009:77). In the case of EMS, teachers have problems, because they are not trained as accounting, business studies or economics teachers. Most have never had exposure to any of the three subjects (accounting, economics and business studies) comprising EMS during their training (Assan & Lumadi, 2012:257). If teachers possess insufficient subject content knowledge, the lack contributes to poor performance by learners in South Africa (Diseko & Modiba, 2016:346; Schreuder, 2014:124-125),

If teachers are not confident and sufficiently equipped to teach the accounting sections, they will not succeed in getting learners excited about accounting (Letshwene, 2014:72). Insufficient subject content knowledge may lead to negative attitudes to the teacher's towards the subject (Nchu, 2015:52). Research has shown that South African teachers' subject content knowledge, especially that of EMS teachers, has a bearing on the quality of their delivery (Ngwenya, 2014:174).

The question is what the DoE can do to recruit EMS educators. Bursaries should be increased, and better salaries have to be negotiated for educators in scarce-skills subjects. These measures would address teachers' needs and improve delivery of core subject content knowledge. A study in South Africa showed that PCP organised by the district did cater for some teachers who taught EMS, but did not specialise in EMS (Schreuder, 2009: 77).

The possibility of producing learners with knowledge and skills needed by the modern market is unlikely if the subject content knowledge delivered by teachers is insufficient. Sufficient subject content knowledge enhances PCP. The National Education Policy Act 27 of 1996 (Tsotetsi, 2013:53; RSA, 1996:47-48 cited in Schreuder, 2009:18-19) stipulates seven roles of teachers that align with critical pedagogy. These are as follows: Firstly, teachers need to display competency and sound knowledge of the subjects they teach. Sufficient subject content knowledge

enables teachers to deliver PCP effectively. Insufficient subject content knowledge makes it difficult for teachers to unpack and deliver the knowledge in a manner that is easy for diverse groups of learners to understand.

The second role of teachers is to be interpreters and designers of learning programmes and materials. Delivery of subject content knowledge should not be the responsibility of teachers alone. The district-based official (learning facilitator) has an obligation to monitor and facilitate the delivery, in an appropriate manner, of subject content knowledge to learners. Thirdly, teachers have to be scholars, researchers and lifelong learners. This can be achieved through ongoing personal professional development, study and research in the field, to broaden professional and educational knowledge.

The fourth role of teachers is to engage with the community to develop citizenship and provide pastoral care. A teacher needs to understand the community's cultural and socio-economic status, in order to understand what measures to implement and align with PCP for the benefit of learners. By doing so, a teacher might be able to meet the demands of the curriculum (CAPS). Teachers would, furthermore, develop supportive relations with parents and other stakeholders in education, based on a critical understanding of community and environmental issues (RSA, 1996:47).

The fifth role of a teacher is that of leader, administrator and manager. Teachers should make decisions in their classrooms, manage classroom activities and execute administration duties effectively. All of this should be done democratically and in support of learners and colleagues (Schreuder, 2009:19).

The sixth role of teachers is to be assessors. Through assessment, teachers reflect on the subject content they deliver. It is through assessment that teachers are able to provide feedback to learners about subject content knowledge. The seventh role of teachers is to be subject specialists. Teachers are required to be equipped with basic knowledge, skills, values, principles, methods, and procedures relevant to the subject content. Integration of district-based officials and the SMT equips teachers with various approaches that enhance PCP, to the benefit of learners (RSA, 1996:48; Tsotetsi, 2013:54).

However, studies indicate that teachers are usually not prepared to accomplish these roles; even their educational backgrounds and experiences might not assist them to do fulfil the roles (Nelson Mandela Foundation, 2005:109; Tsotetsi, 2013:54). The Nelson Mandela Foundation (2005:87) found that some teachers are still applying traditional methods of teaching, instead of adopting modern methods of guiding and facilitating learners' progress. However, some teachers do use modern teaching methods, as required by the CAPS, such as group discussions and role play, to engage learners' different abilities.

From the above discussion, I notice that a common challenge facing teachers is insufficient subject content knowledge. Tsotetsi (2013:56) clearly states that teachers struggle to fulfil their seven roles. Therefore, there is need to design a strategy that will enhance PCP in EMS subjects.

3.3.2 Ineffective collaboration in teaching (accounting, economics and business studies) economic and management sciences

PCP deals with proper teaching and learning, which is directed by a code of practice. PCP should eliminate centralisation of education and accommodate collaboration. Some teachers seem to be resistant to change, because they haven't been involved in curriculum structuring and they find it difficult to meet the demand for curriculum reform. As a result, they are unlikely to embrace social change in practice (Pillay, 2014:24-25). It is, therefore, important for teachers to allow social change in their practice, for the benefit of vulnerable learners. In the next subsection, I will look at the diverse collaboration problems experienced globally in PCP for EMS.

A study by Burton (2015:22), in Colombia, found that teaching collaboration was not integrated in school planning, which impacted on PCP. The lack of collaboration in school planning gives teachers the power to dominate the curriculum and exclude principles of consciousness, dialogue, giving voice to the voiceless, and accommodation of learners' views. The biggest challenge to teachers' collaboration is limiting the time allotted and scheduled for formal collaboration (Burton, 2015:22).

From Tanzania, Kitta (2014:43) reports that teaching teachers to collaborate and practice teamwork was also a major obstacle in terms of PCP in that country. Programmes for PCP were designed theoretically, but were inapplicable practically.

Resistance to collaboration at some schools denies learners the opportunity to voice their views about PCP, which is against the principles of critical pedagogy. Resistance and fear about practicing collaboration affects the implementation of PCP strategies.

A similar situation exists in SADC countries. Some schools in Zimbabwe are guilty of poor collaboration between novice and veteran teachers. In a study on the induction of new teachers at four schools in Zvishavane urban (Zimbabwe), it was established that schools, generally, do not make any provision for the induction of new teachers. Schools do not provide support through mentoring, joint planning, team teaching and observations of lessons by experienced teachers (Magudu, 2014:51). Few schools adopt supportive and collaborative approaches for professional learning for teachers (Mukeredzi, 2016:3).

Teaching by collaboration appears to be a challenge in South Africa too. Since the end of apartheid in South Africa, various reforms have been introduced in the education system (RSA DBE, 2011:8). Unfortunately, teachers are unable to meet the high expectations of the reform process as expressed in the new curriculum. EMS as a subject requires teachers to work collaboratively, however, collaboration presents an enormous challenge, because teachers are used to working as individuals (Samuel, 2014:610). For many teachers who cannot cope with sudden changes to the curriculum, fear of failure is clearly a risk that yields high anxiety and reduced resilience, which results in teacher resistance to change (Martin & Marsh, 2003 cited in Singh, 2013:688). Lacking the capacity to adapt to changes at the classroom level leads to teachers experiencing high levels of anxiety and stress, and fear of the outcomes of education (Singh, 2013:687). Resistance to collaboration among teachers hampers PCP in EMS.

Some teachers still believe in monopolising education, and in principles of power and domination, which exclude support, listening to the voices of, and involvement of co-teachers and learners in PCP. The practices of working in silos and excluding others result in low quality education and poor PCP. Ineffective collaboration and teacher resistance to change appear to be challenges globally. Although centralised education seems to be effective globally, even in countries where there are continuous curriculum reforms, strategies for improving collaboration and enhancing

PCP still need attention. Biputh and McKenna (2010:284 cited in Tsotetsi, 2013:49) argue that teachers perceive collaboration as time consuming. Some feel that collaboration is a good strategy for earning points in IQMS, not to improve PCP.

In the above section, I reported that a common practice in schools across the globe is teachers' resistance to collaboration, which contributes to low-quality education and poor PCP. In order to strengthen PCP in Grade 9 EMS classes, these realities have to be taken into consideration.

3.4 COMPONENTS

In this section, improved practice will be discussed, in order to learn about existing strategies around the world and in South Africa, in particular. Practice in Africa and internationally is reviewed with the intention of drawing parallels.

3.4.1 Strengthening accounting cash journal subject content knowledge in professional curriculum practice of economic and management sciences

Wylie (2011:2-3) conveys that, in New Zealand, some government-supported professional development programmes include a focus on teachers working together, new suites of assessment tools that provide more timely formative information, and new frameworks and programmes for school leadership development. This approach is school-wide, and involves teachers working together, and learning how to observe each other's practice using systematic tools, so that they can see for themselves any gaps between their intended practices. It is interesting that teachers who take part in this structured and well-supported professional development are much more likely to say they have changed their thinking or improved their practice, than those who have not participated.

Another study, in South Australia, indicates that thousands of organisations and networks offer teachers the chance to participate, learn and share in different ways with teachers across school, district and system boundaries (Bentley & Cazaly, 2015:26). Such activities are undertaken by professional and subject associations, by providers of expert coaching and specialist teaching expertise, and by organisations such as teacher unions.

On the African continent, in Tanzania, the engagement of the education manager at district, ward and school levels has been considered to be the main strength of the quality of accounting subject content knowledge (Komba & Nkumbi, 2008:75). Education managers support PCP collaboration by conducting seminars and workshops, preparing handouts and establishing links with colleges. Responses from educational managers and teachers themselves show that teachers are involved in identifying topics and issues to be discussed.

The strength of Zimbabwe in relation to PCP has been its ability to engage the Ministry of Education Support in professional development of its workforce (Shadreck, 2012:772). Subject specialisation at schools enhances the teaching of subject content knowledge (Mukeredzi, 2013:12). Regular workshops empower teachers and provide them with a platform to share and debate ideas.

The Department of Basic Education (DBE) in South Africa has focused on building productive relationships with its partners, including parents, governing bodies, the district, local community members, social services agencies, psychological services, businesses and industry (Stoll, Bolam, McMahon, Wallace & Thomas, 2006:241). Even non-governmental organisations play a role in supporting districts to raise funds for training workshops (Badugela, 2012:39). Schools, in turn, encourage teachers to engage in a range of initial and ongoing teacher development for knowledge exchange (Van Wyk, 2015a:340) and to forge partnerships with higher education institutions to broaden knowledge.

It is the role of subject advisor, via professional learning communities, to update teachers on the latest developments in the field and in the subject, to make all necessary information available, and invite teachers to workshops that address subject content and methodology. The subject advisor also shows teachers how to manage diverse groups of learners, and they organise standard-setting meetings, CAPS training workshops, and mentoring sessions. They also encourage teachers to attend tutoring sessions and camps with their learners (Schreuder, 2014:126). Even SMTs and subject advisors need to provide constant on-site support for teachers to cope with changes in the curriculum (Taole, 2013: 45 cited in Pillay, 2014:28). Pillay (2014) asserts that subject advisors and school principals have been given training manuals and resource packs to ensure consistency in the management of CAPS

implementation. Many schools consider the role played by these education partners and learning facilitators to be important for the success of learners. These factors act as strengths that can ensure quality education in South Africa.

Continuing professional development programmes, such as workshops, seminars and conferences are conducted on the assumption that knowledge and skills of educators can be improved by utilising external experts (Lee, 2005:40 cited by Gulston, 2010:37-38). In most cases, district officials use school vacations to implement the updated model.

I have observed that, from an international perspective, on the African continent, in the SADEC and in South Africa, most schools engage education partners, learning facilitators, education managers, and district officials in workshops to improve the quality of subject content knowledge for PCP.

3.4.2 Strengthening collaboration in teaching (accounting, economics and business studies) economic and management sciences

International studies report that some educationists, in partnership with experts from Wales, Scotland and Northern Ireland, developed a National Occupational Standards framework for supporting teaching and learning in schools (Mavuso, 2013:35). Coalitions enhance quality professional learning by creating a platform to share strengths. This framework contains three important elements, namely, supporting teachers in planning learning activities, supporting teachers in delivery of planned activities, and supporting teachers in the appraisal of learning activities.

In Nigeria, universities provide training education for PCP (Omo-Ojugo & Ohiwerei, 2008:667). Education stakeholders, such as parent-teachers associations, Education Trust Fund and Petroleum Trust Development Fund agreed to provide required facilities and funds to ensure effective implementation of the new curriculum in schools (Ahmadi & Lukman, 2015:36). Seminars and workshops were organised to train teachers on effective teaching of the newly introduced curriculum. The National Commission for Colleges of Education is responsible for teacher education in Nigeria (Adeosun, 2011:104; Moja, 2000:26).

Scholarships are used as incentives for Zimbabwean teachers who wish to further their studies while working in rural areas, and attain a higher qualification (Shadreck, 2012:772). Universities have programmes that help to improve teachers' subject content knowledge and pedagogical practice. School management is also encouraged to study leadership and management programmes, in order remain updated on current education trends.

In South Africa, the greatest education opportunities for EMS are involvement and engagement with the South African Institute of Chartered Accountants via the South African Foundation for Economic and Financial Education (Letshwene, 2014:27-28). The engagement of these organisations contributes to improving the quality of PCP, by organising EMS Olympiad competitions for learners between Grades 7 and 9. This engagement helps to induct novice teachers into their professional careers, while they receive guidance regarding their new role and responsibilities in the workplace. Furthermore, the DBE has undertaken to produce a new, streamlined policy, to conduct workshops, and to provide workbooks and stationery as well as maximum support to schools for the implementation of CAPS (Pillay, 2014:54)

Another opportunity is offered by distance learning through universities. In South Africa, Fundza Lushaka bursaries are available through the DoE for new and existing teachers who wish to further their studies (Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:5). Even study loans are also available to fund students who wish to pursue education careers. The partnership between schools, the DoE and universities make it possible for teachers to further their studies by registering for the Advanced Certificate in Education (ACE), in order to enhance content and pedagogical knowledge in EMS (Assan & Lumadi, 2012:257). The Department of Arts, Sports and Culture helps schools with programmes, such as SportsTech, to provide physical education for the mental wellbeing of learners.

From the above evidence, I identified a strength in most countries, that is, role of education partnerships. Partnerships with universities is common in South Africa and Namibia, as a way to improve teachers' subject content knowledge. PCP can be improved through partnerships and funding, depending on what is seen as best for each country

3.5 STRATEGIC DEVICES FOR PROFESSIONAL CURRICULUM PRACTICE

The following are important components that ought to be considered in enhancing PCP.

3.5.1 Using distance learning institutions (universities) to support accounting cash journal subject content knowledge for professional curriculum practice

The education department partners with universities to devise strategies to ensure lifelong learning and to upgrade performance at school level. Curriculum, leadership and management programmes are offered by universities to align with schools' policies. Curriculum programmes are useful for developing knowledge and skills, while management and leadership programmes are appropriate for school development teams and SMTs that are responsible for leading and managing schools.

A study in South Australia found that distance learning is useful for bringing new ideas into practice. It has led to school networks emerging, working together and independently of government (such as the Great Schools Network), and schools working in partnership with universities (such as the University of Melbourne Network of Schools) (Bentley & Cazaly, 2015:27). Furthermore, government funds teachers who take courses at the National Institute of Education as part of Master's degrees for curriculum specialists, mentors and school principals (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009:32).

In Nigeria, the National Teachers' Institute was the first institution established by the federal government to specifically provide distance education courses designed to upgrade under-qualified and unqualified teachers (Ololube, Ubogu & Egbezor, 2007:185). The National Teachers' Institute and government offer, update and upgrade courses for teachers using workshops, seminars and conferences, as programmes that would improve the quality and content of education in the country (Adeosun, 2011:104; Omotayo 2014:53). Universities are involved, to sustain and implement these programmes. The programmes bring teachers from across the country together and teach them about useful methodologies that could enhance practice. During these programmes, experts offer solutions to problems encountered

in pedagogical practice. The programmes focus on assisting teachers to enhance their practices and improve their qualifications.

The Department of Education in Zimbabwe offers scholarships to teachers who seek to further their education (Shadreck, 2012:768). Distance education institutions offer teachers professional qualifications (Masuku, 2011:230). Most programmes offered at higher institutions of learning, aim to improve teachers' practices by engaging with changes in pedagogy. During the programmes, teachers are given opportunities to make presentations; in so doing they are empowered about ways they can improve the delivery of content.

In South Africa, the DoE offers full-time and part-time bursaries to permanent employees who wish to continue their studies. Fundza Lushaka bursaries are also awarded to matriculates who meet Fundza Lushaka requirements, who have the required university entry points, and who are willing take up teaching as a career (Van der Berg *et al.*, 2011:5). Some universities offer bursaries and loans to professionals who wish to acquire the ACE to enhance their content and pedagogical knowledge in EMS (Assan & Lumadi, 2012:257). These curriculum programmes contribute to the existing body of knowledge (subject content knowledge), while training in leadership and management contributes to professional development (dialogue, collaboration). Research programmes identify and address challenges encountered in PCP.

From my point of view, it clear that international university distance learning programmes are similar to those offered in African countries.

3.5.2 Collaboration in teaching (accounting, economics and business studies) economic and management sciences

Teaching through collaboration is important in PCP, as it enables teachers to support and develop each other. It also strengthens teacher subject knowledge and, thereby, improves their practice. Collaborative learning permits teachers to become experts in one lesson's content and to share it with few colleagues (Van Wyk, 2015a:339). Teacher collaboration can be encouraged amongst veterans, or between veterans and novice teachers.

A novice pre-service teacher is a teacher with less than five years of teaching experience (Kim & Roth, 2011:4). Novice teachers should attend cluster workshops for subject knowledge development (Van Wyk, 2012b:194). Such workshops will enable teachers to network with colleagues from surrounding schools and to share ideas and discuss common problems (Pillay, 2014:77). Subject advisors have a role to develop networks between experienced and novice teachers. The school seems to be the context for professional learning among teachers in terms of social and psychological growth (Pillay, 2014:5). Pillay (2014) also notes that schools can be professional learning communities (Feldman, 2016:68), in which teachers collaboratively learn from one another and develop their knowledge and skills.

In the state of Tennessee, in the United States, the Lincoln Department of Education facilitates teacher collaboration. Also in the United States, the National Staff Development Council recognises collaboration among teachers as a foundation for teachers' development and for improving learning (Williams, 2010:15). During collaboration, teams of teachers work together, planning lessons, reviewing learners' work, comparing learners' work in different classes, and trying to understand why certain pedagogies seem to be more effective than others (Williams, 2010:16). Three quarters of teachers in the United States indicated that they have formal opportunities for collaborative planning with others (Wei, Darling-Hammond & Adamson, 2010: vi).

The Zimbabwe Department of Education performs continuous workshop training to enhance the quality of teaching and learning at schools (Mercy & Mabhandu, 2015:31). Upon returning to school, a school delegate is expected to convey information and skills gained to colleagues who were not part of the programmes. Collaboration provides a space for learning with and from each other, and creating, reflecting on and sharing teacher knowledge (Mukeredzi, 2016:10). It creates an opportunity for experts and novices to learn together in a supportive environment that promotes collaboration, reflection and gradual acculturation into the teaching profession (Magudu, 2014:34). The focus of these programmes is to enable teachers to discuss, share and assist one another to bridge the gap between novice and veteran teachers (Stansbury & Zimmerman, 2000 cited in Magudu, 2014:34). Novice teachers get support from more experienced teachers through various forms of

professional development (Magudu, 2014:119). Collegial collaboration between new and experienced teachers takes place in the form of grade-level teams (Magudu, 2014:121).

In South Africa, cluster workshops are a driving force behind teacher collaboration. Clustering schools gives teachers the opportunity to meet, view and share their practices and to acquire new knowledge and skills (Rajoo, 2012:61). Collaboration in teaching and learning gives teachers an opportunity to explore and acquire new skills and use one another's strengths to complement their own knowledge and skills, with the broader aim of enhancing PCP (Dos Reis, 2012:20). Social interaction between teachers can be a platform at which teachers share ideas on ways to facilitate learning or conduct lessons (Ngwenya & Maistry, 2012:28). Teachers also share ideas about pedagogical practices, and develop innovative ways to teach the content and facilitate learners' understanding (Dos Reis, 2012:24). Active collaboration by teachers helps to identify problems encountered and to develop strategies to enhance PCP.

Kim and Roth (2011:14) suggest that teachers of the same grade level should get together to share ideas, swap materials, and/or team-teach. Interaction among teachers at the same level can take place even when they teach at different schools. Novice teachers benefit, as they observe and learn from experienced teachers. They also connect and develop friendships with other school teachers – this is one of the purposes of collaboration. Universities also offer distance learning programmes on leadership and management, which are optional for all teachers and beneficial to schools.

3.6 CONDITIONS CONDUCIVE TO IMPLENTING PROFESSIONAL CURRICULUM PRACTICE STRATEGIES

3.6.1 Enhancing accounting cash journal subject content knowledge

Quality education depends on programmes being available to support teachers' pedagogical methods of delivering subject content knowledge. Workshops are used to assist teachers to approach their teaching tasks in different ways, so as to enhance personal growth and professional development (Van Wyk, 2014c:691).

