

**ENHANCING THE ROLE OF LEARNING FACILITATORS IN SUPPORTING  
TEACHERS TEACHING SESOTHO HOME LANGUAGE**

by

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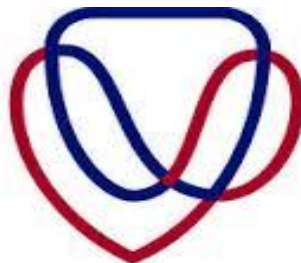
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## DECLARATION

I, Dimakatso Ann Maliehe declare that the thesis:

Enhancing the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language, submitted for the qualification of Masters in Education at the University of the Free State, is my own independent work.

All the references that I have used have been indicated and acknowledged by means of references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.

Signed:           *AM*          

Date           *20/05/2020*

# ETHICS STATEMENT



Faculty of Education

14-Mar-2016

Dear Mrs Dimakatso Maliehe

**Ethics Clearance: Enhancing the role of learning facilitators in supporting Sesotho home language teachers**

**Principal Investigator: Mrs Dimakatso Maliehe**

**Department: School of Higher 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-HSD2015/0657**

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

A handwritten signature in black ink, appearing to read 'Juliet Ramohai', written over a light blue grid background.

**Dr. Juliet Ramohai**  
Chairperson: Ethics Committee

## LANGUAGE EDITING

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### **CERTIFICATE OF EDITING**

This letter certifies that I have edited the dissertation detailed below.

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## **ABSTRACT**

The key purpose of this study was to explore various ways in which the role of Learning Facilitators can be enhanced to ensure adequate and coordinated support of teachers teaching Sesotho Home Language. The study further has established that effective teaching and learning, requires continuous support and needs to ensure that teachers operate at their optimal skills level. Thus, the role of the Learning Facilitators becomes vital in ensuring quality basic education in the schools. Bricolage, as a theoretical framework, was chosen to drive the study to achieve the objectives.

A Participatory Action Research (PAR) was used to generate data through consultation meetings, WhatsApp groups, emails and conference calls. The data was analysed, using critical discourse analysis. The majority of participants of this study was Learning Facilitators, circuit managers, school principals, departmental heads and the Sesotho Home Language teachers from Motheo district in the Free State province.

It was argued that for teachers to be effective in their work they need to be supported in curriculum matters and classroom practice. However, the key to achieving the schooling goals, is the Learning Facilitators to play a critical role. It can be argued that enhancing the role of Learning Facilitators positively influences the teachers and has sought to improve learner performance.

From this study, a recommendation has been made that Learning Facilitators need to be trained in content knowledge so that they can transfer the acquired knowledge and skills to teachers during support. The research findings have confirmed that appropriate content knowledge will enable the Learning Facilitators to be able to improve curriculum practices through improvisation of teaching and learning materials even in the absence of readymade of resources.

**Keywords:** Curriculum Learning Facilitators, Curriculum Support, Sesotho Home Language, Teaching and learning.

## **DEDICATION**

This Dissertation is dedicated to the most important people in my life:

- My late father, Thabiso David Matutle;
- My lovely daughters, Sina Lerato Maliehe and Maliteboho Carol Maliehe;
- My dearest mother, Mmaneo Agnes Matutle; and
- My supportive brothers, Tshoeute Jack Matutle and Moroka Butcher Matutle.

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Thank you for your critical comments, arguments, support and informed advice you gave throughout this project.

From you I have learnt the true meaning of the words, "Iron sharpens iron". Indeed, "...the countenance of one man brightens another!"

- Circuit Managers, Subject Advisors, Principals, Departmental Heads, Union Representative, teachers and I who participated in this study:

It is your invaluable participation and meaningful conversations that made this study possible. Thank you for finding courage to engage in the quest to tackle the challenges we are faced with head-on. People like you really need to be appreciated.

- My lovely daughters, Sina Lerato Maliehe and Maliteboho Carol Maliehe and my dearest mother, Mmaneo Agnes Matutle:
- Only birds could make sweet melodies and flowers make beautiful scent to express my deep appreciation better than I do, but all I can say is...