Through the programmes, teachers are able to discuss and share information with each other, correct misconceptions and adopt good pedagogical practices (Van Wyk, 2015c:342). Van Wyk (2015c) notes that teachers learn better when they learn together. Teachers tend to follow and adopt what works during training programmes.

Delivery of subject content knowledge has been strengthened by professional development programmes with an evaluation component (Jackson, Rockoff & Staiger, 2014:28). Teacher workshops help teachers to share specialised subject content knowledge and “pedagogical content knowledge, to share their expertise and approaches to facilitating students’ learning” (Williams, 2010:21). By attending subject expert workshops and inviting experts to the classroom, teachers could improve delivery of subject content, and acquire methodologies for successful practice.

In some African countries, continuous professional development is used at regional and district levels to provide support to schools and to lead teachers (Joshi & Verspoor, 2013: xxv). Teacher development and continuing professional development are regarded as support for teachers (Joshi & Verspoor, 2013:97). Teachers who attend workshops that are presented at no charge to teachers acquire knowledge and skills that contribute to pedagogical and subject content knowledge delivery. Ahmadi and Lukman (2015:37) recommend that governments employ an adequate number of qualified subject teachers in order to teach all the subjects at secondary education level.

In South Africa, CAPS provides guidelines on assessment in public schools countrywide. In line with CAPS, subject advisors conduct training workshop to direct teachers, provide manuals and outline topics to be covered, and for how long (Pillay, 2014:22). School workshops are conducted by subject advisors, and are opportunities to discuss difficulties experienced in relation to content and to provide support for teacher development after initial CAPS training (Nchu, 2015:89). Subject advisors play a vital role in the enhancement of pedagogical and subject content knowledge. Most teachers view cluster workshops as effective platforms for teachers to share and exchange information with each other (Van Wyk, 2015c:342). Cluster workshops provide information on alternative methodologies that could be used by teachers to present multiple topics successfully.

3.6.2 Enhancing collaboration in teaching of (accounting, economics and business studies) economic and management sciences

Hindin *et al.* (2007:349 cited in Williams, 2010:17) argue that the shift towards teacher collaboration is happening due to an increased understanding that, as teachers work together, “they will express varied perspectives, reveal different teaching styles and experiences, and stimulate reflection and professional growth”. They also note that collaboration affords teachers the opportunity to come together in an effort to improve practice, and, through this effort, to assist novice educators; some veteran teachers also find a renewed interest in their craft, which may have been flagging or on the verge of burnout prior to the experience. Most schools support professional learning communities, as collaborative settings and as a forum through which teachers can facilitate the exchange of ideas and receive assistance in the formulation of common instructional designs and assessments (Meirink, Meijer & Verlopp, 2007:146 cited in Williams, 2010:19).

In Nigeria, teacher collaboration is supported by SMTs. The SMT plays a crucial role, by consulting teachers to determine where to give educational material support. Collaborative learning, team teaching and observing each are invaluable practices that can improve PCP (Mukeredzi, 2013:13). Collaboration and reflection decrease teacher isolation and “imprisonment” in their own classrooms (Mukeredzi, 2013:12).

In Zimbabwe, collaboration is sustained via staff meetings and workshops (Masuku, 2011:229). School clusters also provide a platform for teachers to meet, share and even try out new ideas to improve teaching and learning (Makaye, 2015:2). During cluster activities, empowerment is realised through peer teaching/tutoring or coaching, joint subject panel meetings, sharing of local resources, ideas, information and problems by means of study groups (Makaye, 2015:3). To minimise time costs, contact sessions are held at education advisory centres, where direct contact between teachers and advisors takes place. The advisor liberates teachers to accept different cultures in PCP. Contact sessions open networks for communication between teachers and subject advisors. The contact sessions assist teachers to collaborate and help each other to achieve success with PCP. However, schools do not have their own advisors to sustain collaboration.

Teacher collaboration in South Africa is supported through staff meetings at school level and external cluster workshops. In 2013, the DoE presented a three-day CAPS workshop to empower EMS teachers (Letshwene, 2014: 72, Pillay, 2014:22). The session was facilitated by subject advisors at different learning centers, with the aim of advisors and teachers helping each other to provide good-quality delivery in the classroom (Nchu, 2015:89). Teachers, principals and SMTs understand the purpose of sharing views in accordance with CAPS. CAPS training workshop function as bridges to enhance collaboration between schools and clusters.

3.7 DEFINITION OF AND INTERACTION BETWEEN OPERATIONAL CONCEPTS

This section will provide a brief discussion of the operational concepts that will be used in the study. The following concepts will be discussed below: professional, curriculum and practice.

3.7.1 Professional

The Oxford Advanced Learners Dictionary (2005:1159) defines professional as job that needs special training or skill, especially one that needs a high level of education. The term also describes the standards of education and training that prepare members of the profession, so that they possess the particular knowledge and skills necessary to perform their specific role within that profession. Nabukenya (2010:2) describes a professional as a person who has received training in theory and practice in a discipline for a long period of time, and who is usually constrained by a code of conduct. Lester (2015:2) sees a professional as a person who embodies the ideals inherent in certain skills, and who makes use of expert or specialist knowledge, exercises autonomous thought and judgment, and makes a voluntary commitment to a set of principles.

In the context of this study, a professional refers to teachers who fully accept the challenges of teaching as reflected in the three primary indicators of professionalism, namely, responsibility, respect and risk-taking (Hyland, 2002 cited in Nabukenya, 2010:5). A teacher's professionalism is reflected through adherence to the code of conduct, and commitment to and perception of the code of conduct.

A teachers' code of conduct includes values, standards or rules of behaviour that guide the decisions, procedures and systems of schools at which teachers work, in a way that, (a) contributes to the welfare of its key stakeholders, and (b) respects the rights of all constituents affected by its operations (Wandira, 1986 cited in Nabukenya, 2010:5). Teachers' code of conduct, perception of the core teacher values, and commitment enhance planning, which involves setting objectives, evaluating lessons, organising extra duties, doing time management and lesson planning and creating schemes of work. These activities, in turn, facilitate teaching, which implies creation of a good environment, and having good strategies, methods, discipline and records of work (Nabukenya, 2010:15).

3.7.2 Curriculum

The origin of the word curriculum is Latin, where it means "a running, race, lap around the track, course" (Glare 2000 cited in Stefan, 2010:12). Some dictionaries (for example, the Oxford Advanced Learner's Dictionary (2005:360)) define curriculum as subjects that are studied or prescribed for study or to be taught in a school. A curriculum plans a specific sequence of instruction in terms of the educator's or school's instructional goals. A curriculum can also be defined as the alignment of technological aids and pre-technological aids in order to modernise and improve teachers' and learners' study at the institution. Tyler (1949:3 cited in Stefan, 2010:12) supports this idea, by describing curriculum as "all of the learning of learners which is planned and directed by the school to attain its educational goals". Wheeler (1967:15 cited in Stefan, 2010:12) proposes that curriculum refers to the planned experiences offered to the learner under the guidance of the school.

In a schooling context, Skilbeck (1984:21 cited in Stefan, 2010:13) sees the curriculum as "the learning experiences of the learners, as they are expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of these plans and designs". A more comprehensive definition of curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the actualisation of the plan in the classroom as experienced by the learners and as recorded by a teacher (Glatthorn, 1987:3 cited in Stefan, 2010:13).

PCP requires curriculum that teachers can use to guide learners. It also emphasises the need for an environment that a learner selects, accepts, and incorporates into himself/herself to act with, on, and upon, in subsequent experiences. Curriculum considers a set of actual experiences and perceptions that each individual learner has of his or her programme of education. In the development of curriculum, there is need for the reconstruction of knowledge and experiences that enable the learner to grow in exercising intelligent control of subsequent knowledge and experience. Curriculum should also include all learners' school experiences relating to the improvement of skills and strategies for thinking critically and creatively, solving problems and working collaboratively. An emphasis on what learners can do with knowledge, rather than what units of knowledge they have, is the essence of 21st-century skills required for PCP. Ornstein and Hunkins (1998:10-11 cited in Meyer, 2008) assert that the word curriculum can only be defined if it includes an action plan, system and field of study.

3.7.3 Practice

A way of doing something or the usual or expected way of doing things in a particular organisation is practice (Oxford Advanced Learner's Dictionary, 2005:1137). Practice is considered to be "embodied, materially facilitated ranges of human activity centrally organized around shared practical understanding" (Schatzki, 2001:2 cited in Goldkuhl, 2006:2). It also represents transformation of knowledge into action that helps to accomplish things, and which proves its worth by how well it does help to accomplish a particular given problem situation (Weiler, 2005:1). A practice, as a whole, is constituted by human actions, which means that these phenomena are fully acknowledged and a macro reification can be avoided. It deals with human actions that are performed within a certain field of study and determined by the action which they are part of (Goldkuhl, 2006:2).

In the 21st century, practice involves every institution that develops laws to execute required activities. In South Africa, school activities are guided by the CAPS. In the PCP context, practice describes how a teacher and learner interact specifically to accomplish a certain task. In this study, practice will be taken as an action taken to facilitate PCP in dealing with how things are to be done and the administration of

such plans, which includes how lessons are structured in order to accommodate a learner role. This definition goes a long way to ensure that the work being done by teachers has been prepared in advance and a report drawn up on whether the work has been carried out to the standard expected.

In some instances, actions will be based on a lesson plan, daily preparations, programmes of assessments, monitoring and moderation plans detailing when submissions, subject meetings and classroom visits are to be made and, lastly, when reports will be tabled to the principal. Practice forms an important part of the work of a teacher, including members of the SMT, because one cannot manage and lead the kind of work they do without practice. Therefore, practice is important for PCP in Grade 9 EMS.

3.8 CHAPTER SUMMARY

This chapter reviewed literature on PCP in South Africa and beyond. PCP was defined using ideas of different scholars. Furthermore, the need for a PCP strategy was explained, taking cognisance of curriculum changes that have happened internationally, on the African continent, in the SADC region and in South Africa. The components were outlined. The chapter also highlighted how these components are being applied in different parts of the world. Conditions that are required for the strategy to work were outlined, and possible threats were examined.

Chapter 4 will focus on the research design and methodology employed in this study. Characteristics of the research methodology and data collection methods will be outlined. The chapter will conclude with a description of the method adopted for data analysis in this study.

CHAPTER 4: RESEARCH METHODOLOGY AND DESIGN ENHANCING PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES

4.1 INTRODUCTION

This chapter will present information on the research methodology and design applied in this study to achieve the aims of the study. The methodology will be explained, as will its originality and its relevance for this study. Information on the research design will elucidate the role and importance of all participants in the study. The chapter will also clarify the intervention in the implementation of the PCP in Grade 9 EMS, with the phases to be followed using the described methodology; a SWOT analysis will be used to reflect on the approach. The data generation procedures and processes, the data collection instrument and method of analysis will be explained. Finally, a summary of the chapter will be given discussed.

4.2 METHODOLOGY

In this study, PALAR was applied. Taking a cue from Kemmis and McTaggart (2007), the following features of PALAR were considered appropriate for the design, and to generate data on how leadership and support by SMTs could bring about quality learning and teaching: it is a social process, participatory, practical and collaborative, emancipatory, critical, reflexive (e.g., recursive, dialectical) and it aims to transform both theory and practice.

Collaboration is crucial, and needs to be gratified in data generation design, as the social consciousness of people of different backgrounds, who operate in a system and organisation, and who share goals, needs to be visualised. In addition, the notion of being active participants (learning and action) also had to be noted. Participants had to have a voice of their own and had to believe in what they advanced. Collaboration stimulates teachers' viewpoints with regard to practice they face daily in the classroom. Collaboration was key for achieving the aim of this study; it was an important element of data generation, because PALAR cannot function when there is no collaboration among participants.

Participants needed to be aware of each other's viewpoints in data generation, because PALAR justifies a feeling of emancipation. When all the angles of a situation are being investigated, a teacher will immediately sense a feeling of fulfilment and emancipation from feelings of fear. PALAR follows a cycle similar to any other participatory action research, that is, collaborative identification of needs, deciding on the best course of action, implementing the action, evaluating it and then deciding what further action to take, based on participants' critical reflection upon the process (Wood & Zuber-Skerritt, 2013:5).

Considering the data generated to achieve the aim of enhancing PCP of Grade 9 EMS, PALAR was the clear choice as a methodology that would help to attain the aims of this study.

4.2.1 Originality of PALAR as a methodology

PALAR is an acronym for participatory action learning and action research. It is a rounded and integrative concept that incorporates related concepts and values, such as participation, collaboration, communication, community of practice, networking, and synergy. It is also related to ALAR, an integrated concept of action learning (traditionally used in organisation and management development) and action research (traditionally developed in social work, education, and higher education). Although several authors (Knowles, 1985; Margerison & McCann, 1985) had noticed the similarities between action learning and action research before, these two traditions were brought together for the first time at an international conference, namely, the First World Congress on Action Learning, Action Research and Process Management (ALARPM) at Griffith University in Brisbane, Australia, in 1990, which was attended by 360 delegates from across the world and from all sectors of society (including consultants from industry, government, and business schools, and school and tertiary teachers and university staff). A year later, the ALARPM Association, now called ALARA (Action Learning and Action Research Association), was founded.

The culture of ALARA is very much influenced by its key values and principles of participation, collaboration, communication, inclusiveness, critical reflection, mutual respect, honesty (to oneself and others), equality, democracy, mutually supportive

dialogue, dialectical discussion, openness to criticism and self-criticism, and appreciation of diverse perspectives (Zuber-Skerritt & Passfield, 2016:69).

The fourth ALARA World Congress, organised by Orlando Fals Borda in Cartagena, Colombia, in 1997, was attended by about 1 850 delegates, and partnered with the Participatory Action Research network, whose members have been concerned mainly with community development, mobilisation, and engagement.

PALAR will integrate the concepts of lifelong learning and action learning into lifelong action learning, which is an enabling framework for sustainable community development (Zuber-Skerritt & Teare, 2013:8). PALAR is not static; it is an ongoing, emergent genre in the large family of action research, and includes action learning, lifelong action learning, action research, action learning and action research, educational action research, collaborative action research, participatory action research, critical participatory action research, PALAR, action science, appreciative inquiry, and so forth (Zuber-Skerritt, 2015:06).

In education, PALAR practitioners, inspired by the ideas of critical pedagogy and adult education, are firmly committed to the politics of emancipatory action formulated by Freire in the eighteenth century, which has a focus on dialogical reflection and action as means to overcome relations of domination and subordination between oppressors and the oppressed, and colonisers and the colonised. For some community members with limited or no exposure to higher education and research (and perhaps for some postgraduates or new academics), the inclusion of learning is likely to make the PALAR project something with which they can identify, and less intimidating and more practicable (Wood & Zuber-Skerritt, 2013:5).

My preferred kind of action research is PALAR, because it is a way of integrating action learning and action research, rather than other approaches that are also capable of achieving effective outcomes.

4.2.2 Relevance of PALAR for the study

PALAR has an important role to play, not only as a method or methodology, but also as an epistemology (which relates to our assumptions about the nature of knowledge

and knowing), and ontology (which relates to our assumptions about the nature of being and reality), and an axiology (which relates to our assumptions about ethics and values) (Zuber-Skerritt, 2018: 517-518). For this work, the focus was on the field of education research, though the epistemological and methodological assumptions and processes of PALAR, which could be applied to any field in higher education (Wood & Zuber-Skerritt, 2013:3).

PALAR proposes ideas about creativity, innovativeness, collaboration and self-development, as ways of finding solutions to the problems encountered by communities (Wood & Zuber-Skerritt, 2013:3). Findings from various PALAR projects that Wood and Zuber-Skerritt participated in provide evidence of PALAR's utility for disrupting traditional notions of partnership, power relations and knowledge creation. It is participatory and a true alternative to neo-liberalism, as a mechanism for controlling bureaucratic systems and powerful people who are interested in economic efficiency over human and social concerns, justice, and environmental sustainability.

4.2.2.1 Who can benefit from PALAR

PALAR is inclusive and democratic. Everyone who is willing, committed, and passionate about changing a complex situation can learn how to do so in a PALAR programme or project with other, like-minded people. PALAR is an approach that can be used for community-university partnerships to foster and maximise the rewards of university engagement with communities for collaborative research and problem-solving (Kearney, Wood & Zuber-Skerritt, 2013:113). Participants can learn how to help themselves through self-directed, lifelong action learning.

Because of the explosion of knowledge and new technologies, and the blazing speed at which they are created and used, it is impossible to learn content as in the past. We need to learn the processes of learning how to learn, which involves play, trial and error, and not being afraid to fail, to try new things, to explore the unknown world, and to face unexpected problems and to figure out for ourselves and with one another how to solve them. The new challenges of today's and tomorrow's worlds are to create innovators with vision, motivation, passion, purpose and action, who

can teach themselves by selecting the right people from and with whom they can learn (Zuber-Skerritt, 2015:14).

Zuber-Skerritt (2015) quotes Richard Teare, “demonstrating large-scale transformational change, facilitated by GULL (Global University for Lifelong Learning), which helped whole communities and non-governmental organisations (including World Vision International and the Teare Fund) in over 40 countries to help themselves and to cascade their learning to others, with a multiplier effect, using the GULL low-cost online learning system, which is designed for the poorest and marginalised – the majority of people on Earth”.

4.3 PARTICIPANTS

Six members of this study’s team were dedicated to contributing to enhancing PCP of a Grade 9 EMS class. The team consisted of a principal, an EMS HoD, two EMS teachers, one senior phase EMS subject advisor, and the researcher. Their involvement and participation helped to provide different views on how things had been done previously until current curriculum education. The professional experience of participants ranged from 5 to 25 years in the field of education. This range of experience helped to attain viewpoints from participants with experience from Bantu education, outcome based education (OBE), revised national curriculum statement RNCS, national curriculum statement NCS and Curriculum Assessment Policy Statement (CAPS) curriculum education.

4.3.1 The principal

The principal of Tlotlo Intermediate School had been appointed in 2015. Her teaching career started at Adult Basic Education and Training (ABET) in 1991, and she was promoted to post level 1 in 1998. Her brilliant work lead to a promotion as HoD in 2010. After two years as HoD she was promoted to the position of deputy principal. In 2015 she was elected as principal. During her teaching career, she managed to study up to the level of B.Ed. (Honours in leadership and management) to strengthen her skills. She participated in the SGB, which gave her the chance to build relationship with teachers, parents and the community in large. At Adult Basic Education and Training , she gained experience at intermediate, high and primary

school levels, and the principal role is at an intermediate school. Her teaching career spans 30 years. Her importance as the school principal, and her experience in the field meant that she could provide rich information about what had been done in the past, in comparison to modern practice. Her participation in this study contributed to changing PCP.

4.3.2 Economic and Management Sciences head of department

An HoD is responsible for planning and managing the work of teachers. The HoD of Tlotlo Intermediate School started teaching in Kwa-Zulu Natal in 1997 (Grades 4-7); in 2003 he continued teaching (Grades 8-9) at another school. In 2004 he moved to another school to teach (Grades 4-7), and in 2005 he was appointed at same post level to teach Grades 4-7. In 2012, he was promoted to HoD (Grades 7-9) where he is still working. He has 20 years' experience in his teaching career.

4.3.3 Economic and management sciences teachers

4.3.3.1 Senior teacher

The senior teacher started teaching in 1984 at intermediate phase (Grades 7-9). In 1989 she continued teaching at another school, in the primary phase (Grades R-6). In 1990 she returned to teaching intermediate phase (Grade 7-9), and this is where she was still teaching at the time of the study. She has 34 years' experience in her teaching career.

4.3.3.2 Junior teacher

The junior teacher who participated in this study started teaching in 2004 at senior phase (Grades 10-12) as a volunteer teacher. In 2004 he switched to teaching as a temporary teacher at intermediate phase (Grades 7-9). In 2006 he was appointed in a permanent post for intermediate phase (Grades 7-9), where he was still working at the time of the study. He has 16 years' experience in his teaching career.

4.3.3.3 Subject advisor

The subject advisor started teaching in 2008, at a high school (Grades 10-12) in a temporary post, which was converted to a permanent post in 2009. In 2012 he was

transferred to another high school at the same post level (1). In 2017, he was promoted to EMS subject advisor at Thabo Mofutsanyana in the eastern Free State. He has 10 years' experience in the education field.

4.3.4 Researcher

The researcher started working in 2011 at a high school in a SGB post, and moved to another high school in same year for other SGB post. He was appointed in a temporary post (6 months) in the same year for the intermediate phase. At the start of 2012 his temporary post was converted to a permanent post.

During his teaching career, he studied up to the level of B.Ed. (Honours in curriculum studies) to improve his knowledge. He participates in an IQMS committee, which gives him the chance to build relationships with teachers and seniors. His importance as school teacher and researcher in this field will contribute to providing rich information about what was done in the past in comparison to modern practice. His participation in this study contributed to changes in PCP.

4.4 INTERVENTION FOR THE IMPLEMENTATION OF A STRATEGY TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES

After profiling the research participants in Sections 4.3.1-4.3.5, this section will pay attention to the way the intervention to enhance PCP in Grade 9 EMS was put into action. PALAR methodology enabled all participants to take an active part in the research process. The intervention consisted of five phases, which will be discussed below.

4.4.1 Phase 1: Planning

Literature indicates that community problems can be identified by either the community or a researcher (Tsotetsi, 2013:154). When the community identifies a problem, it can approach a researcher and request his or her expertise to assist them to solve it. The same applies to a researcher, who can identify a challenge and approach the community to propose the idea for a study, or to present a possible solution and elicit the community's involvement. In the context of this study, I

identified a problem regarding the PCP of Grade 9 EMS subjects. I approached the principal of the school with the idea of finding a possible solution. The principal was interested in being involved, and agreed to be available for research sessions. I also approached the EMS HoD to invite him to be involved in the research, and he agreed. Three EMS teachers were approached to participate in the research and, lastly, the EMS cluster subject advisor was invited, and they were amenable to participation. Unfortunately, due to his workload, the number of schools that the subject advisor needed to manage and monitor and of which he had to facilitate teachers' work, the subject advisor was not able to attend the research session; however, his subject moderation report made a significant contribution to this research.

The first session took place in February 2018, and involved the principal, EMS HoD, two EMS teachers and the researcher. The participants had to agree to attend a maximum number of 10 sessions, until all the information required had been obtained. The last session took place in July 2018. The involvement of other education partners was considered, and the principal agreed to discuss the research with the SGB, SMT and school management, and the governance developer; the principal requested that sessions continued taking place during lunch breaks and after school hours. The researcher explained the aim of this study, the problem statement, the research question, the theoretical framework and methodology to the team participants. The theoretical framework, which was in line with the methodology, permitted the team of participants to play a role in this study.

It was easy for me, as the researcher, to enter the community to conduct research and gain the trust of the participants, because the participants were my colleagues and internal and external supervisors. My previous experience in teaching senior phase and, later, intermediate phase, helped me a great deal in assessing the changes experienced by both phases. This research was even valuable to HoD and principal, as they intended to pursue a Master's degrees in education soon, and for an educator who planned to pursue an ACE. Their interest to pursue a master's degree helped me to gain entry and access to, and the trust of the school.

4.4.2 Phase 2: Information session

The first information session was held during break time, with the principal, EMS HoD, two EMS teachers and the researcher – this was a convenient time for participants who work at the school. The subject advisor was absent from this session, and it became clear that he wouldn't be available, for the workload-related reasons explained in Section 4.4.1. The first meeting served as an information session. The researcher took the team through the challenges faced in relation to PCP of EMS, and referred to the international, African continent, SADEC and South African contexts (see Appendix A3 Transcript 3).

Grounded on this, the senior teacher said,

“ke dumellana le dintlha tse boilweng, moo, insufficient subject content knowledge ke mathata sekolong ka lebaka hore nna nka ruta theory, mara part ya accounting ethata.” [I agreed with what has been said, insufficient subject content knowledge it is a challenges, as I can teach theory well but accounting part it is difficult.]

“Ka lebaka la teacher learner ratio e sa lekaneng, re ufumana re re le overloaded ka subject tse ngata.” [Due to mismatch of teacher learner ratio we are overloaded with subjects and must teach many subjects.]

The principal said,

“le di workshop tse sapotang matitjhere di tshwara after hours, mme nako ya teng e nyane, mohlomong hora” [The workshops to support teacher development are held after hours, with a limited time, close to one hour.)

The EMS HoD said,

“Mathata a specialisation a contributor ho mathata a teng ho EMS.” [The problem of specialisation contributes a lot to challenges in EMS.]

“Teachers collaboration e sitiswa ke bothata ba hore re dula rele in, so ha hona titjhere ya kgonang hoya classing ya emong ho lo mothusa ka bothata boo a kopanang le bona” junior and senior teachers' words. [Teachers' collaboration is disturbed by challenges, whereby we always in, and no one has time to visit and team teach with each other to address individual problems.] (See Appendix A 3 Transcript 3.)

The team agreed to meet soon after the first session, while their minds were still fresh in relation to information. A review process was followed by team participants. Each participant was free to present suggestions, in order to build a mutual vision for the team. They finally consolidated their suggestions into a single, mutual vision that could serve as a guide and which would be binding to all. Through meeting and consultation, team participants eventually developed a mutual vision, namely, to enhance the quality of PCP in Grade 9 EMS. The next step for team was to carry out a SWOT (strengths, weaknesses, opportunities, threats) analysis to guide the activities of the research team

Literature on PCP recognises a SWOT analysis as being important for identifying the strengths and weaknesses of a pedagogical institution, and the opportunities and threats in the environment. Through a SWOT analysis, a strategy can be established, by taking advantage of the strengths to stabilise weaknesses, and to exploit opportunities that could eliminate the threats (Tsotetsi, 2013:156).

The internal pedagogical environment presents with strengths and weaknesses, while the external pedagogical environment contains opportunities and threats. The strengths and weaknesses of the internal pedagogical environment were identified by looking at, for instance, the institutional pedagogical environment, teachers' subject content knowledge and teachers' attitudes towards collaboration. Opportunities and threats in the external pedagogical environment included the role of the subject advisor, and the socio-economic environment (Tsotetsi, 2013:76).

4.4.3 Phase 3: SWOT analysis

4.4.3.1 Strengths

The composition of the team was such that it was possible to collect rich data. Some of the participants were post level 1 teachers, and were in a position to provide information on how they experienced their engagements in classes. In his turn, the EMS HoD could offer information on subject monitoring and on control work and he could give feedback to teachers about subject moderation reports, while the principal used different subject moderation reports from HoDs and subject advisors to draft school improvement plans. The team comprised professionals with relevant

education qualification value (REQV) in categories, as follows: REQV 13 (three years teacher training after a senior certificate), REQV 14 (four years training after a senior certificate) and REQV 15 (five years training after a senior certificate).

All participants were equipped with the skills necessary to reflect on their practice by analysing how they experienced factors impacting on teaching and learning. They were in a position to identify areas that required attention, in terms of strengthening certain aspects that were lacking. The experiences of individual members of the team in terms of the number of years of service were also sufficient, except, naturally, that of the novice teacher. As indicated in the profiles of participants (see Section 4.3.1- 4.3.5), some team members had been in the field during the apartheid era (1953-1994) and post-apartheid (after 1994), when primary education upliftment programmes featured prominently as curriculum policy for primary education (RSA DBE, 2011:8). These experiences, which were also part of outcome-based education may have been significant and beneficial to this study, because, if subject content was to be used to bring about quality teaching, previous and current or modern trends experienced by participants would help to chart the way forward.

The experiences of team members who had fewer years of teaching, and who were relatively younger, meant the study had access to a world of purely modern trends, which were not prevalent in past practices. This diversity was important, because it could yield data that was genuine in terms of current educational policy successes that are not affected by thinking about curriculum practices of the past.

4.4.3.2 Weaknesses

A weakness of this study that was identified was the absence of a forum where all teachers could convene and work on strategies that could help solve individual problems at school-cluster level. In the past, internal subject meetings had been held to focus on improving teacher practice, not specifically on individual content and practice problems – the latter was not beneficial for solving problems encountered by individuals. This was a weakness in relation to activities of the research team, because meetings at school-cluster level eroded the motivation the team may have developed when they realised the limitations of their practice, to investigate how

such limitations could be reversed. As a result of this potential weakness, might hamper the strategy for improve PCP as team members' focus was distracted.

4.4.3.3 Opportunities

The involvement of the external subject advisor made it possible for both internal and external ideas to be shared about participants' practice, and created opportunities for the team of participants to start taking and subjecting their problems and challenges to the public domain for scrutiny and critique. Doing so holds far-reaching advantages, because no classroom problem has been solved without identifying, investigating, designing and implementing strategy for the problem identified. Agreement on a plan of action that is coupled with procedures for implementation, and a plan for evaluating the implementation, is necessary.

The opportunity was that it was likely that the activities of the research team could begin, because participants had met and analysed their situation. The composition of the team, namely researcher, two post level 1 teachers, a principal, an EMS HoD and a subject advisor, indicates a situation in which every participant could discuss and propose a strategy that could be devised and implemented. This opportunity paved the way for a platform for participants to strategise together about possible ways to improve PCP.

4.4.3.4 Threats

A threat was imminent when the external participant (the subject advisor) struggled to attend the sessions aimed at implementing a strategy for improving PCP for EMS regularly. The various opinions that were obtained from the HoD, principal, two teachers and researcher related to a single school, rather than a number of schools at cluster level. This limitation could render the strategy that was formulated less effective even though it could be an excellent creation in other contexts. Phase 3: Setting activity priorities

The setting of priorities for activities was done by the team, and doing so helped them to focus on the three priorities they decided on. The dedicated team, working to design a strategy to enhance PCP of Grade 9 EMS, agreed on the following priorities for activities: teacher collaboration and support, regular subject advisor involvement,

and school subject meetings to improve teachers' subject content knowledge and practice. The team drew up a strategic plan for processing the three priority activities in next phase.

4.4.4 Phase 4: Strategic plan

The strategic plan required that the individual person who was responsible for a certain activity be named, and that the date and duration of the activity be indicated (Tsotetsi, 2013:21). This detail helped to realise the team's intentions, by dividing goals, objectives, roles, and responsibilities into discrete organisational areas that every individual in the organisation should be aware of and contribute to attaining.

The vision driving the strategic plan of this study was to enhance the quality of PCP in Grade 9 EMS. The strategic plan shows details of who was responsible for which activity, the duration of each activity, resources needed as well as performance indicators, and was used to prioritise activities for research.

The **first priority was subject content knowledge**, consisting of four activities, namely subject meeting and class visit, HoD moderation and monitoring, the principal drafting a school improvement plan, and presenting a subject workshop. For the subject meeting and class visits, the plan was to have one subject meeting per month and one classroom visit per term, to focus on both pedagogical content knowledge and improving the practices of teachers. For the second activity in this priority, it was planned that HOD would moderate teachers' work once per month, and monitor their progress after class visit. In the third activity, the plan was that the principal would draft a school improvement plan using moderation reports from HODs. The fourth activity was to be presented by the subject advisor once per term.

4.4.4.1 Strategic plan to improve accounting cash journal subject content knowledge

Table 4.1: Activity planning

Activity	Who was responsible	Duration of activity	Resources needed	Performance indicator
Subject meeting and class visits	EMS teacher and HoD	Subject meeting once per month and class visit once per term per month	Teacher files	Subject meeting minutes DSG (composed of teacher to be evaluated, peer and supervisor) class visit minutes
HoD moderation and monitoring	HoD	Once per month	HoD written report	Attendance register
Principal draft school improvement plan	Principal	Once per term	Participants	Attendance register
Subject workshop	Subject advisor	Once per term	Textbook, CAPS document	Workshop resources

The **second priority** was improving teachers' collaboration, and it consisted of four activities. The first activity was led by the subject advisor, the second activity, by the development support group (DSG) (comprising the teacher to be evaluated, peer teacher and supervisor) meeting, and team teaching. The third activity was participation monitoring by the HoD, and the fourth activity, the principal monitoring the process of building team teaching in the form of collaboration.

The first activity aimed to involve teachers from different schools. The second activity, led by the DSG, used IQMS for teacher developmental appraisal, performance measurement, drafting a subject improvement plan and providing baseline and summative support. A plan was drawn up for class visits, which would be conducted twice per month, and which would help to enhance teachers' subject content knowledge and pedagogy content knowledge, and the way team teaching, as collaboration, could help to improve teachers' practice. The third activity involved the HoD leading and monitoring the functionality of DSGs. The principal executed an

activity to monitor whether the DSG held subject meetings and that class visits took place, to ensure consistency regarding improving teachers' (team teaching) collaboration.

Table 4.2: Team teaching collaboration

Activity	Who was responsible	Duration of activity	Resource needed	Performance indicator
Teachers' workshop training	Subject advisor and teachers	Once per term	CAPS document, exercise/ activities given to teachers	Attendance register
DSG (teacher to be evaluated, peer teacher and supervisor) meeting and team teaching	Three EMS teachers and the HoD	One hour per month	CAPS and week activities	Attendance register
Participation and monitoring	HoD	Once per month	Team teaching	Moderation report
Monitoring process	Principal	Twice per month	Staff meeting	Attendance register

4.4.5 Phase 5: Components of the monitoring plan

The components of Phase 5 were as follows.

4.4.5.1 Component 1 – Team teaching as component of accounting subject content knowledge/professional teacher development

Communication emancipates teachers to identify the need for team teaching, where teachers help each other to improve the quality teaching and learning. The aim of this aspect of team teaching through collaboration is to help teachers tap into that sphere where the potential of each is used to benefit the collective, through continuously reflecting on how learners can be served best by current practice and what needs to be shared in order to improve on current practice. Success is achieved when teachers deliver lessons that are the product of multiple perspectives, and teachers move from individualistic planning and teaching to a state in which they can freely discuss challenges and plan the way forward together, with

evaluation of application, and continuous monitoring through observation and feedback by teachers and the HoD.

Team teaching was identified as a core aspect that needed attention. In the school where the study was conducted, it was established that certain areas had suffered from a lack of team teaching, while other areas, where the school performed well, could be served best by continuously communicating about what had to be done. From the start, communication about these points could make a difference, even at the meetings of the participation team. Participants identified the challenges experienced by teachers at school, and proposed a strategy to strengthen team teaching. Participants raised an important point, namely, that their teaching was very much individualistic – they did not share information about their practice. Teachers who teach the same subject to the same grade fail to share the experience, due to insufficient team teaching. This lack of communication is evident in differences in learner performance, which varies between teachers teaching the same grade and the same subject. This phenomenon indicates that teachers do not communicate about issues that matter.

4.4.5.2 Component 2 – School subject seminar and induction workshops as components of accounting subject content knowledge

Participants in a school subject seminar and professional learning community workshops showed commitment and participated in relation to activities that enhance EMS accounting subject content knowledge. Seminars and workshops help teachers to exchange ideas, teaching methods, lesson plans and teaching aids. These events have been significant and useful for both newly appointed teachers and veterans, as they are provided with a platform to discuss and formulate tasks aimed at improving teaching and learning.

This study also sought to establish a construct that will help to support teachers at post level 1, by building a team that will help them operate with purpose. The importance of these aspects will be evident at school in which teachers will be engaged, whether at school departmental subject meetings and cluster's workshop, or in professional learning communities. If teachers encounter challenges, they will

discussions ways to surmount challenges. Contributions by teachers will have the express purpose of stabilising the prevailing situation.

4.4.5.3 Component 3 – Classroom observations and visits as components of accounting subject content knowledge

Classroom observation involved teachers visiting one another to observe lessons as they unfolded and, in the process, assessing teaching plans, including planned assessment. Classroom visits by the DSG (which comprised the teacher to be evaluated, a peer teacher and supervisor) had the purpose of providing mentoring and support to the teacher. The DSG was also responsible for assisting the educator to develop and refine his/her personal growth plan, and to work with the school development team (SDT) to incorporate plans for developing an educator into the school improvement plan. The aim was for the DSGs to observe all teachers of different subjects, and later give teachers development support, to ensure that teachers empower themselves regarding what is expected of them. Success in this component was evident when feedback relating to observation carried out by teachers and the DSG was available, and further teaching and learning continued to draw strength from the recommendations stimulated by observations.

The question is what there is to learn if no feedback follows as a consequence of supervision. The DSG needed the benefit of continuous monitoring and classroom visits to collect information on how teachers work when planning teaching and assessment, and recording learner's activities marks in correct way. These tasks, which are responsibility of the DSG, and commitment to authentic supervision, could have the desired effect of improving effectiveness because then the goals and objectives that were set will be the driving force of each activity. Most importantly, every teacher will be clear on where he or she stands with regard to achieving set objectives. This will enable the DSG to support teaching and learning activities, so that teachers succeed in improving subject content knowledge.

4.5 ETHICAL CONSIDERATION DATA GENERATION PROCEDURES AND PROCESSES

Authorisation to conduct research at the particular schools was requested from the Free State Department of Basic Education, the University of the Free State ethics committee, and each specific school principal. Any query or problem that arose was treated professionally. This section describes data generation and procedures applied to ensure the success of the study.

All participants were invited to attend the first session, which took place in February 2018 and involved the principal, EMS HoD, two EMS teachers and the researcher (see Section 4.4.1). At the first meeting, the participants were informed about the nature of the study and requested to complete consent forms; these forms were in English and Sesotho. The participants were informed that they were free to withdraw from the study at any stage, without being required to give reasons for their withdrawal -- their withdrawal would not lead to any disciplinary measures. The information they provided was confidential and was used strictly for the purposes of this study. The session was presented in the languages that participants felt free and comfortable using (English and Sesotho). During sessions all principles and phases of PALAR were explained, and guidance was given to participants throughout stages of the research process.

PALAR practitioners are grounded in action learning and action research, whereby they aim to ground their work in the world of practice. Their research is conducted with, for and by people, rather than on people. PALAR recognises the common elements of people supporting each other through the provision of opportunities to access information, enhance skills and engage in experiential, collaborative and reflective learning and personal development processes (Mathe, 2017:48). Even the ethics of research practice is considered in multiple generations of data. PALAR enables people with very different orientations, education, cultural understandings and life experiences to value and respect each other and learn from and with each other (Green & Kearney 2011:55).

4.6 DATA COLLECTION INSTRUMENT

Free attitude interviews (FAI) were used to collect data for this study. FAI allows people to discuss issues, rather than requiring them to respond to questionnaires (Buskens, 2011:1 cited in Tsotetsi, 2013:18). In a FAI, the researcher and participants exchange ideas around only one question. FAI, unlike other instruments, liberates people to say more than they would in response to a closed questionnaire. This instrument makes participants feel free to engage in discussion, as all answers are considered. The principles of FIA were explained to participants, so that they were aware that the researcher would openly acknowledge and welcome a wide range of ways of knowing (including intuitive, experiential, presentational as well as conceptual knowledge); consequently, action and understanding would each be embodied in the other (Tsotetsi 2013:161). One of basic principles of FAI is respect for participants' points of views, and to always pay attention and indicate interest.

A FIA needs two or more participants (Buskens, 2011:2-3 cited in Tsotetsi, 2013:161). During the sessions, participants are free to intervene, and the researcher needs to reply in a flexible manner. In this study, the FAI was applied in a group. FAI can be used to obtain verbal information from persons via discussion. Notions of respect, dialogue, emancipation, critical consciousness and collaboration unite with critical pedagogy, which is the theoretical framework underpinning this study.

4.7 DATA ANALYSIS

Critical discourse analysis (CDA) was used in this research to analyse the data that had been gathered. CDA practitioners acknowledge that CDA is a cross-discipline that comprises the analysis of text and talk in all disciplines of the humanities and social sciences (Tsotetsi, 2013:162). Van Dijk (1993:252) goes a step further, to describe CDA as dealing primarily with the discourse dimensions of power abuse and the injustice and inequality that result from it. CDA researchers primarily use it to investigate power abuse, dominance, and inequality resisted by "text and talk" in social and political contexts (Tsotetsi, 2013:162). CDA studies multiple disciplines, and aims to take action to change unacceptable conditions. It also looks into data gathered for analysing problems, in order to find solutions.

4.8 CHAPTER SUMMARY

In this chapter, the methodology of PALAR was discussed in relation to its originality and relevance to this study. A description of the research design and participants was detailed. The full intervention relating to the implementation of the recommended strategy for PCP was also discussed. Moreover, the process and procedures of data generation, instruments of data collection and analysis were explained.

The next chapter will emphasise the analysis of data, and will present and discuss findings that lead to the design of a strategy to enhance PCP.

CHAPTER 5: ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The aim of this study was to design a strategy to enhance PCP in Grade 9 EMS at a selected school in the Thabo Mofutsanyana education district. In pursuit of this aim, this chapter will focus on analysing the data that was collected, and presenting and discussing the findings that lead to the formulation of a strategy to enhance PCP in Grade 9 EMS. The challenges justifying the formulation of the strategy are details, as well as components and conditions conducive to the success of the strategy designed. Lastly, a summary of the chapter will be given.

5.2 DATA ANALYSIS

In order to organise the discussion, the five objectives of this study, as discussed in a previous chapter (Sections 3.3, 3.4, 3.5 and 3.6), will be used as organising principles. In addition, each of the constructs formulated for each objective will be used to make sense of the theoretical framework (critical pedagogy) and methodology (PALAR) used for this study. Finally, the literature that was reviewed will be used to frame the findings via CDA.

5.3 CHALLENGES JUSTIFYING THE FORMULATION OF THE STRATEGY

This section will examine the challenges that justify the design of the strategy to enhance PCP for Grade 9 EMS.