**Thank you!**

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## LIST OF ACRONYMS

**NB:** In this study the two words (**Learning facilitator and Subject Advisor**) will be used interchangeably.

ANAs	Annual National Assessments
CAPS	Curriculum and Assessment Policy Statement
CER	Critical Emancipatory Research
CDA	Critical Discourse Analysis
CM	Circuit Manager
CT	Critical Theory
DoE	Department of Education
DBET	Department of Education and Training
DH	Departmental Heads
PAR	Participatory Action Research
LF	Learning Facilitator
SGB	School Governing Body
DO	District Official
EEA	Employment of Educators Act
MEC	Member of Executive Council
PAM	Personal Administrative Measure
PLC	Professional Learning Committees
SMT	School Management Teams
SASA	South African School Act 84 of 1996

# **CHAPTER 1 :**

## **THE ORIENTATION AND BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

This study aimed at formulating a framework to enhance the role of Learning Facilitators to support Sesotho Home Language teachers. This chapter presented an overview of the whole research, it gave a general picture of the whole study with more clarity, based on reasons why the author decided to research this topic, where the following research question has been answered: How can the role of Learning Facilitators be enhanced so that they could support Sesotho Home Language teachers effectively? What prompted the author to do this research was the teacher she met who was concerned about the support given to Sesotho Home Language teachers by Learning Facilitators, how relevant and effective it was and how it could be improved using the available resources.

This chapter started by explaining the main components in the study title; Which gave in detail the background of the study so as the research intention could be recognized; and also to present and sketch what happened throughout the study to a point where the framework to enhance the role of Learning Facilitators to support Sesotho Home Language teachers, was presented.

### **1.2 OPERATIONAL CONCEPTS**

#### **1.2.1 Curriculum**

The Oxford English Dictionary (2010:360) defines curriculum as the subjects that are included in a course of study or taught in a school and college. Encyclopaedia explains it as to signify everything that takes place in a classroom to others that restricts its meaning to only the topics that are defined as instructional requirements in the official policy of an educational system (Encyclopedia of Education, 2012). There are also those that limit the definition of curriculum to only those topics actually taught by teachers. OECD (2018: Online) defines curriculum as skills acquisition, their synthesis with knowledge, as well as application. It is viewed differently by lot of authors and is

explained as a syllabus that puts a limit to planning to a consideration of the content or the scope of knowledge they wish to transfer. With reference to the above explanations, curriculum is defined as socially constructed subject knowledge and a syllabus, which may limit the planning of teachers, to a consideration of the content or the body of knowledge they wish to transmit, as well as a list of subjects to be taught.

### **1.2.2 Curriculum Support**

Curriculum support is explained as giving strength to someone through mentoring to achieve what is aimed for, support in curriculum also means to take someone by the hand to guide and lead them. It is further described as agreeing with an idea and giving encouragement to a teacher on curriculum matters, because one wants him/her to succeed (Cambridge Dictionary, 2008:641). Encyclopedia elucidate it as a widely used term in teaching and learning, meaning "to provide the capabilities for" or "to inter face to" or "to give some guidance on educational issues to perform some functions (Collins, 2005).

For Harvey, Loftus-Hills, Rycroft-Malone, Titchen, McCormack and Seers (2002:581) curriculum support is offered by different institutions at different levels to make sure that the desired outcome is achieved. Curriculum support is usually given to departmental officials responsible for curriculum and teachers. It can be achieved when teachers are supported well on latest content-based developments in their respective subject, and curriculum support in schools can be achieved when teachers are guided or lead towards the right direction to achieve desired outcomes. In this study Learning Facilitators will use their expertise on curriculum, as well as skills to support teachers based on needs, which are aligned with values and principles of the relevant policy framework, such as Integrated Quality Management Systems and Policy statement on curriculum assessment (RSA, 1998:3).

South African teachers have to cope with challenges due to rapidly increasing numbers of language and culturally different learners in one classroom and based on this, Learning Facilitators have to develop teachers to have a high level of linguistic confidence in the instructional language and to again develop cognitive ability in a language (Sesotho Home Language). Teachers have to be developed on how learners

would respond to the same content that is taught in two different methods and also experiment with content prior to the broader use of the content (Phajane, 2017:295).

One of the strategies which can assist Home language teachers is to try to adopt a balanced curriculum where the child is developed holistically to promote brain growth and development through an enriched environment. Meeting the individual needs of all children helps learners to find relevance in and connections with what they are learning (Sesotho Home Language) to understand themselves with regard to language acquisition and those around them. Using integration activities will assist teachers to attack a multilevel of activity and challenges they encounter in Sesotho Home Language. Using a differentiated curriculum approach where teachers adapt the curriculum in different ways to meet the needs of all their learners, can improve the teaching and learning of Sesotho Home Language. It also provides access for individual attention and builds a relationship with learners by knowing their strengths. Content adjustment to ensure that learners at different starting points receive the instruction they need, will improve the chances of mastering the content (Education Vic, 2018).