5.3.1 Inadequate accounting cash journal subject content knowledge

The success of any PCP depends on the type of university training that teachers received. Adequate subject content knowledge is a prerequisite for EMS teaching practice (DoE, 2015:8). A teacher is an interpreter and transformer of subject content knowledge, with the goal of facilitating learners' learning (Shulman, 1986:333). Teachers with inadequate subject content knowledge are ill equipped to explain and present the subject content of accounting precisely (Ngwenya, 2014:175).

The data concurs, as reflected in the following comments by two participants: the principal and senior teacher (in that order).

“Ke dumellana le ntlha etswang resecheng ya hao ntate, matichere a rona bongata a ruta fela asena subject content knowledge ka lebaka la bothata ba teacher learner ratio ha di meche.” [I agree with the point from your research most of our teachers are teaching without subject content knowledge because of teacher learner ratio mismatch.] (See Appendix A2 Transcript 2.)

“Jwalo ka rona thje, hare fihla pating ya accounting, ke bona moferefere fela wa ditjhelete, mme nako enngwe ke kopa mosebetsi mmoho atlo e tereta mohleng aleng free. Ke bona dibuka tse colomo tse ngata, mme hake tsebe hore enngwe e sebediswa ha ho etsahalang.” [Similar to us, when we arrive at the teaching accounting part, I only see different transactions with lots of money, then sometimes I requested my colleague to help in teaching that part when he is free. I only see many books with many columns, and then I don’t know which one is used for what.] (See Appendix A2 Transcript 2.)

The data that was collected shows a concern that teachers with inadequate subject content knowledge are faces with challenge of delivery content of subject to the learners in confidence manner. The problem is exacerbated by some teachers finding themselves teaching subjects in which they did not specialise (Ahmadi & Lukman, 2015:34). Some teachers and HODs are not fully knowledgeable about the topic of cash journal. The HoD’s duty is to develop, control and moderate teachers’ work, however, the HoD also struggles with the topic the teachers struggle with. Workshops organised by the district did help some teachers who teach EMS but who had not specialised in it (Schreuder, 2009:77).

In this study, the data that was collected shows that there are problems with subject content knowledge relating to cash journal in the PCP of EMS. It was evidenced that some teachers find themselves teaching a subject in which they did not specialise, and even some HoDs struggle to help the teachers and moderate the subject, which the HoD had not specialised in either. A teacher who reads from textbook, and who does not determine the learners’ prior knowledge, or provide examples that link text

to real practice, are encouraged to attend teacher professional development workshops and cluster PLCs to enhance their teaching of accounting cash journal.

Sufficient subject content knowledge enhances PCP. The National Education Policy Act 27 of 1996 (RSA, 1996:47-48 cited in Tsotetsi, 2013:53; Schreuder, 2009:18-19) stipulates seven roles for teachers, which align with critical pedagogy. These roles are, firstly, learning mediator, secondly, interpreter and designer of learning programmes and materials, thirdly, scholar, researcher and lifelong learner, fourthly, a community, citizenship and pastoral care role, fifth, supporter, sixth, assessors, and last, subject specialists. Teachers need to display competency and sound knowledge of the subjects they teach. Sufficient subject content knowledge enables teachers to deliver PCP effectively. Insufficient subject content knowledge makes it difficult for teachers to unpack and deliver the knowledge in a manner that it is easy for diverse groups of learners to understand.

The HoD expressed his concern about accounting cash journal subject content knowledge as follows:

“Taba ya accounting cash journals hase bothata fela ho matitjhere, even lenna ntse ke ithuto part ya accounting. CAPS document e fana ka karolo etla ruta empa ha ebolele tsela etla rutwa ka yona. Textbooks di teng tsona mara ntsha tsa cash journal ho thata ho di addressor, seka hantse ke ithuta yona. Matitjhere sometimes ha kopa thuso honna, ho thata ho ba thusa, ho o ka nako enngwe ke kopang subject advisor ho tla thusa, unfortunately o dula bale busy ha a kgone ho finyella.” [Main issue of accounting cash journals it’s not only a problem to teachers, even me, I’m still learning part of accounting. CAPS document only gives us which topic to treat, but doesn’t show how to treat it. Textbook are available, but aspects of accounting cash journals are difficult to address, as I’m still learning it. Sometimes when teachers request my help, it is difficult to help them, even I requested a subject advisor for help, and unfortunately he is always busy to reach. (See Appendix A2 Transcript 2.)

The data that was collected indicate that the problem relating to cash journal subject content knowledge does not end with teachers – even the supervisor experiences a problem with it. As indicated in Section 3.3.1, teachers find themselves teaching subjects they had never studied or specialised in (Schreuder, 2009:77). Even the

data that was collected indicates that some HoDs monitor subjects that they have never studied or specialised in.

The teachers and HoD face a common challenge with regard to cash journal subject content knowledge. The lack of specialisation shows the need to enhance PCP in Grade 9 EMS for teachers, and even the HoD, so that they do not lack knowledge, but become involved in the design of the strategy. The National Education Policy Act 27 of 1996 (RSA, 1996:48) and Tsotetsi (2013:54) support the idea of requiring teachers to be equipped with the basic knowledge, skills, values, principles, methods, and procedures relevant to the subject content – in this study, this will be done via their involvement in the design of the strategy.

The shortcoming of teaching subject knowledge, and not content knowledge, is that, when work needs to be moderated internally and externally, the moderation report shows curriculum has not been covered as result of insufficient subject content knowledge. This argument was supported by the junior teacher, who said,

“Ho ya classing ke ya ya, le hakena le mathata a ho jwentsha mehlala ha ke ruta cash journal. Ha nako ya moderation e fihla ha ke tsebe ke etse jwang because ha ke sure, seo ke se rutang se fihla baneng ka tsela e nepahetseng, ke moo ketla sokodisa ho submita mosebetsi for moderation because dintlha tse ding ke di feta fela.” [To go to class I always do, even when I have a problem to show learners examples in treating accounting cash journal. During times of moderation I don’t know what to do, because I’m sure what I have discussed to learners it was in correct way or not, and then I started to have a problem to submit work for moderation. Because some of aspects I didn’t treat them comprehensively.] (See Appendix A2 Transcript 2.)

Insufficient accounting (cash journal) subject content knowledge denies teachers a platform to fully utilise their potential, hence, the study gave them the opportunity to participate in the design of a strategy to enhance PCP in Grade 9 EMS.

5.3.2 Ineffective collaboration in teaching accounting, economics and business studies (economic and management sciences)

PCP relates to teaching and learning that is directed by a code of practice. PCP should eliminate centralisation of education, and should, instead, accommodate collaboration. Some teachers seem to resist change, because they have not been involved in curriculum structuring and they find it difficult to accommodate demands for curriculum reform. As a result, they are unlikely to embrace social change in practice (Pillay, 2014:24-25). It is, therefore, important that teachers allow social change in their practice, to the benefit of vulnerable learners. In the next subsection, I will discuss the diverse collaboration problems experienced globally in relation to PCP in EMS.

The senior teacher involved in this study commended as follows about ineffective collaboration in teaching financial literacy cash journal, as an aspect of CAPS:

“Bothata boteng sekolong ke hore re qeta nako e ngata re ruta kamorao re nke dibuka holo tswaya, then hare kgone ho kopana re le matitjhere a EMS, hobane emong le emong otatetse ho qeta curriculum. Even if ha kena le bothata part e itseng eo ke eruta ha ke kgone ho thola nako ya ho consult my colleague, because we always busy.” [The main problem in this school is that we spend most of the time teaching then after we take learners’ books to mark a lot, that’s why we struggle to meet as EMS educators, because each individual focuses on completing the curriculum. Even when I had a problem in a certain part that I taught I struggled to meet with my colleague for help, due to being busy.] (See Appendix A3 Transcript 3.)

The data above is evidence circumstances similar to that described in Section 3.3.2: teachers’ collaboration is restricted to the time allotted and scheduled for formal collaboration (Burton, 2015:22). The literature and school data pinpoint similarities relating to ineffective collaboration in teaching, whereby there is not enough time to meet to discuss EMS problems. The ineffective collaborative teaching of accounting creates a need to design a strategy that will help teachers to collaborate to enhance PCP in Grade 9 EMS. The establishment of the PLC was motivated by a desire to develop a space for professional learning that would expand the participating teachers’ pedagogical repertoires (Feldman 2016:19).

In this study, the HoD commented as follows:

“Senior Teacher o bua nnete because subject meeting re etswara ha nngwe ka term, ka baka la mosebestsi o mongata. le nako eo re etholang mohlang re etshwarang re thola nako enyane, mme matitjhere ha kgone ho discussor mathata a subject knowledge ho di accounting cash journal.” [I agree with Senior Teacher, because a subject meeting is held once per term, due to lot of work and even when we held it we have only few minutes, then teachers are not able to fully discuss issues faced in teaching accounting cash journal.] (See Appendix A3 Transcript 3.)

The HoD's remark shows that the collaboration process is conducted in a way that lacks transparency. Subject meetings that are allocated only a few minutes are unlikely to address teaching problems. In the school involved in this study, no pre- and post-exam meetings took place, which could help teachers to work together to address challenges encountered in the practice of accounting. Pre- and post-collaboration meetings would identify teachers' strengths and areas in need of development. The crucial aspect is that participants should design a strategy to address the challenge.

The concerned junior teacher commented as follows:

“Re boetse re fihlile mafelong a term ya pele ha re so thole nako ya ho conductor subject meeting”. [Again, we reach the end of the first term, but we haven't been able to conduct subject meetings.] (See Appendix A3 Transcript 3.)

As indicated by the junior teacher's comment, the school year was heading towards the end of the first term without them having held a meeting to reflect on individual subject needs, and this hampers the success of PCP of EMS. Teachers have a continuous need to sit together to share the challenges they face in teaching a certain topic, as way of combating the challenge and enhancing their knowledge. In Section 3.3.2, I reported that Singh (2013:687) confirms that, as a result of a lack of capacity to adapt to the changes at the classroom level, teachers experience high levels of anxiety and stress, and live in fear of the outcomes of education.

Curriculum coverage was the problem for one participant, as indicated by the comment of the junior teacher:

“Term e sentse etlo fela, ene ke salletse morao ka curriculum coverage, ho o ke bitsang bana ka weekend”. [What teacher is concerned about is how to finish curriculum, not how rightfully deliver it, hence the need to design strategy to enhance PCP (See Appendix A-2 Transcript 2).

The principal seemed to be concerned about ineffective teaching collaboration too:

“Matitjhere a sebetsa ka thata ho fihlella dipehelo tsa curriculum, ho o ka nako enngwe ba sebetsang le ka break, e be ha ba thole nako ya ho kopana, ho addressor mathata eo ba kopang le ona in teaching”. [Teachers are working very hard to reach curriculum expectations, sometimes they are even working during break, and then they don’t get a time to meet in order to address challenges faced in teaching. (See Appendix A-2 transcript 2)

“Ha ba ruta subject e le enngwe ba tlameha ho kopana hore banne ba bone hore ba tsamaya mmoho”. [When teaching same subject, they need to meet together in order to see if they are on the same track.] (See Appendix A3 Transcript 3.)

The principal’s standpoint indicates the way things are supposed to be, but teachers’ massive workload and the expectation that they supervise learners during the lunch break is a challenge for teachers.

The above discussion of data that had been collected confirms the lack of collaboration in teaching EMS accounting. The practice is to work in isolation, rather than to do teamwork.

5.4 THE COMPONENTS AND ASPECT OF THE STRATEGY USED TO RESPOND TO CHALLENGES

In the previous sections (5.3.1 and 5.3.2), challenges relating to PCP in Grade 9 EMS were highlighted. In this section, the attention will be on how the challenges were attended to.

5.4.1 Team teaching in accounting cash journal: Subject content knowledge in professional curriculum practice of economic and management sciences

The first meeting of the team was attended by two EMS educators, the HoD, the principal and the researcher, as an EMS teacher. The session was conducted by the senior teacher and the HoD, and both requested to take the team through a process of IQMS, as a way to strengthen teacher subject content knowledge. This process involves identifying where teachers experience problems in a subject, in order find ways to solve the problem.

The DBE uses IQMS for internal school teachers' developmental appraisal and performance measurement, which is yearly process. By conducting IQMS at the school, the HoD explained to the team how the DBE expects the IQMS process to be conducted. Then, the senior teacher explained to the team the structures for IQMS implementation and the IQMS implementation process.

After explaining IQMS process, the team participants decided to brainstorm together to come up with a common vision that would guide the team throughout the study. After discussing and writing down the vision, the team decided on the final vision they would adopt to improve team teaching accounting subject content knowledge.

From the above, it is clear that the participants showed initiative to ensure that teachers benefit from team teaching. The beneficiaries of the vision, in terms of problems encountered, should be the immediate subject teacher, learners, HoD for EMS, the principal of the school and the DBE. Because they are implementing requirements set by the DBE at school level every day, teachers need to be well supported if they are to offer learners a good quality education. District-based officials are also part of the team, which means they are bound to ensure that teachers are fully supported. The involvement of team participants and a district-based official in the design of the strategy to enhance PCP in Grade 9 EMS, may enhance subject content knowledge and ensure good quality education.

In Chapter 3 (Section 3.3.2), I reported that schools do not provide support through mentoring, joint planning, team teaching and observation of lessons by experienced teachers (Magudu, 2014:51). Few schools adopt supportive and collaborative

approaches amongst teachers to promote professional learning (Mukeredzi, 2016:3). A study in New Zealand reported that some governments supported the idea of professional development programmes for teachers, so that they could work together to help each other (Wylie, 2011:2).

5.4.2 Strengthening collaboration in teaching (accounting, economics and business studies) economic and management sciences

The prioritised item was collaborating in teaching accounting, economics and business studies. Firstly, the collaboration in teaching these subjects took place internally, among EMS teachers at school level, via team teaching. Teachers and the HoD had to indicate topics that they were interested in discussing.

The second collaboration of accounting teachers took place when teachers were expected to form a cluster with teachers of same subject in the presence of the subject advisor, and agree on an agenda. The session served to identify problematic areas and indicate how to address them, as a way of building collaboration between subject teachers. The last benefit resulted from the teachers sharing their experiences and approaches to tackling some of their challenges.

The last collaboration happened when teachers visited individual class lessons and observed teaching. It happened in Grade 9 classes, which the DSG visited to observe individual lessons, in order to identify problems with the delivery of lessons, and to determine where support should be given.

5.5 CONDITIONS CONDUCIVE TO THE SUCCESS OF THE STRATEGY DESIGNED

The success of the implementation of the strategy, detailed in Sections 5.4.1 and 5.4.2, is dependent on a number of factors.

5.5.1 Conditions favourable to improving account cash journal subject content knowledge

When the participant team commit time and energy to the development of professional practice, the school should benefit from that sacrifice. Transcript 5

reports teachers on site demonstrating presentations of the actual teaching. These presentations are the product of the work done before, recorded in Transcript 4. Teachers were busy extracting the necessary skills, knowledge, attitudes and values that must be consistently infused in day-to-day classroom activities.-

Section 3.6.1 stipulated the value of the workshop; Van Wyk (2014c:691) reports that teachers assisted, and approached their teaching tasks in different ways so as to enhance personal growth and professional development. Through the programmes, teachers are able to discuss and share information with each other, correct misconceptions and adopt good pedagogical practices (Van Wyk, 2015a:342). Van Wyk also notes that teachers learn better when they learn together. Teachers tend to follow and adopt what works during training programmes.

A similar conclusion can be drawn from the words of the Researcher:

“ka nnete kopanelo ya ho ruta e ya hlokahala sekolong” (See Appendix 2 Transcript 2)

.”

EMS teachers are eager to collaborate and to adopt the best teaching strategies that could lead to teachers delivering subject content effectively. Sharing knowledge and skills is useful for enhancing PCP of teachers who are willing to converge in one place to discuss a common cause.

5.5.2 Conditions favourable to teachers’ collaboration through classroom observation/visits

The following words were spoken by the HoD:

“Ho ruta mmoho ho bohlokwa haholo. Matichere, batswadi le ban aba hloka ho sebedisana mmoho. When it comes to our work, team teaching help to carried subject content knowledge because help to improve PCP. When it comes to developing teachers class-visits need to be carried out. Sena se ka ri thusa ka ho sheba hore reka thusa motho mong ho kae ho phahamisa maemo a hae aho ruta. Observation of teaching and learning and assessment should be supervised. DSG e hloka hoba le moralo, ntle le ona tsamaiso eka sitiseha. So the DSG have to conduct the class visit and

observe teachers when teaching. Most teachers refuse to implement change because we stick to the old way of teaching. Re hloka ho implementa change immediately hore reseke ra salla morao. DSGs should continuously provide teacher with feed-back immediately in order to updated teacher' (See Appendix A5 Transcript 5).

It was reassuring to hear teachers talking about the positive aspects of the collaboration. Words, such as, “we need to implement changes immediately in order to be update with current teaching method’ showed what teachers are willing to strengthen their practice by working together with different stakeholders in education. In the same section, the HoD continued, and said:

Ho jwentsha teaching technique ho bohlokwa haholo, le ka tsela ya small workshops about didactic practice could also be vital. Ha re ka evaluator teaching and learning ho ka fa matichere monyetla wa ho polena, assess, teach hape ho ka thusa ho improve the skills of teachers and to recognise skills like learners using methods of continuous assessment and to encourage group work. Ntlheng ya feedback, ho bohlokwa ho fa matichere feedback ka mehla. Seo seka thusa ho improve on your work and the results will be positive’ (See Appendix A5 Transcript 5).

The following words by the senior teacher in T5 are relative to the latter scenario:

“Yes. Experienced teachers could demonstrate lessons to other inexperienced teachers” (See Appendix A5 Transcript 5).

The quote points to what teachers identified as important benefits of experience, namely, flexibility, innovation and initiative. If teachers can use their experience to thwart threats that could derail the lesson, through careful manoeuvres, rather than disruption, the lesson would proceed smoothly, flexibly, be innovative and exhibit initiative, among its attributes. These skills can be learned through classroom observation.

Classroom observation was used on two fronts, one, for the junior teacher to learn, and two, for a senior teacher to get feedback on practice, so that s/he could continue to improve. The teacher said he “froze” because he was not prepared, and this is an example of what usually happens to people who lack commitment. Teachers are expected to learn from their mistakes, so it was positive that the same teacher

indicated that, going forward, he would not neglect preparing for lessons, and that would benefit learners.

In South Africa, subject cluster workshops have been implemented as an effective platform for teachers to share information with each other (Van Wyk, 2015a:342). Cluster workshops are used to enhance classroom subject content knowledge and practice of certain subject topics. The ground is, thus, fertile for implementation of the strategy for PCP. In Transcript 5, the senior teacher's words relate to these points.

"I think we should not say unannounced visits but just class visits. To implement the class visit, we should indicate that we need this and this."

This strategy is aimed at making sure that teachers are always prepared.

The above statement, when analysed through critical pedagogy, shows awareness of relations, in which the DSGs will inform teacher about classroom observation for developmental appraisal and performance. In this case, we saw the DSG (composed of teacher being appraised, peer and supervisor) planning and implementing some of the plans with teachers. Working together is an inviting condition that we trust will promote mutual understanding, and we hope that people will discuss their practice in order to make the necessary amendments in a friendly manner.

5.6 CHAPTER SUMMARY

This chapter highlighted and discussed challenges encountered in the implementation of PCP in Grade 9. In response to the challenges, components of the challenges were overviewed. To check the reality of components, a SWOT analysis was done. The conditions under which strategy worked were proposed. In the following chapter, the attention will be on the findings, conclusion and recommendations of this study.

CHAPTER 6: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

From the data that was analysed in the previous chapter, findings will be presented in this chapter. The findings are based on recommendations for enhancing PCP for a Grade 9 EMS subject. Together with recommendations, the findings relate to the three objectives of this study.

6.2 AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to design a strategy to enhance PCP in Grade 9 EMS at a selected school in the Thabo Mofutsanyana education district. This chapter reports on the findings, draws conclusions and makes recommendations for the effective implementation of the PCP in Grade 9 EMS. The sections report on the challenges that justify the formulation of the strategy to enhance the quality of PCP in Grade 9 EMS.

The study focused on developing a strategy to enhance the quality of PCP in Grade 9 EMS. It aimed to design a strategy to enhance PCPC in Grade 9 EMS for teachers at a selected school in the above-mentioned education district. The study was centred on the following research question:

How can a strategy to enhance PCP for a Grade 9 EMS class be formulated?

The central argument I raised related to ineffective teacher collaboration and inadequate subject content knowledge in the PCP of EMS in Grade 9. The challenge is not limited to South Africa. The literature consulted provided evidence that countries internationally, on the African continent and in the SADC region also face challenges regarding the PCP of EMS in Grade 9.

6.3 FINDINGS

6.3.1 Challenges justifying the design of the strategy to enhance professional curriculum practice in Grade 9 economic and management sciences

The following findings emerged in relation to the need for PCP in Grade 9 EMS subjects.

6.3.1.1 Inadequate accounting cash journals subject content knowledge

The success of any PCP depends on the type of university training that teachers receive. Adequate subject content knowledge is a prerequisite for EMS teaching practice (DoE, 2015:8). Teaching and learning across all the subjects is carried out by subject teachers. A teacher is an interpreter and transformer of subject content knowledge to facilitate learners' learning (Shulman, 1986:333). However, teachers need to be equipped with subject content knowledge if they are to explain and present accounting subject content precisely.

Literature (Section 3.3.1) reporting about the African continent (Nigeria) and South Africa reveals similar challenges in the two countries, namely, that teachers find themselves teaching subjects in which they did not specialise. The data that was collected (Section 5.3.1) indicates that even the HoD experienced this problem, of not being equipped with accounting subject content knowledge due to lack of specialisation. The school subject placement does not fully recognise issues of specialisation, which impacts on teaching and learning.

Recommendation

It is necessary for the school to take subject specialisation into consideration when allocating teachers, as this will help them to deliver subject content knowledge and pedagogy practice. Specialisation helps teachers to know what to do, and to avoid frustration. Such allocation will help to minimise the risk of skipping over certain topics, and will bring confidence into the commerce stream. It is imperative to have school subject meetings and professional learning community workshops where teachers can share their experiences, and find out where to find help.

6.3.1.2 Ineffective collaboration in teaching (accounting, economics and business studies) economic and management sciences

The proper delivery of teaching and learning is carried out via a team of colleagues sharing different ideas about classroom practice. The literature was reviewed regarding international studies, those of the African continent, SADC region and South Africa. PCP deals with proper teaching and learning, which is directed by a code of practice. It also works to eliminate centralisation of education and to accommodate collaboration. Teachers perceive teaching in collaboration to be time consuming (Biputh & McKenna, 2010:284 cited in Tsotetsi, 2013:49). In this study, evidence indicates that teaching in collaboration is not fully developed. Section 3.3.2 exposes that teamwork and collaboration in teaching, amongst teachers, was a major obstacle for PCP. Resistance to changing from syllabus to curriculum expectations hampers teaching collaboratively, as teachers are used to working in isolation. The data collected (see Section 5.3.1) also shows that teachers focus too much on full curriculum coverage, which leaves no room for collaboration to take place, because teachers are not able to meet with others to seek help when they struggle with a certain topic.

Recommendation

The DSG was created to help with and engage in team teaching or collaborative teaching, based on the solution agreed on by participating members. The HoD and researcher (Appendix 5) allude to the importance of a class visit timetable, observation, demonstration and feedback. The HoD alluded to the way class visits need to be carried out. In addition, the senior teacher raised the issue of avoiding unannounced class visits, indicating that IQMS, as part of the class visit procedure, starts with training, and moves on to planning, a pre-evaluation meeting, developing a self-evaluation instrument, lesson observation, post-evaluation meeting, feedback, resolution of grievance and drafting a composite score. For the classroom visit observation of each teacher to take place, it is expected that DSGs must be available. The DSG should consist of the educator's immediate senior and one other educator (peer). An educator's peer must be selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. It is important that

the peer has the confidence and trust of the educator, as he/she will have to offer constructive criticism as well as support and guidance.

Components of/solutions for the challenges

In order to attend to the above challenges, the literature revealed that a team dedicated to the strategy of PCP in Grade 9 EMS is vital. Various countries use various strategies for PCP. The strategies for PCP vary from one country to another (refer to Section 3.4.1 for further details). What has been common in all strategies for the PCP of EMS is teacher professional development to enhance teachers' subject content knowledge. This study revealed the importance and possibility of attending to teacher professional development for PCP of EMS, which makes a contribution to the body of knowledge in terms of subject content knowledge.

The second major finding about attending to the challenges mentioned above is encouraging teacher collaboration. The four areas under study (international, African continent, SADC and South Africa) have strategies to strengthen teacher collaboration. International studies reveal that coalitions are key to teacher collaboration, while a study revealed that universities in Nigeria, Zimbabwe and South Africa provide training and education programmes for teacher collaboration (refer to Section 3.4.2 for further details).

6.3.2 Conditions under which the strategy worked

The DSG should start engaging in forums that will help teachers, based on the requirements of CAPS. The literature indicates some imperative aspects that support a team working to implement a strategy to enhance PCP in Grade 9 EMS. In line with CAPS, subject advisors conduct training workshop to provide manuals and outline topics that must be covered, and for how long, which gives teachers direction (see Section 3.6.1). School workshops and continuous professional development were conducted by subject advisors to discuss difficulties with content and to support teacher development after initial CAPS training.

The success of the implementation strategy depends on the dedication and commitment of the team of participants, who sacrificed their time to add value to the strategy. The team was composed of diverse genders; people with different amounts

of teaching experience and speaking different languages. Members were allowed to express themselves in the languages they felt comfortable with. This freedom provided room for emancipation, liberation, dialogue and consciousness, and was a way of respecting participants and valuing their contribution.

Class visits by the DSG, and team teaching, were major positive contributions to the creation of a strategy for enhancing PCP. Honest opinions about the conditions at the school made it easy for the research team to prioritise items needed for success. Allowing transparent communication, and promoting consciousness of various viewpoints and collaboration, were conditions conducive to implementing the strategy.

The planned strategy was made successful by the contributions and willingness of research participants. During the research sessions, participants were willing to share, discuss, joke, argue and debate. Identifying and discussing PCP needs at school were the main focus. The success of monitoring and contributions were ensured by the cooperation and motivation of the principal, moderation and support by the HoD, class visits by the DSG, support, feedback and participation by individual teachers in the implementation of the strategy to enhance PCP in Grade 9 EMS.

6.3.3 Evidence that the strategy worked

This section will rationalise the success of the strategy, and explain its components briefly.

The success of the implementation of the strategy depended on the team's commitment and their sacrifice of their time in order to add value to the strategy. The literature mentions a few possible issues that are important for success of this study. Firstly, distance learning institutions can be used to upgrade the quality of teacher knowledge, and scholarships and bursaries can help teachers to further their studies. A distance learning institution was used to enhance accounting cash journal subject content knowledge. Secondly, team teaching was used to accommodate novice teachers, and continuous training workshops and cluster workshops were used to increase teachers' level understanding and help them to switch to better methods of teaching.

On the same note, data that was collected also provided fruitful outcomes. The DSG implemented the strategy. The role of DSG was to draw up a co-curriculum and an extra-curriculum classroom visit plan. The main purpose of the DSG was to provide mentoring and support to teachers. The DSG was also responsible for assisting the educator to develop and refine each teacher's personal growth plan and to work with the SDT to incorporate plans for developing an educator into the school improvement plan. Moreover, the DSG was responsible for baseline evaluation of the educator (for development purposes) as well as the summative evaluation at the end of the year, for performance measurement purposes.

The success of teaching by collaboration was confirmed by the literature. In terms of enhancing EMS accounting cash journal subject content knowledge, subject advisor uses the workshops and continuous professional development for teacher professional development (see Section 3.6.1). Moreover, the SMT, staff meetings and cluster workshop were used to initiate teaching in collaboration in EMS teaching (see Section 3.6.2). From the data that was collected, it is clear that the DSG played a vital role in observing, discussing and supporting PCP needs. The DSG was responsible for every teacher's developmental appraisal, performance measurement and whole-school evaluation.

The following points, which were designed as part of the strategic plan, indicated its success:

- The DSG meeting, discussion and action plan;
- School developmental support in drafting teacher classroom visit timetable;
- Pre-classroom evaluation discussion;
- Classroom evaluation;
- Three score sheets per teacher were recorded, started by teacher to be evaluated, peer teacher and supervisor;
- Presence of the principal to motivate and encourage DSGs; and
- Post-classroom evaluation meeting, to compile the composite score sheet for whole-school evaluation.

Regarding attendance of sessions, the team can be congratulated, as they had to work mostly during breaks. The DSG worked well to address professional curriculum

needs, as they were able to produce a strategy. The HoD did moderation and provided support, which was vital for enhancing and meeting CAPS requirements.

The above plan delivers evidence that the strategy worked.

6.4 SUMMARY OF FINDINGS

The literature points out that insufficient EMS accounting cash journal subject content knowledge and ineffective collaboration in teaching cash journals hinders PCP in Grade 9 EMS subjects. The study recognised the extent of the work done internationally, on the African continent, in the SADC region and in South Africa to strengthen the quality of the literature consulted to shape this study. The ineffective nature of and resistance to collaboration by novice and veteran teachers to reform from Bantu education, which had been in use during the apartheid era, and power (individual), to CAPS/consciousness (collaboration), was a shortcoming in relation to PCP. Secondly, a lack of specialisation and pre-service practice was a major cause of insufficient cash journal subject content knowledge. Moreover, some teachers are just teaching EMS subject to increase their period workload and not knowing EMS subject content knowledge, which impact on learners' performance.

By being grounded on the problems alluded to, this study put into practice a strategy that participants and DSGs could employ to strengthen PCP in line with CAPS requirements. The teaching experience of the members of the team ranged from five to 25 years. Individual experience helped to attaining information from Bantu education, OBE, RNCS, NCS and CAPS curriculum education. Six members were dedicated to participating and to enhance PCP in a Grade 9 EMS class.

6.5 LIMITATIONS OF THE STUDY

A limitation of the study was that it was conducted using only one school in the eastern Free State. The study's purpose was to not provide a general outcome, but to find and indicate specific outcome regarding PCP.

6.6 ASPECTS FOR FURTHER RESEARCH, AND RECOMMENDATIONS

Grounded on the above limitation, I recommend that the study be expanded by clustering many schools with similar subjects. A further study could be conducted to address aspects that have not been researched.

6.7 CHAPTER SUMMARY

In the first section of this chapter, findings and recommendation were highlighted. The second section discussed conditions under which the strategy worked. Evidence that the strategy worked was also provided. The last section discussed limitations and aspects for further research and recommendations.

In the next chapter, the focus will be on the strategy to enhance PCP in a Grade 9 EMS subjects.

CHAPTER 7: STRATEGY TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES

7.1 INTRODUCTION

The aim of this study was to design a strategy to enhance PCP in Grade 9 EMS at a selected school in the Thabo Mofutsanyana education district. In pursuit of the aim of the study and on the basis of the findings, this chapter will recommend a strategy to enhance PCP in Grade 9 EMS subjects.

7.2 STRATEGY RECOMMENDED TO ENHANCE PROFESSIONAL CURRICULUM PRACTICE IN GRADE 9 ECONOMIC AND MANAGEMENT SCIENCES SUBJECTS

The origin of this study was the idea that, if demands for good quality teacher subject specialisation are to be met, teachers' placement and subject allocation would be important for enhancing schools' PCP of EMS. On the basis of literature and findings presented in Chapter 5, this study recommends the following strategy, which comprises five phases. The five phases comprising the strategy consider the theoretical perspective, and are grounded on the findings reported in the previous chapters.

The recommended strategy to improve the quality of PCP in Grade 9 EMS is as follows: The first phase is a planning phase, to form a team of participants who will drive the design strategy for PCP in Grade 9 EMS. The second phase involves an information session for establishing the strategy (see Appendix A3 Transcript 3), during which a SWOT analysis is used to identify internal pedagogical institutional strengths and weaknesses, and external pedagogical institutional opportunities and threats. Setting priorities for activities is the third phase, which focuses on prioritising implementation of planned activities. The fourth phase involves the development of a strategic plan to indicate the action plan. In the last phase, attention is on how to monitor and sustain the design strategy.

7.2.1 Phase 1: Team formation

The first phase is about team formation. It involves a process in which the researcher seeks support and participation from associates in education, who are also affected by inadequate PCP. The problem to be researched and solved can be identified by either the community or the researcher (Tsotetsi, 2013:154). When the community identifies the problem, it can approach the expert researcher and assist the team to solve the problem. If the researcher recognises a challenge, he/she can approach the community to propose the idea or the anticipated solution, and so gain the community's involvement. The associates affected by PCP are teachers, HoDs, principals and subject advisors.

Grounded on the strategy designed in Chapter 5 (see Section 5.4), the participant team consisted of two EMS educators, an HoD, a principal and the researcher, who is also as EMS teacher and subject advisor EMS. The team was devoted to driving the design of a PCP strategy, and their role involved identifying school needs and finding ways to address them. Firstly, the researcher detailed the theoretical framework and methodology that would be applied in this research.

The SGB was involved through teachers' and principal serving on the SGB in this study. The SGB comprised two teachers, a school administrator, learner representative, parents, the principal and non-teaching staff (Tladi 2014:28). The SGB is responsible for providing a strong legislative mandate to fulfil the governance function of the school, including finance and setting internal school policy (Van der Berg *et al.*, 2011:13). The teachers serving on the SGB are also responsible for teaching and learning in classrooms. The teachers serving on the SGB involvement and participation in this study was significant, as they are faced with similar daily classroom challenges identity in section 3.3.1 and 3.3.2 and can contribute to designing a strategy to enhance PCP. Contributions by other stakeholders are valuable, hence, literature was consulted, firstly, to align literature with data collected. The input of participants had to be sought for the design of the PCP strategy, for the benefit of learners. In order for the PCP strategy to achieve its anticipated outcomes, literature had to be consulted to acknowledge, respect, recognise and value researchers, scholars and teachers, as well as associates who work for the education department. Quan-Baffour (2012:300 cited in Tsotetsi,

2013:227) believes that two heads are better than one. Involvement, engagement and participation by members truly represent the principle of critical pedagogy and PALAR methodology (collaboration), and worked towards the design of a common strategy.

The subject advisor's EMS moderation report was very important for the research, as was the contributions made by subject advisors. These contributions will be used by the participants to compare literature reviews with actual school EMS subject advisor moderation reports and the EMS HoD's moderation report. The moderation report was a true reflection of EMS performance at school level. However, the subject advisor's EMS moderation report was essential, as it helped this study to contribute to the existing body of knowledge.

7.2.2 Phase 2: Information session

The second phase consists of an information session (see Appendix A3 Transcript 3), which is used to point all participants in the same direction.

In this study, the session commenced with the researcher outlining the aim of the research, the theoretical framework, and the methodology and challenges encountered in PCP in Grade 9 EMS subjects, while considering perspectives of international studies, and those of the African continent, SADC and South Africa. In this study, the session was carried out using English and Sesotho, in order for the participants to contribute fully using languages that they feel comfortable voicing their opinions in. The session highlighted the process, procedure and method involved in the design of a strategy. After every discussion, clarity-seeking questions were answered. The participants agreed to meet every Wednesday during break.

The team agreed to meet soon after the first session, while their minds were still fresh with information. A review process was followed by team participants. Each participant was free to make suggestions for building a mutual team vision. They finally consolidated their individual visions into a single vision that would serve as a guide, and which was binding to all. Through meeting and consultation, team participants finally developed the following mutual vision: Enhance the quality of PCP in Grade 9 EMS.

Designing a strategy to improve quality did not follow the consultative or review method, as in this recommended strategy. The participants decided to be innovative and to design a strategy that would add value to the quality of education, using FAI (see Section 4.6). The process acknowledged participants' voices and that they contributed their time; their contributions were valued and added to the existing body of knowledge.

7.2.3 SWOT analysis

Through a SWOT analysis, a strategy can be established by taking advantage of strengths that can stabilise weaknesses, and exploiting opportunities that can eliminate threats (Gao & Peng, 2011:796 cited in Tsotetsi, 2013:156). The internal pedagogical school consists of strengths and weaknesses, while the external pedagogical school faces opportunities and threats. Within the internal pedagogical school, the strengths and weaknesses were identified by investigating, for instance, the school pedagogical environment, teachers' subject content knowledge and teachers' attitudes about collaboration. The external pedagogical school related to the role of the subject advisor and socio-economic environment, with an eye to identifying opportunities and threats (Tsotetsi 2013:76).

In a research study, participants should be given the chance to conduct their own SWOT analysis, with the intention of determining school strengths and weaknesses, and the opportunities and weakness in the environment (Gao and Peng 2011:796).

The SWOT analysis process would be conducted by the team consisting of the principal, HoD, two EMS educators and the researcher, in the absence of the subject advisor. The presence of members of the team in the various phases confirms a Sesotho saying, *ntja pedi ha e hlole ke sebata* [two dogs cannot be defeated by a wild animal]. Following this approach allows the participants to work together to find a single solution, while they work at the same school daily. Moreover, subject advisor EMS moderation reports was be used by participants for the research. In this way, rich data about the school and subject advisor was obtained.

Participants use two steps for a SWOT analysis. Firstly, participants have to go into an idea-generating mode, by first addressing internal school strengths and weaknesses, and then environmental opportunities and threats. Each of the four

elements of the analysis (strengths, weaknesses, opportunities and threats) had to be discussed in sessions by all participants. The discussion was open to participants without pressure, as they viewed common items in a similar or different ways. As PALAR methodology was used in this research, no questionnaires were used, instead participants had to agree to attend a maximum number of 10 sessions, until the nature of the information required.

The next step involves the participants brainstorming together. At this stage, participants have to think about strategies that can be used to attend to the challenges, using the strengths, weaknesses, opportunities and threats as drivers.

The literature review reported on in Sections 3.2.1 and 3.2.2 indicate a need to design a strategy to enhance PCP in Grade 9 EMS, but does not show a SWOT analysis. The proposed strategy should rely on the SWOT analysis, as a crucial foundation, which can lead to prioritising items as well as drawing up the strategic plan. This point on its own serves as a contribution to the body of knowledge. In this research, a PALAR methodology was employed, because it enabled us to network and to orchestrate human energy to achieve a holistic vision and outcome that served the common interest best (Kearney & Zuber-Skerritt, 2012:405; Mathe, 2017:49-50). In the team, the principal, the HoD, the teachers and researcher should have the same status.

7.2.4 Phase 3: Setting priorities for activities

The list of priorities was completed within a year. Prioritising was suggested by the team, as it allowed them to focus on the three priorities they had agreed upon. The team was dedicated to designing a strategy to enhance PCP of Grade 9 EMS, based on the following priorities of activities: using a distance learning institution, teaching EMS in collaboration, and doing classroom visit observation.

Having prioritised the three activities, the next activity was to draw up a strategic plan to operationalise the activities in each of the priorities.

7.2.5 Phase 4: Strategic plan

The strategic plan, in the form of a draft, drawn outline, was used in the implementation phase; it outlined the activities involved, stated who was responsible for what, the duration of activity, the resources needed and what the performance indicator would be (see Sections 4.5.5.1 and 4.5.5.2). The strategic plan phase was used as an action plan to direct activities and give guidance to the team to design the strategy. Using the strategic plan as an action plan ensured that no step or phase was overlooked.

The strategic plan indicates who will be responsible for executing which activity. The strategic plan was used as guide by participants to avoid failure and carry out the agreement that had been reached. The strategic plan indicates in detail and reminds the person(s) responsible for performing a certain activity, and provides a time frame. All participants attended each session knowing who would lead an activity. This smoothed the operationalisation of contact sessions for participants. Time frames are imperative, as they keep members alert. Members need to know in advance when an activity has to be completed, as well as the period allocated for the activity, and which resources will be needed.

Participants need to support and motivate each other in all sessions to complete the activities agreed upon. This can be achieved via social networks or telephonically. The team participants can ask each other about progress with given tasks. Showing an interest and following up each member can diagnose if participants are smoothly executing given tasks, or encountering problems that need immediate attention before the next session.

This study empowered participants and valued their contributions throughout the consultation process, to promote ownership of their professional development. If internal various school structures (principal, deputy principal, HoDs, educators and researcher as teacher) are involved, the team has participants who have encountered clear problems in teaching and learning and have contributed much to creating a strategy for this study. The strategic plan that was suggested was circulated among the participants, to remind them of the agreements reached and the individual responsibility for specific activities.

The literature review (see Sections 3.5.1, 3.5.2, 5.5.1 and 5.5.2) revealed that, for successful implementation of quality PCP in Grade 9 EMS subjects, the following aspects should be included in the strategic plan: using distance learning institutions, teaching EMS in collaboration, instituting conditions favouring classroom observation, and improving subject content knowledge. The next paragraphs will highlight the most important priorities of the strategic plan.

The first step in the process would be using distance learning institutions as places to improve teachers' practice, and to familiarise teachers with the latest classroom innovations and teaching aids. Distance learning institutions also help and develop teachers to improve their practice by engaging in tasks that give them the opportunity to network and exchange ideas about delivering content in classrooms in a meaningful way. The availability of distance learning institutions means they are open to employees who wish to continue their studies and improve their academic qualifications. Distance learning institutions' teaching programmes help to enhance the quality of PCP.