Involving learners in active learning, which is a process in which learners are engaged in hands-on activities rather than passively receiving knowledge, can also increase learner performance in mastering Sesotho Home Language.

Exposing learners to multiple activities gives them a chance to work on the same content and ideas, but at different levels of proficiency.

Letting learners teach each other is a comparable evidence that shows that they have understood the content well and can also be used as one of the strategies to improve language learning (Crompton & Scanlon, 2018:29).

### **1.2.3 Learning Facilitators**

Learning Facilitators are departmental officials who are appointed to facilitate curriculum delivery through support in various ways, taking into consideration the equity, transformation and redressing the past imbalances. The allocated duties and responsibilities of this post are individual and are diverse. All is done depending on the environment where responsibilities of each post will be attached. These

responsibilities are not just limited to policy development and interpretation, but also administration according to all levels and the advisory services process. It will always remain the responsibility of the direct supervisor to develop and capacitate the staff members on the specific responsibilities assigned or in relation to the post. Duties of each post must be clearly outlined. Implementation of policies and the methods needs to be clearly outlined so that the implementers must be sure of what is expected from them. The specific job content must be explained and details be outlined in depth. The responsibilities and duties of the Learning Facilitators includes leadership skills, communication skills, strategic planning and transformation, research development, policy interpretation, curriculum delivery, staff development, as well as general information related to it (Education Labour Relations Council, 2016:17).

Effective communication is one of the basic skills of a Learning Facilitator to create a conducive environment for teaching and learning to take place well. This communication has to accommodate all stakeholders and timeous feedback can be done orally and in writing. All stake holders involved in education have to be consulted in matters affecting them at all times. In cases where there has to be special interventions to learners, the objectives behind that has to be explained to the teachers and other stake holders. Learning Facilitators have to conduct workshops and chair meetings, conferences, as well as seminars where necessary and also serve on promotions, recruitments, as well as render advises in committees when tasked to do so. Learning Facilitators have to be involved and assist during the development of technology used to gather and disseminate learners' information. They need to attend meetings at national office with the purpose of coordination and liaising with other provinces. Networking with other departments like Health, Public works, Municipality and others, not excluding Sports, culture and community organisations, is one of the responsibilities of Learning Facilitators (DBE, 2013:33).

Learning Facilitators have to undertake activities based on costing of activities and projects as part of financial planning and management. In preparation for strategic planning, Learning Facilitators have to prioritise activities in terms of cost and plan finances, according to the terms of medium term expenditure framework (MTEF). Learning Facilitators are given a specific budget and they must make sure that projects are managed properly and they are supposed to advise school management teams on monitoring, utilisation of the set budget to meet the objectives of the school.

Learning Facilitators have to maintain records of valuable information for financial accountability. They have to do a needs analysis of teachers they are supporting (Sesotho Home Language teachers) and prepare strategic plans to achieve the set goals for the specific subject, based on a results analysis (Tatana, 2014:10).

Learning Facilitators have to be able to develop, analyse, formulate a policy for operational reasons, monitor and implement the policy, as well as give guidance on the gaps identified in the implementation of the policy. They are also required to be aware of the latest developments in the curriculum by doing research, and they have to apply findings that are from the research after carefully analysing the context. Learning Facilitators have to maintain a database of learners/teachers teaching Sesotho Home Language according to their needs, as well as professional development. (Tatana, 2014:10-11).

One of the main duties of Learning Facilitators is to deliver curriculum to schools and support and promote effective teaching and learning. They are expected to improve the teaching of different subjects for example (Sesotho Home Language) to provide guidance to teachers at all times and facilitate curriculum development. They must also assist in justifiable deployment of staff and resources to facilitate teaching and learning. Learning Facilitators still have to contribute in staff development activities and assist in capacity building programmes. They have to review appraisal processes and capacity building activities and provide support for professional growth plans of teachers teaching Sesotho Home Language (Education Labour Relations Council, 2016:65)

Leadership will be the second focus area under the roles and responsibilities of Learning Facilitators where they will make sure that they promote principles of fairness and equity in a place of work and provide an environment that generates and promotes commitment and self-confidence among teachers and colleagues. They should distribute and inspire amongst teachers teaching Sesotho the application of good practices in all areas of work (ELRC, 2016:65-66).