The second step is promoting teacher collaboration, by enabling teachers to learn from one another and try out new ideas. Sharing stories of achievement in classroom practice and increasing teachers' confidence in their ability to make a difference in the learners' learning processes are among the advantages of collaborative teaching. Teacher collaboration, firstly, could be achieved under school clustering. The advantage of this approach is that it gives teachers an opportunity to meet, explore and acquire new knowledge to improve their skills to strengthen PCP. The second form of collaboration occurs when teachers of same grade level at different schools meet and draw up their own agendas, with the aim of encouraging the independence of teachers regarding managing and owning their own development and growth.

The third form of teacher collaboration takes place when teachers from more than one school attend continuous workshop training to enhance the quality of PCP. The distinct feature of this collaboration is that teachers group themselves, discuss previous question papers and present answers in the workshop. Teachers show how they reached the answers and discuss the various ways in which they tackled the question problems. Teachers also show other teachers how to present lessons using

various methods. Teachers learn how to answer specific questions from their counterparts.

The last step is classroom visit observation. Findings of this study revealed that one classroom observation per term can lead to a fair judgement of the teachers' strengths and weaknesses. The observation of the classroom lesson done by DSGs every term identified where the teacher needed to be developed. IQMS tools can be used in this process to score the teacher. The DSG is responsible for assisting the educator to develop and refine his/her personal growth plan, and to work with the SDT to incorporate plans for development of an educator into the school improvement plan. PGP written for teachers will be used every time as referral to see areas that teachers has been struggling in subject content and provide support for teachers' development.

Tables 4.1 and 4.2 contain templates that can be used by team participants to design and allocate duties to specific participants. Figure 7.1 is an example of a template that can be used by the team to design and allocate duties to specific people.

Activity	Who was responsible	Duration of activity	Resource needed	Performance indicator

Figure 7.1: Template to design and allocate duties

7.2.6 Phase 5: Component of the monitoring plan

The provision of support to sustain and maintain the proposed strategy is included in monitoring phase (Tsotetsi, 2013:237). In designing this strategy, monitoring was carried out in a number of ways.

During the first meeting, the researcher identified the aim of the research, and explained the theoretical framework and the methodology that would be used throughout the research. He also circulated consent forms to the participants, which set out clear conditions for involvement. At the next meeting, participants discussed challenges encountered in Grade 9 PCP, by reviewing literature from international

sources, and from the African continent, SADC and South Africa. Moreover, participants were given the opportunity to emphasise challenges they encounter at school level in EMS PCP. At the third session, the focus was on ways to address the challenges that had been identified. A strategic plan was drawn up to address the challenges. The strategic plan shows details of who is responsible for which activity, the duration of activity, the resources needed, as well as performance indicators (see Figure 7.1).

The strategic plan is shown Chapter 4 (Sections 4.5.5.1 and 4.5.5.2), however, changes can be made if new necessities arise. Because of the holidays during December, in this study only three meetings were held during the academic year. Meetings were not held in December, because participants had family responsibilities to attend to. The months October and November should focus more on the invitation to participants, consent form, discussion of PCP challenges, literature review and actual school challenges in terms of PCP. The team should also plan for the upcoming year.

Secondly, in the first quarter, teachers were invited to a clustering schools workshop presented by the subject advisor. The clustering of schools by the subject advisor should form part of the monitoring process. The sessions should take place once per term. This session started with teachers from different schools sharing their experiences and, where there were challenges, they tried to address them. The second form that this monitoring session could take would be when the learning facilitator moderates the work of teachers. In this way, teachers moderate each other's work while the learning facilitator oversees the entire process. The process is transparent, as teachers moderate each other's work in an open manner.

The DSGs also hold a departmental meeting to schedule class visits for teacher developmental appraisal and performance measures. Then DSGs gives the SDT their departmental class visit time table, in order to draw up the school timetable for class visits. HoDs ensure that it is followed and any deviation is reported to the SDT. HoDs are required to play the role of supporting and mentoring teachers. The mentor and mentee should provide a report to the DSG and the SMT every month.

Thirdly, twice a month, in the second and the fourth weeks of the month, participants should meet for one-hour sessions. The aim of the sessions should be to share good practices and challenges encountered during class visits. In addition, the meetings can serve to give the HoDs an overview of the departments they are managing, so that they can report during management meetings. Lastly, the HoDs should use these sessions to monitor the progress of teachers.

In terms of monitoring, this study has contributed to the body of knowledge by presenting a coordinated, systematic way of monitoring the PCP of EMS. The process is transparent and developmental.

7.3 CONCLUSION

By reviewing the findings presented in Chapters 5 and 6, this chapter recommended a strategy to effectively enhance the quality of PCP in Grade 9 EMS subject. The phases recommended in Chapter 4 outlined the procedure to be followed and served to create a platform for forming a team to lead the design of a quality PCP in Grade 9 EMS. In this chapter, the design of the strategy was detailed.

REFERENCES

- Adeleye, O.J., 2017. Pedagogical challenges on the effectiveness of business studies teachers in junior secondary schools, Oyo State. *International Journal of Advanced Academic Research*, 3(1), pp. 32-46.
- Adeosun, O., 2011. Teacher education programmes and the acquisition of 21st century skills: Issues and challenges in Nigeria. *CICE Series*, 4(2), pp. 103-120.
- Agu, A.O. 2017. Beyond orthodox approaches to education reform: innovative strategies for accelerating education for all in the Republic of South Sudan. Paper presented at the Western Equatoria Community Association (WECA) of the Republic of South Sudan Conference, held in Dallas, Texas, 27-28 May 2017.
- Ahmadi, A.A. & Lukman, A.A., 2015. Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice*, 6(34), pp. 29-39.
- Aliakbari, M. & Faraji, E., 2011. Basic principles of critical pedagogy. In *2nd International Conference on Humanities, Historical and Social Sciences IPEDR* (Vol. 17, pp. 78-85). Singapore: IACIT Press.
- Amsler, S, Canaan, J.E, Cowden, S, Motta, S. & Singh, G., 2010. *Why critical pedagogy and popular education matter today*. UK: C-SAP, Higher Education Academy Subject Network for Sociology, Anthropology, Politics.
- Assan, T.E.B & Lumadi, M.W., 2012. Facets of integration in economic and management science: Theory, learning-teaching, assessment and metaphor. *Journal of Social Science*, 32(3), pp. 255-264.
- Aungamuthu, Y., 2010. Bridging the divide through multiple layers of access. *Journal of Independent Teaching and Learning*, 5, pp. 5-14.
- Badugela, T.M., 2012. Problems facing educators in implementing the national curriculum statement: The case of Tshifhena secondary school, Vhembe District, Limpopo province, South Africa (unpublished Doctoral dissertation). University of South Africa, Pretoria.

Bentley, T. & Cazaly, C., 2015. *The shared work of learning: Lifting educational achievement through collaboration*. Mitchell Institute Research Report No. 03/2015. Mitchell Institute.

Burton, T., 2015. Exploring the impact of teacher collaboration on teacher learning and development (unpublished Ph.D. thesis). University of South Carolina, Columbia.

Caruana, V. & Ploner, J., 2012. *A critical review of contemporary practice and educational research in internationalisation within the business education subject communities*. Final report. The Higher Education Academy, Leeds Metropolitan University.

Chandrasekaran, B., Josephson, J.R. & Benjamins, V.R., 1999. What are ontologies, and why do we need them? *IEEE Intelligent Systems and their applications*, 14(1), pp. 20-26.

Chege, M., 2009. Literacy and hegemony: Critical pedagogy vis-à-vis contending paradigms. *International Journal of Teaching and Learning in Higher Education*, 21(2), pp. 228-238.

Chisholm, L., Hoaley, U., Kivulu, M., Brookes, H., Prinsloo, C., Kgobe, A., Mosia, D., Narsee, H. & Rule, S., 2005. *Educator workload in South Africa*. Cape Town: Educators Education Labour Relations Council.

Cortez, F.G.F., 2013. The Philippine engagement with Paulo Freire. *KRITIKE: An Online Journal of Philosophy*, 7(2), pp. 50-70.

Darling-Hammond, L., Wei, R.C, Andree, A., Richardson, N., & Orphanos, S., 2009. *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council.

Dewey, J., 1929. *The sources of a science of education*. New York: Horace Live right.

Dhlamini, J.T., 2009. The role of integrated quality management system to measure and improve teaching and learning in South African further education and training sector (Doctoral dissertation). University of South Africa, Pretoria.

Dillon, D., 2008. Theatre and critical consciousness in teacher education. *Learning Landscapes*, 2(1), pp. 179-194.

Diseko, R & Modiba, W. 2016. Learners' and their teachers' experiences of an authentic online assessment test in the understanding of basic accounting content knowledge. *International E-Journal of Advances in Education*, 2(6), pp. 345-356.

DoE (Department of Education). 2015. *Professional learning communities: A guideline for South African schools*. Pretoria: Government Printer.

Dos Reis, K.M., 2012. Challenges pre-service teachers face while learning to teach Accounting in the context of mentoring (Doctoral dissertation). Cape Peninsula University of Technology, Cape Town.

Eze, C.E., 2014. Strategies for improving students' performance in financial accounting in NCE business education programmes in colleges of education in south-east Nigeria. In *Proceedings of International Academic Conferences* (No. 0301374). International Institute of Social and Economic Sciences.

Feldman, J., 2016. Eliciting pedagogical learning among teachers in a professional learning community (Doctoral dissertation). Stellenbosch University, Stellenbosch.

Fischman, G.E. & McLaren, P., 2005. Rethinking critical pedagogy and the Gramscian and Freirean legacies: From organic to committed intellectuals or critical pedagogy, commitment, and praxis *Cultural Studies? ↔ Critical Methodologies*, 5(4), pp. 425-446.

Freire, P., 1998. *Pedagogy of freedom: Ethics, democracy, and civic courage*. Maryland: Rowan & Littlefield.

Gao, C. & Peng, D., 2011. Consolidating SWOT analysis with nonhomogeneous uncertain preference information. *Knowledge-Based Systems*, 24(2011), pp. 796-808.

Gess-Newsome, J. & Lederman, N.G. (eds), 2001. *Examining pedagogical content knowledge: The construct and its implications for science education* (Vol. 6). Springer Science & Business Media.

Goldkuhl, G., 2006. *Practice theory vs practical theory: Combining referential and functional pragmatism*. Panel paper to the 4th International Conference on Action in

Language, Organisations and Information Systems (ALOIS), 1-2 November 2006, Boras.

Green, A. & Kearney, J., 2011. Participatory action learning and action research for self-sustaining community development: Engaging Pacific Islanders in southeast Queensland. *The Australasian Journal of University-Community Engagement*, 6(1), pp. 46-68.

Gruber, T.R., 1993. A translation approach to portable ontology specifications. *Knowledge Acquisition*, 5(2), pp. 199-220.

Gulston, K., 2010. The challenges experienced by educators in primary schools regarding continuous professional development (Doctoral dissertation). University of Pretoria, Pretoria.

Halx, M.D., 2010. Disrupting complacency in disadvantaged high school students: Can principal and teacher pedagogical partnerships develop critical consciousness? (Doctoral dissertation). University of Texas at Austin.

Helde, M.L., 2012. *The dialogue handbook: The art of conducting a dialogue and facilitating dialogue workshops*. Denmark. Danish Youth Council and Danish Centre for Conflict Resolution.

Hooks, B., 1994. *Teaching to transgress: education as the practice and freedom*. New York: Routledge.

Inderbitzin, M. & Storrs, D.A., 2008. Mediating the conflict between transformative pedagogy and bureaucratic practice. *College Teaching*, 56(1), pp. 47-52.

Jackson, C.K., Rockoff, J.E. & Staiger, D.O., 2014. Teacher effects and teacher-related policies. *Annual Review of Economics*, 6(1), pp. 801-825.

Joshi, R. & Verspoor, A., 2013. *Secondary education in Ethiopia: Supporting growth and transformation*. The World Bank.

Kearney, J., Wood, L. & Zuber-Skerritt, O., 2013. Community–university partnerships: Using participatory action learning and action research (PALAR). *Gateways: International Journal of Community Research and Engagement*, 6(1), pp. 113-30.

Kemmis, S. & McTaggart, R., 2007 Participatory action research: Communicative action and the public sphere. In: N. Denzin, and Y. Lincoln (eds), *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage,. pp. 271-330.

Kim, K.A. & Roth, G.L., 2011. Novice teachers and their acquisition of work-related information. *Current issues in Education*, 14(1), pp. 1-27.

Kimario, L.A., 2011. *Integrating environmental education in primary school education in Tanzania: Teachers' perceptions and teaching practices*. Åbo, Finland: Åbo Akademi University Press.

Kincheloe, J.L., 2008. *Knowledge and critical pedagogy: An introduction* (Vol. 1). Springer Science & Business Media.

Kitta, S., 2014. Science teachers' perceptions of classroom assessment in Tanzania: An exploratory study. *International Journal of Humanities Social Sciences and Education*, 1(12), pp. 51-55.

Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S. & Baumert, J., 2013. Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of Teacher Education*, 64(1), pp. 90-106.

Knowles, M.S., 1985, *Andragogy in action*. San Francisco, CA: Jossey-Bass.

Komba, W.L. & Nkumbi, E., 2008. Teacher professional development in Tanzania: Perceptions and practices. *Journal of International Cooperation in Education*, 11(3), pp. 67-83

Lawson, T., 2004. *A conception of ontology*. Paper. Available from <https://pdfs.semanticscholar.org/d467/cfc7631fa30c997dbf9c379f59db16ae2ead.pdf> [accessed 30 Oct 2018].

Lester, S., 2015. *On professions and being professional*. Taunton, UK: Stan Lester Development.

Letshwene, M.J., 2014. Improving Grade 10 accounting teachers' competencies in the Ekurhuleni District of the Gauteng province (Doctoral dissertation). University of South Africa, Pretoria.

Lukanga, A. 2014. Teacher education in Tanzania: The experience of pre-service and in-service teacher preparation for quality education. Term Paper Warehouse. Available from <http://www.tenmet.org/Droop/Docs/QEC%202013/Lukanga.pdf> [accessed 16, March 2018].

Lyimo, G.E., 2014. Analysis of teachers' low payments in Tanzania: a case study of public secondary schools in Moshi rural district. *International Journal of Education and Research*, 2(2), pp. 1-14.

Macías, D.F. & Sánchez, J.A., 2015. Classroom management: A persistent challenge for pre-service foreign language teachers. *Profile: Issues in Teachers' Professional Development*, 17(2), pp. 81-99.

Magolda, M.B., 1999. *Creating contexts for learning and self-authorship: Constructive developmental pedagogy*. Nashville: Vanderbilt University Press.

Magudu, S. 2014. Induction experiences of newly qualified primary school teachers in Zimbabwe (Doctoral dissertation). University of South Africa, Pretoria.

Makaye, J., 2015. School clusters as sites for instructional leadership: a case of the Better Schools Programme of Zimbabwe (Doctoral dissertation). University of the Free State, Bloemfontein.

Margerison, C. & McCann, D., 1985. *Team management systems: How to lead a winning team*. Bradford, UK: MCB University Press.

Maritzburg College. 2017. *Economic and management sciences*. Website. Available from <https://maritzburgcollege.co.za/academics/school-curriculum/ems/> [accessed 5 Nov 2018].

Masuku, S., 2011. The instructional leadership role of the high school head in creating a culture of teaching and learning in Zimbabwe (Doctoral dissertation). University of South Africa, Pretoria.

Mathe, S.M. 2017. Intersectoral collaboration for consolidating support for learners displaying inappropriate behaviour (Master's dissertation). University of the Free State, Bloemfontein.

Mavuso, M.P. 2013. Education district office support for teaching and learning in schools: the case of two districts in the Eastern Cape (Doctoral dissertation). University of Fort Hare.

Mayo, P., 2004. *Liberating praxis. Paulo Freire's legacy for radical education and politics*. Westport, CT: Praeger.

McCann, D. & Margerison, C., 1985. Team management profiles: Their use in management development. *Journal of Management Development*, 4(2), pp. 34-47.

McLaren, P., 2000. *Paulo Freire's pedagogy of possibility. Freirean pedagogy, praxis and possibilities: Projects for the new millennium*. New York & London: Falmer Press.

Mercy, K. & Mabhandla, W., 2015. Challenges to the implementation of PLAP in primary schools: Perceptions of ZOU Bachelor of Educational Management students. *Journal of Education and Practice*, 6(11), pp. 26-32.

Meyer, F.J., 2008. The provision of support material to assist FET phase accounting educators in the Free State province. (Unpublished Ph.D. thesis). Central University of Technology, Bloemfontein.

Mkandawire, M.T. and Walubita, G., 2015. Feedback study on developing critical literacy among Malawian and Zambian undergraduate university students using a Freirean praxis. *Journal of Education and Training Studies*, 3(2), pp. 150-158.

Modise, A.M., 2016. Pedagogical content knowledge challenges of accounting teachers. *International Journal of Educational Sciences*, 13(3), pp. 291-297.

Moja, T., 2000. *Nigeria education sector analysis: an analytical synthesis of performance and main issues*. New York: New York University. Document produced for the World Bank. siteresources.worldbank.org/NIGERIAEXTN/Resources/ed_sec_analysis.pdf

Mora, J.M. 2014. Constructing social justice pedagogy: Critical perspectives on pedagogical praxis in the communication classroom (Doctoral dissertation). University of Utah.

Mukeredzi, T.G., 2013. Professional development through teacher roles: conceptions of professionally unqualified teachers in rural South Africa and Zimbabwe. *Journal of Research in Rural Education*, 28(11), pp. 1-17.

Mukeredzi, T.G., 2016. The nature of professional learning needs of rural secondary school teachers: Voices of professionally unqualified teachers in rural Zimbabwe. *SAGE Open*, 6(2), p. 2158244016643142.

Nabukenya, M. 2010. Influence of teachers' professionalism on teacher performance in Busiro county secondary schools, Wakiso district (unpublished Master's thesis). Makerere University, Kampala.

Nagda, R., Gurin, P., Rodriguez, J. & Maxwell, K., 2008. Comparing debate, discussion and dialogue. Handout. Available from www.lwsd.org/SiteCollectionDocuments/About-Us/StudySessions/2015.06.22/Comparing-Debate-Discussion-and-Dialogue.pdf [accessed 5 Nov 2018].

Nchu, R.M., 2015. The effectiveness of entrepreneurship education in selected high schools in the Cape Town metropolitan (Doctoral dissertation). Cape Peninsula University of Technology, Cape Town.

Nelson Mandela Foundation, 2005. Emerging voices: a report on education in South African rural communities. Cape Town: HSRC Press.

Ngwenya, J.C & Maistry, S.M., 2012. Teaching and assessment in accounting: An exploration of teachers' experience in a rural KwaZulu-Natal school. *Journal of Social Sciences*, 330(1), pp. 21-30.

Ngwenya, J.C., 2014. Accounting teachers' understandings and practices of teaching and assessment in a context of curriculum change. *Alternation*, 21(1), pp. 171-189.

Nkoane, M.M., 2013. Creating sustainable postgraduate supervision learning environments through critical emancipatory research. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 9(3), pp. 393-400.

Nwodoh, E.O., Accounting/Business education: challenges and prospects in Nigerian educational system. Enugu State, Nigeria. Available from <http://www.globalacademicgroup.com/journals/pristine/ACCOUNTING%20BUSINES>

[S%20EDUCATION%20CHALLENGES%20AND%20PROSPECTS.pdf](#) [accessed 5 Nov 2018].

Ololube, N.P, Ubogu, A.E & Eggbezor, D.E., 2007. ICT and distance education programs in a sub-Saharan African country: A theoretical perspective. *Journal of Information Technology Impact*, 7(3), pp. 191-194.

Omo-Ojugo, M.O. & Ohiwerei, F.O., 2008. School factors affecting the teaching and learning of business education studies in Nigerian schools. *Pakistan Journal of Social Sciences*, 5(7), pp. 663-670.

Omotayo, B.K., 2014. Teachers' characteristics and students' performance level in senior secondary school financial accounting. *Journal of Empirical Studies*, 1(2), pp. 48-53.

Ontario College of Teachers, 2012. *Foundations of professional practice*. Toronto: Ontario College of Teachers.

Oxford Advanced Learners Dictionary. 2005. Oxford University Press.

Pillay, I., 2014. Teachers' experiences of curriculum change in two under-resourced primary schools in the Durban area (Doctoral dissertation). University of South Africa, Pretoria.

Ponterotto, J.G., 2005. Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), pp. 126-136.

Rajoo, T., 2013. An investigation into the role of the head of department (HoD) as an instructional leader in the leadership and management of the teaching & learning of accounting in two secondary schools in one district in Gauteng (Doctoral dissertation). University of Witwatersrand, Johannesburg.

RSA (Republic of South Africa). 1996. *National Education Policy Act 27 of 1996*. Pretoria: Government Printer.

RSA DBE (Republic of South Africa. Department of Basic Education). 2011. *Curriculum and Assessment Policy Statement: Intermediate phase*. Pretoria: Department of Basic Education.

Samuel, M., 2014. South African teacher voices: Recurring resistances and reconstructions for teacher education and development. *Journal of Education for Teaching*, 40(5), pp. 610-621.

Schreuder, G.R., 2009. The role of economic and management sciences (EMS) in preparing learners for accounting in grade 10 (Doctoral dissertation). Cape Peninsula University of Technology, Cape Town.

Schreuder, G.R., 2014. Teacher professional development: the case of quality teaching in accounting at selected Western Cape secondary schools (Doctoral dissertation). Cape Peninsula University of Technology. Cape Town.

Sekwena, G.L., 2014. Active learning in a high school economics class: A framework for learning engagement (Master's thesis). University of the Free State, Bloemfontein.

Shadreck, M., 2012. Quality rural secondary school education in Zimbabwe: Challenges and remedies. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), pp. 768-774.

Freire, P., 1993a. *A critical encounter*. New York. Routledge.

Shor, I., 1992b. *Empower education: Critical teaching for social change*. Chicago: University of Chicago Press.

Shulman, L.S., 1986. Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), pp. 4-14.

Singh, P., 2013. Fear abounds in the educational environment: Teachers' professional competencies in the management of knowledge. *The International Business & Economics Research Journal (Online)*, 12(6), p. 687-700.

Stefan, D.C., 2010. Developing a framework for an undergraduate haematology curriculum in a faculty of health sciences (Doctoral dissertation). University of Stellenbosch, Stellenbosch.

Stoll, L., Bolam, R., McMahon, A., Wallace, M. & Thomas, S., 2006. Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), pp. 221-258.

Taguma, M., Litjens, I. & Makowiecki, K., 2012. *Quality matters in early childhood education and care*. Paris: OECD. Available from <http://www.oecd.org/education/school/50165861.pdf> [accessed 20 March 2016].

Tladi, M.Y. 2014. Enhancing parental involvement at a school towards sustainable learning: A case study. (Master's dissertation). University of the Free State, Bloemfontein.

Todd, N.A., 2010. Support teachers, learning difficulties and secondary school culture (Doctoral dissertation). Queensland University of Technology, Brisbane.

Toohey, J., 1952. *Notes on epistemology*. Washington, DC: Edwards Brothers.

Tsotetsi, C.T., 2013. The implementation of professional teacher's development policies: A continuing education perspective (Doctoral thesis). University of the Free State, Bloemfontein.

Van der Berg, S., Taylor, S., Gustafsson, M, Spaull, N. & Armstrong, P., 2011. *Improving education quality in South Africa. Report for the National Planning Commission*. Stellenbosch. South Africa.

[Http://resep.sun.ac.za/wp-content/uploads/2012/10/2011-Report-for-NPC](http://resep.sun.ac.za/wp-content/uploads/2012/10/2011-Report-for-NPC).

Van Dijk, T.A. 1993. *Elite discourse and racism*. London: Sage.

Van Wyk, M.M., 2015a Using the jigsaw teaching strategy for the advance of economics teachers' acquisition of knowledge. *International Journal of Educational Science*, 10(2), pp. 338-346.

Van Wyk, M.M., 2015b. The effect of student team achievement division as a cooperative learning teaching strategy on Grade 10 learners; economics knowledge. PowerPoint Presentation at the 13th International Conference on Social Science Research, Asian institute of Technology. Bangkok, Thailand.

Van Wyk, M.M., 2015c. Exploring collective learning conversation in economics education: A social change narrative inquiry approach. *Journal of Social Science*, 43(1), pp. 71-80.

Wei, R.C., Darling-Hammond, L. & Adamson, F., 2010. *Professional development in the United States: trends and challenges*. Dallas, TX: National Staff Development Council.

Weiler, H.N., 2005. *Theory and practice: Dichotomies of knowledge*. Prepared for an invited panel on Beyond Dichotomies: Theory vs. Practice at the annual meeting of the comparative and international education society (CIES), Stanford University, 22-26 March 2005.

Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J. and. & Salvi, F., 2014. *Pedagogy, curriculum, teaching practices and teacher education in developing countries*. Technical report. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Williams, M.L., 2010. Teacher collaboration as professional development in a large, suburban high school (Doctoral thesis). University of Nebraska, Lincoln.

Wittmann-Price, R.A., 2004. Nursing theory and concept development or analysis: Emancipation in decision-making in women's health care. *Journal of Advanced Nursing*, 47(4), pp. 437-445.

Wood, L. and & Zuber-Skerritt, O., 2013. PALAR as a methodology for community engagement by faculties of education. *South African Journal of Education*, 33(4), pp. 1-15.

Wylie, C., 2011. Opportunities for teacher collaborative practices in a self-managed school system: the New Zealand experience. Paper for the AERA 2011 annual meeting, New Orleans.

Zimba, R.F., Mufune, P., Likando, G. & February, P., 2013. Namibian teachers' understanding of education for all issues. *Journal for Studies in Humanities and Social Sciences*, 2(1), pp. 169-186.

Zuber-Skerritt, O. & Passfield, R., 2016. History and culture of ALARA – the action Learning and Action Research Association. *Education Action Research*, 24(1), pp. 65-76.

Zuber-Skerritt, O. & Teare, R. (eds), 2013. *Lifelong action learning for community development: Learning and development for a better world*. Springer Science & Business Media.

Zuber-Skerritt, O., 2018. An education framework for participant action learning and action research. *Education Action Research*, 26(4), pp. 513-532.

Zuber-Skerritt, O., 2015. Participatory action learning and action research (PALAR) for community engagement: A theoretical framework. *Educational Research for Social Change*, 4(1), pp. 5-25.

ANNEXURE A: UFS ETHICAL CLEARANCE LETTER



Faculty of Education

16-Oct-2017

Dear Mr Mojakgomo Molei

Ethics Clearance: Enhancing of professional curriculum practice in a grade 9 economic and management science class

Principal Investigator: Mr Mojakgomo Molei

Department: School of Education Studies (Bloemfontein Campus)

APPLICATION APPROVED

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-HSD2016/1370

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.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele

Chairperson: Ethics Committee

Education Ethics Committee

Office of the Dean: Education

T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 | E: NkoaneMM@ufs.ac.za

Winkie Direko Building | P.O. Box/Postbus 339 | Bloemfontein 9300 | South Africa

www.ufs.ac.za



**ANNEXURE B: REQUEST FOR PERMISSION FROM THE FREE STATE
DEPARTMENT OF EDUCATION TO UNDERTAKE RESEARCH**

Appendix: A

17 October 2017

The Superintendent General
Free State Department of
Education
Old Parliament
Witsieshoek
9870

Researcher (Mr. Moloi MD) 294 Thaba Bosiu village Witsieshoek 9870 Cell no: 078 486 3413 Alter no: 083 350 7024 Moloimd88@gmail.com	Study Leader Dr. Tshelane MD Room 127 Winkie Direko Building University of the Free State Bloemfontein Tel. +27(0)51 401 9589 Fax +27(0)51 401 3077 tshelanemd@ufs.ac.za
--	--

Dear Sir/Madam

**REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH IN THABO
MOFUTSANYANA DISTRICT**

I am a Masters student in the Faculty of Education at the University of the Free State conducting research on professional curriculum practice in schools. My project, which is entitled “**Enhancing professional curriculum practice in a Grade 9 economic and management sciences (EMS) class**” aims to develop a strategy for enhancing professional curriculum practice in Economic Management Sciences (EMS).

I wish to conduct discussions with EMS teachers, the school principal, and head of department, students and EMS subject advisor at Tlotlo Intermediate School. I am aware that the discussions may interrupt the school routine. Therefore, I will only undertake the research during break and lunch time as well as after working hours. The study is likely to benefit the school because it provides a platform for teachers’ students and other stakeholders reflect on current practice and come up with alternative ways of improving teaching and learning.

I also want to assure you that participation in the study is entirely voluntary and participants are free to withdraw at any time.

If you wish find out more information about the project, feel free to contact me or my supervisor on the details provided above.

Yours sincerely

Moloi MD (Mr.), Principal researcher

ANNEXURE: C: REQUEST FOR PERMISSION FROM THE SCHOOL PRINCIPAL

17 October 2017

THE PRINCIPAL
Tlotlo Intermediate School
Tseseng
Witsieshoek
9870

Researcher
(Mr. Moloi MD)
294 Thaba Bosiu village
Witsieshoek
9870
Cell no: 078 486 3413
Alter no: 083 350 7024
Moloimd88@gmail.com

Study Leader
Dr. Tshelane MD
Room 127
Winkie Direko Building
University of the Free State
Bloemfontein
Tel. +27(0)51 401 9589
Fax +27(0)51 401 3077
tshelanemd@ufs.ac.za

Dear Sir/Madam

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH AT TLOTLO INTERMEDIATE SCHOOL

I am a Masters student in the Faculty of Education at the University of the Free State conducting research on professional curriculum practice in schools. My project, entitled “**Enhancing professional curriculum practice in a Grade 9 economic and management sciences (EMS) class**” aims to develop a strategy for enhancing professional curriculum practice in Economic Management Sciences (EMS).

This project requires me to solicit information from members of your school such as teachers, students, subject advisors and head of department. In order to avoid disruptions of your routine, I will only gather data during break and lunch time and after working hours.

The results of the study will be made available to the school as soon as the project is completed. Participation in the study is entirely voluntary and participants are free to withdraw at any stage.

I therefore kindly request permission to conduct the study at your school. If you wish to contact me, please feel free to do so on contact details provided above.

Yours sincerely

Moloi MD (Mr.) Principal researcher

**ANNEXURE D: REQUEST TO THE HoD FOR PERMISSION TO UNDERTAKE
RESEARCH**

17 October 2017

THE EMS HoD
Tlotlo intermediate School
Tseseng
Witsieshoek
9870

Researcher (Mr. Moloi MD) 294 Thaba Bosiu village Witsieshoek Cell no: 078 486 3413 Alter no: 083 350 7024 Moloimd88@gmail.com	Study Leader Dr. Tshelane MD Room 127 Winkie Direko Building University of the Free State Bloemfontein Tel. +27(0)51 401 9589 Fax +27(0)51 401 3077 tshelanemd@ufs.ac.za
--	--

Dear Sir/Madam

**REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH IN THE EMS
DEPARTMENT AT TLOTLO INTERMEDIATE SCHOOL**

I am a Masters student in the Faculty of Education at the University of the Free State conducting research on professional curriculum practice in schools. My project, entitled **“Enhancing professional curriculum practice in a Grade 9 economic and management sciences (EMS) class”** aims to develop a strategy for enhancing professional curriculum practice in Economic Management Sciences (EMS).

This project requires me to solicit information from members of the department such as teachers, students and subject advisors. In order to avoid disruptions of your routine, I will only gather data during break and lunch time and after working hours.

The results of the study will be made available to the department as soon as the project is completed. Participation in the study is entirely voluntary and participants are free to withdraw at any stage.

I therefore kindly request permission to conduct the study in your department. If you wish to contact me, please feel free to do so on contact details provided above.

Yours sincerely

Moloi MD (Mr.) Principal researcher

ANNEXURE E: CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the insert specific data collection method.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ **Date:** _____

Signature of Researcher: _____ **Date:** _____

APPENDIX A1: INFORMATION SESSIONS

Appendix A 1 Transcript 1

At the beginning of the meeting, I started off greeting everyone present and assured them that they are welcome to be part of the proceedings and to feel at ease. Everyone introduced himself/herself.

Researcher: E re ke qale ka ho le hopotsa hore re dumellane ka ho revowa tsela eo professional curriculum practice ya EMS sekolong e ntshetswang pele ka teng, le ka moo eka matlafatswang.

Let me start by reminding you that we agreed to review how we carry out professional curriculum practice of EMS in school as well as fortifying where our practice is in need to be strengthened.

All Participants: Ee re ya dumela

Yes we agreed.

Researcher: ke ya tshepa hore re dumela hore hare etsa ntho rele kaofela, method eo otlala re thusa otlameha hore dumella hoba karolo ya discussion.

I hope we all agree that if we are to do something together, the methodology that will help us own the results should allow all of us to feel part of the discussion.

Let me explain the type of methodology that we are going to use in order to achieve that, that is Participatory Action Learning and Action Research (PALAR). Please feel free to use any language that you feel will help you express yourself satisfactorily. Coming to the methodology, PALAR is the type of doing research where we as participants start off by identifying what hinders our efforts in creating conditions that enable quality teaching and learning. The identified difficulty then needs to be resolved; hence we call that difficult a need.

Having identified a need, according to PALAR, is then followed by a series of actions that are aimed at solving that need, which could also be called a problem. Those actions are undertaken by all of us as participants. We need to collaborate in order to provide a single effort aimed at resolving the problem. All of us, by so doing, that is,

by collaborating, will be satisfying the condition under which this methodology came to being called PALAR. I am sure all of us will agree that right from that stage where we identified the problem together up until that stage where we combine a series of actions and or strategies to solve the identified problem, we shall have been doing things with everyone having a chance to make a contribution. This is what participation is all about. I am sure by now we understand what PALAR is and that understanding puts everyone in a position where s/he is encouraged to make a contribution and therefore participate in this research.

All participants: Eya.

Researcher: In order that we are able to recognize one another, our sitting arrangement will always be circular like it is now. This will help all of us to have an equal chance of making a contribution in our discussions and, I hope all of us will agree that this appeal be directed to every one of us to be considerate in apportioning equal chance to participants in all discussions that would be held at a time when s/he chairs the meeting/discussions. It will be easy because of our sitting arrangements that the one presiding over the discussion notice a raised hand and allow the participant who showed by that raised hand that s/he want to contribute to do so. Another thing that comes to my mind is that inherent in PALAR is the virtue of having high regard for a condition where no one lord over others. Everyone has got that dignity which is in equal measure with the rest of humanity which deserves respect in equal measure with the rest. It is therefore necessary that we know that we all need to treat one another equally by not giving others more chance to air their views than others when it is ones' time to facilitate the meeting and at the same time, we need to tolerate all the ideas advanced by our colleagues. By doing that, we shall be giving deserved respect as all human nature deserves.

Ke nahana motho ka mong oa elellwa hore hon ya hlokahala hore ke explane tselsa eo retlo tsamaisa research.

I think everyone of us is aware that there is a need for me to explain how all of us are going to be engaged in conducting this research.

That is why it is understandable that I am not dominating the proceedings, whereby I cannot be regarded as the main source of knowledge because I alone cannot solve

the nature of the problems challenging our collective and no one would. Our collective ideas are the ones capable of filling one river which would force its way out of the thicket. It is therefore inherent in PALAR that we ourselves be the architect of our emancipation by formulating strategies that will alleviate the social ills challenging our efforts towards professional curriculum practice in Grade 9 EMS.

Senior Teacher: We are grateful because study seno se re bula mahlo. A na hona le information eo re ka e sebetsang moo Loi?

EMS HOD: Yaa I also think that information e ka re thusa haholo. Mme o nepile.

Researcher: Only if questions frame the way we think and the direction that the discussions take. What is important ke ho utlwa your challenges in EMS (voices), not what other written about on paper. Are we all clear on that?

Participants: We are clear on that.

Researcher: There's still something left on what we all need to know so that we conduct ourselves and the research in line with the kind of research we undertake. Should I go on?

Participants: Yeah.

Researcher: We have so far talked about the methodology. Research itself must have the framework or lens that guides it. Research ya rona will be conducted under Critical Pedagogy (CP) Theory. Re e bitsa CP. Bonngwe le bongwe ba batho ba ikopantse into a structure or organization, re hlola re utlwa ho buiwa ka ho hoba democratic. E re ho ntse jwalo re utlwe batho ba tletleba ka hore tsamaiso tse ding di ya hatella batho. Ba bua jwalo ha ditlhahiso tsa bona di sa nkelwe tlhohong. Then ba qala ba batla ho itokolla kapa re ka re they want to emancipate themselves. Ha re bua ka CP re bua ka mokgwa wa ho researcha o participants ba tlang ka ditlhahiso tseo di lekang ho lokolla batho ba ba imetsweng from ditlhahiso tse di hatellang. CP challenges powers of dominance by those who have been chosen to lead certain structures. Those powers of dominance di iponahatsa moo puong ya baetapele e timang batho matla aho hlahisa maikutla bona. By merely looking at how a notice is framed, one could interpret elements of domination. I am sure le lona le ka fana ka example ya moo ho bonalang ho na le kगतello ka teng.

Junior Teacher: Like when information e bokeng e sebediswa ho tsebisa matichere hore today sekolo se ka tswa ka pele ka baka la hoy a mmitining wa mokgatlo kappa holo mamela puo ya guest speaker se etetseng sekolo ntle le ho rerisa pele.

Principal: Seo se ka tswela matichere molemo but ho sa ba rerise ha o etsa appointment e ba batlang but then o be o expecta hore kaofela they just have to there kopanong and through information book for that matter.

Researcher: That is what CP want to eliminate. So, the research theory this study undertakes is CP. So, who talked about framing questions? I think ke wena sister.

Let us agree that we will think about that and have two days in a week when we will sit down and see how best we could move forward. Remember that through your collective questioning, we try to figure out how to enhance professional curriculum practice in Grade 9 EMS.

Researcher: Guys, we will see to that. Which days do we choose?

Principal: Why don't we go with Wednesdays? This will help hore re se ke ra lebala se re se entseng last time.

Researcher: Okay guys. We meet next week Wednesday. Thanks guys.

APPENDIX A2 TRANSCRIPT 2

Researcher facilitated the meeting. He started off by welcoming everyone and reminded participants about the need to be focused because what we are engaging in is for the benefit of the institution, teachers as well as our learners at large. He indicated that the purpose of the day is to share ideas on how all of us perceive our practice on site. The session will take place in absence of subject advisor.

Researcher: Good day colleagues. I hope we are going to have a fulfilling session like last time.

Senior Teacher: Ebe guys ke eng seo le re tshwaretseng sona?

What do you guys have in store for us?

Researcher: It's important that I explain myself as EMS teacher, prefect's co-ordinator, 29 years of age at post level 1 and 7 years of experience, sports coordinator and SASAMS personnel. I am going to talk about challenges encounter by international countries, African continent country, SADEC as well South African in terms of PCP in EMS subject

I am going to include Cash journal subject content knowledge and teachers' collaboration for this study only.

Researcher: elellwang ntlha tsa dipatlisiso tse tswang international countries, African continent country, SADEC as well South African ntlheng ya PCP ya EMS subject.

Take note of the following literature conducted in international countries, African continent country, SADEC as well South African in terms of PCP in EMS subject:

Studies that have been conducted in Germany reveal that some teachers do not have adequate Accounting subject content knowledge. Literature has shown that limited learning professional development opportunities affect teachers' subject content knowledge matter (Kleickmann, Richter, Kunter, Elsner, Besser, Krauss and Baumert 2013:92).

Studies on the African continent (Nigeria) reveals similar challenges where teachers find themselves teaching subjects in which they are not specialized (Ahmadi and

Lukman 2015:34 cited in Nwanaka & Amaehule 2011:658). Reflecting on the Nigerian context, Moja (2000) notes that there is a significant mismatch between training and practice, especially amongst teachers trained abroad or in Nigeria by emigrant staff in contrast to those trained at Nigerian institutions (Moja 2000:23-24). Teacher- training institutions have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content (Adeosun, 2011:105).

In the SADC region, Zimbabwe has been established that initial teacher education programmes do not adequately prepare pre-service teachers with pedagogical and content knowledge (Magudu, 2014:52). Teachers with limited subject content knowledge are linked to poor quality education and learners' achievement (Mukeredzi, 2016:1)

At our school in Thabo Mofutsanyane district (South Africa), I realized that professional teachers' qualifications are not taken into consideration in term of subject allocation. In the case of EMS, teachers have problems because they are either trained as Accounting, Business Studies or Economics teachers and other subject. This is supported by (Schreuder 2009:77) study indicate that teachers find themselves teaching subjects which they never studied or specialized in. Most never have any exposure all three subject (Accounting, Economics and Business studies) EMS during their training (Modise, 2016:293, Assan and Lumadi, 2012:257).

Researcher: Ntlheng ya teachers' collaboration literatures di jwentsha ntle tse latelang:

A study by Burton (2015: 22) in Colombia found that teaching collaboration was not integrated in school planning which impacted on PCP. The lack of collaboration in school planning gives teachers power to dominate the curriculum and exclude principles of consciousness, dialogue, giving voice to the voiceless, and accommodation of learners views.

Even in Tanzania, Kitta (2014: 43) reports that teaching collaboration and teamwork amongst teachers was also a major obstacle in terms of professional curriculum practice in Tanzania. Programmes for PCP were theoretically designed, but were inapplicable practically. Resistance and fear to practice collaboration affects the effects implementation of PCP strategies.

A similar situation obtains in SADC countries, where some schools in Zimbabwe practice poor collaboration amongst teachers. In a study on the induction of new teachers in four schools in Zvishavane urban (Zimbabwe), it was established that schools generally do not make any provision for induction of new teachers. Schools do not provide supports through mentoring, joint planning, team teaching and observations of lessons by experienced teachers (Magudu 2014:51). Most of schools do not adopt supportive and collaborative approaches amongst teachers in professional learning (Mukeredzi 2016:3).

Teaching in collaboration appears to be a challenge in South Africa too. Since the end of apartheid in South Africa, various reforms have been introduced in the education system (RSA DBE, 2011:8). Unfortunately, teachers are unable to meet the high expectations of the reform process expressed in the new curriculum. EMS as a subject requires teachers to work collaboratively, however this is an enormous challenge because teachers are used to working as individuals (Samuel, 2014: 610).

Eo ke information e hlahang ho di literatures from international ho fihla South Africa. Ebe maikutlo a lona ke afeng papiso le di literatures.

Principal: Ke dumellana le ntsha etswang resecheng ya hao ntate, matichere a rona bongata a ruta fela asena subject content knowledge ka lebaka la bothata ba teacher learner ratio ha di meche.

Senior teacher: “Ke dumellana le dintlha tse boilweng, moo, insufficient subject content knowledge ke mathata sekolong ka lebaka hore nna nka ruta theory, mara part ya accounting ethata”. Se ka Mme ha sa hlalositse hore teacher learner ratio ha e balance, re ufumana re le overloaded ka subject tse ngata.

Principal: mathato ao ke bua ka ona ateng sekolong mona, ka tlasa ntle tse latelang, ya pele mmuso wa rona in terms of learner/teacher ratio ha e shebe taba eo, mme re qetela se re nkile le tichere esa specialising ka EMS ka baka la palo ya bana e ngata ho feta matichere.

EMS HOD: Mathata a specialisation a contributor haholo ho mathata a teng ho EMS.

Senior teacher: Jwalo ka rona thje, hare fihla pating ya accounting, ke bona moferefere fela wa ditjhelete, mme nako eengwe ke kopa mosebetsi mmoho atlo e

tereta mohlang aleng free. Ke bona dibuka tse colomo tse ngata, mme hake tsebe hore enngwe e sebediswa ha ho etsahalang.

EMS HOD: Taba ya accounting cash journal hase bothata fela ho matitjhere, even lenna ntse ke ithuto part ya accounting. CAPS document e fana ka karolo etla ruta empa ha ebolele tsela etla rutwa ka yona. Textbooks di teng tsona mara ntlha tsa cash journal ho thata ho di addressor, seka hantse ke ithuta yona. Matitjhere sometimes ha kopa thuso honna, ho thata ho ba thusa, ho o ka nako enngwe ke kopang subject advisor ho tla thusa, unfortunately o dula bale busy ha a kgone ho finyella.

Junior teacher: Ho ya classing ke ya ya, le hakena le mathata a ho aronahanya Cash receipt journal le cash payment journal transaction ha ke ruta. Ha nako ya moderation e fihla ha ke tsebe ke etse jwang because ha ke sure, seo ke se rutang se fihla baneng ka tsela e nepahetseng, ke moo ketla sokodisa ho submita mosebetsi for moderation because dintlha tse ding ke di feta fela

Principal: Le di workshop tse sapotang matitjhere di tshwara after hours, mme nako ya teng e nyane, mohlomong hora"

Junior teacher: Nna ke qala ho kopana le EMS ha ke fihla mosebetsing, mme ke hona ntse ke ithuta yona hantse ke e ruta bana.

Researcher: hona ho bontsha hantle hore bothata boo dinaha tse ding di kopanang le ona bontse bole teng ka hara sekolo.

Principal: le hare kopa matichere ho lefapa, ba bua ka palo ya bana sekolong pele.

Researcher: ha re shebang taba ya cash journal eleng cash receipt journal le cash payment journal, na re ya utlisisa ho etsahalang moo,

Senior teacher: nna ke hona ntse ke uthuta tsona, ke ka hoo nako enngwe ke kopang mosebetsi mmoho atlo nrutela tsona classing, because I'm not confidence enough ka tsona.

Junior teacher: Ae tjhe, nna ke lahleha haholo.

EMS HOD: eish ntse ke uthuta ka accounting, mara hanyane keya bona.

Researcher: ok colleagues, ke nahana hore ntlha tse se di buehile di ya utlwahala
mme ho hlokohala thusa ho tsona, mme solution eo etla hlaha ka rona, hoy aka
principle tsa Critical Pedagogy le PALAR.

APPENDIX A3 TRANSCRIPT 3

(Continuation of Appendix A2 Transcript 2)

Researcher: ntle enngwe ke ena

Ntleng ya teachers' collaboration literatures di jwentsha ntle tse latelang:

A study by Burton (2015: 22) in Colombia found that teaching collaboration was not integrated in school planning which impacted on PCP. The lack of collaboration in school planning gives teachers power to dominate the curriculum and exclude principles of consciousness, dialogue, giving voice to the voiceless, and accommodation of learners views.

Even in Tanzania, Kitta (2014: 43) reports that teaching collaboration and teamwork amongst teachers was also a major obstacle in terms of professional curriculum practice in Tanzania. Programmes for PCP were theoretically designed, but were inapplicable practically. Resistance and fear to practice collaboration affects the effects implementation of PCP strategies.

A similar situation obtains in SADC countries, where some schools in Zimbabwe practice poor collaboration amongst teachers. In a study on the induction of new teachers in four schools in Zvishavane urban (Zimbabwe), it was established that schools generally do not make any provision for induction of new teachers. Schools do not provide supports through mentoring, joint planning, team teaching and observations of lessons by experienced teachers (Magudu 2014:51). Most of schools do not adopt supportive and collaborative approaches amongst teachers in professional learning (Mukeredzi 2016:3).

Teaching in collaboration appears to be a challenge in South Africa too. Since the end of apartheid in South Africa, various reforms have been introduced in the education system (RSA DBE, 2011:8). Unfortunately, teachers are unable to meet the high expectations of the reform process expressed in the new curriculum. EMS as a subject requires teachers to work collaboratively, however this is an enormous challenge because teachers are used to working as individuals (Samuel, 2014: 610).

Eo ke information e hlahang ho di literatures from international ho fihla South Africa. Ebe maikutlo a lona nhleng tse boheileng moo ke afe.

Principal: ntleng eo nka thabela ho utlwa maikutlo a matijhere pele.

Senior teacher: ee tabeng ya ho ruta EMS ka kopanelo, ha re so try, since ke ruta EMS.

Junior teacher: Mme o bua nnete, ha re so thole nako ya ho ka dula mmoho ho bontshana tsela e bobebe ya ho ruta EMS.

Senior teacher: Bothata boteng sekolong ke hore re qeta nako e ngata re ruta ka morao re nke dibuka holo tshwaya, then hare kgone ho kopana re le matijhere a EMS ho bontshana di challenges, hobane emong le emong otatetse ho qeta curriculum. Even if ha kena le bothata part e itseng eo ke eruta ha ke kgone ho thola nako ya ho consult my colleague, because we always busy.

EMS HOD: Senior Teacher o bua nnete because subject meeting re etshwara ha nngwe ka term, ka baka la mosebetsi o mongata. le nako eo re etholang mohlang re etshwarang re thola nako enyane, mme matijhere ha kgone ho discussor mathata a subject knowledge ho di cash journal.

Junior teacher: Re boetse re fihlile mafelong a term ya pele ha re so thole nako ya ho conductor subject meeting”.

Researcher: mmm

Junior teacher: Term e sentse etlo fela, ene ke salletse morao ka curriculum coverage, ho o ke bitsang bana ka weekend, moo nqa enngwe se ke fan aka mosebetsi ntle le tlalositso.

Researcher: ka nnete kopanelo ya ho ruta e ya hlokahala sekolong.

Senior teacher: (laughing) nka e thabela haholo, ebile ekaba monyetla omotle hore ke improve moo ke kgwehlang teng.

Junior teacher: teng retlo benefit, because ke selemo sa boraro ke ruta EMS, mara ntse ke so develop.

Principal: Matitjhere a sebetsa ka thata ho fihlella dipehelo tsa curriculum, ho o ka nako enngwe ba sebetsang le ka morning study, break le afternoon study, e be ha ba thole nako ya ho kopana, ho addressor mathata eo ba kopang le ona in teaching.

EMS HOD: Ke nnete teng

Ha ba ruta subject e le enngwe ba tlameha ho kopana hore ba nne ba bontshane le ho bona hore ba tsamaya mmoho.

Researcher: le nna ke hloka basebetsi mmoho hotla shera tsela tse fapaneng tsa ho ruta EMS, le ho tseba mantse a mang a sebediswang ba keng sa EMS fela.

Senior teacher: nka othabela monyetla oo, because kae kae, se re sebedisa mantse a subject enngwe, re sa tsebe mantse a nebahetseng bakeng sa EMS.

Participants: all agreed with senior teacher

Senior teacher: le mantse a tshwanang le bo, purchase, drew ha hlaha transaction ho thaba ho hlaloesetsa bana, because it's actual content ya EMS.

Junior teacher: Mme o bua nnete, nako enngwe ke tlameha ho lo botsa mantswa amang hore ke kgone ho hlaloesetsa bana ntho e right.

EMS HOD: Mosebetsi osale mongata o retlamehang ho o etsa moos.

Researcher: collaboration etlo re thusa haholo seka hare fepelana bana from one grade to the next one.

Senior teacher: nneteng, because ke tlabe ke kgonne ho hlaloesetsa my colleague ntlha e ntlhotseng kapa eo ke sa e rutang hantle ha bana ba fetela grade elatelang.

Researcher: ke yona melemo emeng ya teachers collaboration eo, hore teacher a tsebe hore bana aba fihla ho yena bale prepared ha kae, kappa ba tseba ha kae.

Principal: tjhee ntlha tse boehileng mona dibohlokwa haholo, nka matichere a sebedisana mmoho ho di lokisa.

Researcher: e be eteng taba nngwe e salletseng morao

Participants: all silent.

Researcher: ke lebohela nako ya lona re tla kopanag laboraro hape. Ho bontshana hore ntsha tseo re di boileng today re tlo nka matsapa afeng ho di lokisa.

APPENDIX A4 TRANSCRIPT 4

The following transcript was taken from one of the presentation. (15/03/2018), the presenter was Researcher, representing the EMS educators (Junior Teacher, Senior Teacher, EMS HOD and Principal)

Researcher: An accounting cash journal is process of analysing, examining, deciding and recording transaction in an appropriate manner. So matichere ana le objectives yah o jwentsha hore... proper accounting procedure e a latelwa. So ke objective ya matichere ho netefatsa hore learners understand four basic learning skills, which are listening skills, reading skills, writing skills and speaking /communication skills. They must understand them fluently. So we as the EMS teachers have decided to select cash journal transaction topic as our topics tomorrow. In other words we come with accounting teaching aids as our topic and leaners will listen and latter demonstrate.

Steps to be followed during lessons are as follows:

Answer literal questions and take notes.

Re tla present/read cash transaction ho bana, and ask if they understand and then from there we will ask those questions. Re tla bafa mosebetsi and they will answer different transaction questions for inflow and outflow of the money in the business.

They will also express their opinions/views based on those cash transaction and identify specific journal/book for inflow or outflow of the money.

Ntlha enngwe ke hore batla sebetsa.

They will share ideas and experience of cash transactions ba be ba recode on the specific cash journal/book.

Then matichere atla sebedisa handout and overhead projector, textbooks, workbooks. And skills to be covered as I mentions are critical thinking, viewing, writing and listening skills.

Coming to skills, knowledge, attitudes and values, learners are going to be stimulated in listening, memory retention, expressing themselves though discussions, predicting which requires building models in the mind as well as sharing

of ideas which develops their attitude towards accepting ideas from their fellow learners.

Ke tseo ntlha tseo ke di tshwereng. Is there any question?.

Participants: silent

Researcher: no question?

Junior Teacher: Seo ke lekang ho se bua, ke hore, when you are trying to treat a topic, maybe you start by analyzing the heading of the chapter first, the analysis of the topic. Now after the analysis of the topic maybe you seek some pre-knowledge or you post the problem statement which will attract attention. Hence I was saying the how part, then you read with demonstration via recording in separate cash journals. Tseo ke di basics tsa ho qala topic.

Ha ono qala fela oso demonstrator osa botsa seo bana base tsebang ka lesson.

Principal: The thing ke hore re sebetsa ka bana ba banyane Junior Teacher. So....

EMS HOD: Ahh!!! Yes, otlameha ho elellwa ntlha tse latelang. The content can be the same, the level of complexity will differ from grade to grade.

Principal: Exactly!!!

EMS HOD: The content throughout the phase will be the same but the level of complexity is not going to be the same. Maybe you guys need to...when preparing such a lesson; those are things that you must take into cognizance next time Junior teacher

Researcher: Noted sir, potso enngwe hape? Yes Senior Teacher, o ka botsa.

Senior Teacher: No, ha se potso, I was just saying is going need a lot of time to treat it thoroughly?

Researcher: Yes, mohlomong o ka sebedisa four transaction to demonstrate, and four transaction to facilitate their understanding using handout and workbook as peer.

EMS HOD: le overhead projector e ka thusa haholo.

Researcher: Yes it's going to save time because we are many here.

Senior Teacher: If o re eksa thusa, ha ho sa hlokahala ho photocopy every time. Our message is what is expected upon us. Is not like you present to teach us, we expect to do this or if you present a lesson I would do this. Ha o hlokahale o etse dintho kaofela.

EMS HOD: O fan aka outline ya seo setlo etsahala ho particular lesson ...

EMS HOD: Now the various steps to be followed.

Senior Teacher: Ntate o di hlaisitse ntlha tseo, didn't you mention them?

Researcher: I did, I said learners will express their opinions based on what will happen for the business to have inflow and outflow of, identify main ideas, predict what will happen there after and then share ideas and experience of concept and the sequence of the recording in specific cash journal. That's what we will do; we will give them four transactions, analyse them and specify its either inflow or outflow.

Senior Teacher: Maikemisetso a hao tje ka tichere ka lesson eo etlabe ele afe, o shebile SKAV [skills, knowledge, attitudes and values].

Principal: Yes re shebile ntlhang ya sepheo sa tichere.

Researcher: Ntlheng ya SKAV [skills, knowledge, attitudes and values] eleng skills, knowledge, application and value. Ke seo o batlang ho se developer baneng, le seo obatlang ho se fihlella baneng.

Junior Teacher: O batla ba balle ho tseba, kappa ho applier, what is it that you actually want to develop?

Senior Teacher: The Skills, application and knowledge .Didn't you hear him?

EMS HOD: He mentioned them, didn't you mentioned them?

Team participants: O di buletse, di le four. (Round of applause)

Researcher: Guys, we have come to the end of the program. Ke kopa ho botsa hore, how do you feel about the program?

Senior Teacher: ho nna e thusa haholo. Ho kopana tjena ha esekaba last time. Se ka hare dumellane ho etsa Wednesday enngwe le ennwe tsatsi la kopano, let us come and discuss how the learners respond to our teaching.

Researcher: Thank you ma'am. Bosiyong ba dipotso, ke proposer closer.

All Participants. Yes

Researcher: ke lebohela nako ya lona. The meeting is adjourned till next week Wednesday.

APPENDIX A5 TRANSCRIPT 5

This meeting was chaired by Senior Teacher. She greeted everyone and indicated that the purpose of the day is to evaluate how class teaching collaboration satisfies conditions for professional curriculum practice in Grade 9 EMS.

Ho ruta mmoho ho bohlokwa haholo. Matichere, batswadi le ban aba hloka ho sebedisana mmoho. When it comes to our work, team teaching help to carried subject content knowledge because help to improve PCP. When it comes to developing teachers class-visits need to be carried out. Sena se ka ri thusa ka ho sheba hore reka thusa motho mong ho kae ho phahamisa maemo a hae aho ruta. Observation of teaching and learning and assessment should be supervised. DSG e hloka hoba le moralo, ntle le ona tsamaiso eka sitiseha. So the DSG have to conduct the class visit and observe teachers when teaching. Most teachers refuse to implement change because we stick to the old way of teaching. Re hloka ho implementa change immediately hore reseke ra salla morao. DSGs should continuously provide teacher with feed-back immediately in order to updated teacher.

Ho jwentsha teaching technique ho bohlokwa haholo, le ka tsela ya small workshops about didactic practice could also be vital. Ha re ka evaluator teaching and learning ho ka fa matichere monyetla wa ho polena, assess, teach hape ho ka thusa ho improve the skills of teachers and to recognise skills like learners using methods of continuous assessment and to encourage group work. Ntlheng ya feedback, ho bohlokwa ho fa matichere feedback ka mehla. Seo seka thusa ho improve on your work and the results will be positive.

If we take feedback positive you are able to improve for future and teaching will improve.

Researcher: ntlheng tseo, na reka brainstormer some of the things. We talked about feedback, class-visits, observation and collaboration teaching. Na hona le ntlha tse ding?

Senior Teacher: Yes, Experienced teachers aka demonstrate lessons ho inexperienced teachers

Researcher: Let us put it in our context. How do you rate us so that we identify our shortcomings for us to rectify them? Ebe ke foramo efe eo reka e sebedisang? re boile ka feedback, entlha tse ngata. Maybe that could be filled with observation and demonstration. Re ka e value jwang ntlha eo?

EMS HOD: It is poor. Ha re bueng nnete. It is poor. Ha rena le nnete bo rona, ha re dumeleng hore e poor.

Junior Teacher: le quality ya teng e low

Senior Teacher: nakong enngwe re etsa feela for monitoring.

Researcher: yaa haholoholo ho class visits

Junior Teacher: Monitoring and moderations ke mathata

Senior Teacher: ke nahana hore hanka ra etsa couple monitoring class-visits and moderation eka re thusa ho fihlella sepheo sa teng le ho fumana diagnostic measures tseka latelwang. Re hloka ho discover something hore re kgone ho achiever what we want to achieve.

Researcher: We find ourselves in a situation where we don't have a forum where our lessons could be demonstrated. So hare shebile ntlha tsa lesson observation and lesson demonstration, maybe re ka create forum eo re ka identify this and that, and we put them in a lesson for everyone to observe. Ntlheng ya feed-back, if re se na class-visits it means we don't have feedback....

Senior Teacher: (Interrupting) it makes feed-back impossible.

Researcher: (Continuing) so we cannot even say when we monitor and when we moderate the assessments, the tasks, then there is any feedback because we cannot say really so, which means we could say supervision is one of the things which is not there.

Researcher: If re hlahisitse tlhokeho, re hloka ho keletsa goal eo re batlang ho e fihlella, ka hoy a di workshops ho lo unpacking skills, le ho discussing subject content challenges.

EMS HOD: How about re bueng ka class visit timetable. Ntlheng ya ha tichere a le siyo, re ka thus abana jwang. Nakong enngwe re free two to three times in a day.

For mohlala, if Senior Teacher a le siyo, period tsa hae reka sheba hore ban aba etsa mosebetsi ofeng the ka karolo ya collaboration.

Senior Teacher: le implementation of the relief timetable e ka thusa hore re sebetseng kaofela.

EMS HOD: So I think we must draw a relief time-table

Researcher: ke dumellana le Ntate

Senior Teacher: Is a follow-up. You see, collaboration teaching is very important. Etlo re thusa ho matlafatsa subject content knowledge. La bona re hloka ho etsa dintho ka tsela e right, hore hona le someone important looking at you or not. Nakong enngwe inspector ekaba teng. Re hloka ho dula re itokodisitse ka mehla.

All participants: Ee ke nnete

Researcher: So, ke sona strategy strategy. Ke bolela, hot lo sheba mosebetsi wa matichere any timework (All laugh). I am just asking.

All participants: No

Senior Teacher: Ntlha enngwe ya class visit, I think the principal otlameha ho kopa moderation report from the HOD, aba mmotse o bona tswelo pele na?

Researcher: ne ke bua ka unannounced visits Mme. I was saying maybe that could be formulated as a strategy for the improvement of teaching and learning activities.

EMS HOD: re ka shebana le class visit and check where we succeeded and where we failed so that aspects that led to our failure could be addressed.

Senior Teacher: ke nahana hore hara tlameha hore unannounced visits, but just class-visits. Hape ho implement the class visit, re bue ditokomane tse hlokahala moo.

All participants: we agree

C. Nel

✉ 39 Fowler Street, Hospitalpark, Bloemfontein 9301

☎ 072 377 5585

14 January 2019

To Whom it May Concern

re: TECHNICAL EDITING

This letter serves to confirm that I, Carmen Nel, am the technical editor of the Thesis submitted by **MOJAKGOMO DAVID MOLOI**, titled *Enhancing professional practice in a Grade 9 Economic and Management Class*. I am a research librarian at the University of the Free State and hold a B Inf Degree in Information Science. I do technical editing for various scripts and research articles for staff and students alike on the campus and elsewhere.

Kind regards

Carmen Nel