They are also expected to assist educators to identify, measure and meet the needs of teachers' professional leadership. Good human relations and sound relationship has to be created and maintained among colleagues and enhance the spirit of oneness at all different levels. Systems and structures have to be implemented and

they must present innovative ideas that are congruent with policy frameworks and plans. Lastly they have to create a sound relation with all stake holders in education as they are the leaders and thus they have to give direction at all levels. They must always lead by example (Echols, Neely & Dusick, 2018:6)

#### **1.2.4 Sesotho Home Language**

Sesotho Home Language is a South African official language that the child is exposed to at home and in communities where he/she grows up in the country. It can also be described as a native language or mother tongue language, which a child is exposed to from birth or within the critical phase of his/her life. (Oxford Dictionary, 2010:246) The first language is the language in which learners are competent with when starting a new language. A first language may or may not be a learner's mother tongue, because a chronologically first language may not be the functionally first language of adulthood (Encyclopedia of Education, 2012). According to the Department of Basic Education (DBE, 2007:28), Sesotho Home Language is a language used as a mother tongue, as a language of learning and teaching or additional language in different schools. Based on the above definitions one can describe Sesotho Home Language as the basic language, which children learn or acquire from home in an informal way.

Enhancing on the other hand have been achieved by improving something from its original state for better use (Govender, 2018:8). In this study, support referred to curriculum guidance given to teachers on how to teach Sesotho Home Language effectively to improve learner performance in Sesotho Home Language. Therefore, above terms have been summarised or described as: to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action. In this chapter, more focus was on the educational support given to teachers so that they could improve learner performance in different schools will be emphasised.

In South Africa curriculum support was expected to be given to subject teachers by Learning Facilitators. All the latest developments, as well as changes on curriculum policies are advocated by Learning Facilitators, so that teachers masters the content and methods on how to teach learners, based on different subjects. Teaching and learning required continuous support and it was essential to ensure that teachers

operated at their optimal skills level (DBE, 2011:14). Annual National Assessment (ANA) diagnostic tests revealed that, support rendered by Learning Facilitators, was inadequate, as it did not enable teachers to support learners in acquiring the required reading and writing skills (Abele, Iver & Farley, 2003:67),(Corcoran, Fuhrman & Belcher, 2001:78-84) and (DBE, 2012:16).

In South Africa there were concerns raised by different findings, which impacted negatively on learner performance in Home languages. Findings included poor school management, absenteeism for sick leave and bad time-keeping, which took away time on task (Wildsmith-Cromarty & Balfour, 2019:303), excessive class sizes at primary level, slow pace of teaching (Wildsmith-Cromarty & Balfour, 2019:304), as well as poor home environments for establishing a foundation for later learning. Other findings included a lack of parental involvement, very few specialised practitioners in Early Childhood Development level who prepared learners for formal learning, inadequate teacher content and pedagogical knowledge (Wildsmith-Cromarty & Balfour, 2019:303-308).

Support of teachers by Learning Facilitators was regarded as fragmented and uncoordinated (Phillips & Bond, 2004:365). Some Learning Facilitators did not undergo or had not been exposed to intensive induction programmes or training, and there was lack of capacity and too little time was allocated to their empowerment. Lack of resources and posts that are not filled on time, impacted negatively on the support given to language teachers (Bantwini & Diko, 2011:227-230).

According to Percy and Skillen (2000:244), Australia needed a stronger definition of curriculum for languages, whereas in Ghana clear curriculum support in languages was needed to bring together content coverage (Agbenyega & Deku, 2011:17) (Dei & Shahjahan, 2008:51-53), while in Lesotho, the role and functions of Learning Facilitators were surveyed. The finding was that Learning Facilitators/Subject Advisors did not always participate in implementation and support of curriculum changes (MoET, 2005:4).

Although Learning Facilitators who supported Sesotho Home Language were reinforced by both National and Provincial office officials in South Africa, learner performance was still not satisfactory (DBE, 2014:15). Bantwini and Diko, (2011:22) emphasised that even though the government played a significant role in many ways,

the country still has to design a legislative framework that spells out Learning Facilitators' capabilities and core functions.

Australian universities were built in professional knowledge as a corrective measure by accommodating a combination of sources in their content – they moved from a content-based to process-driven curriculum (Biggs, 2003:57) (Boreham & Hall, 2000:173-196). In Ghana an oppressive pedagogy, which has its roots in history and curriculum support, was still in force (Ajayi, Haastrup & Arogundade, 2009:46), hence Learning Facilitators were still regarded as subjects of the learning process, while the teachers were regarded as mere objects.

(Mprah, 2008: Online), emphasised the importance of the teacher-learning-facilitator relationship and the contribution it could make to improved learner performance. (Raselimo and Mahao, 2015:4) and the Ministry of Education and Training in Lesotho include train-the-trainer methods, which provided meaningful support, but has never had a positive impact on Lesotho's education system (MoET,2005:41) .

### **1.3 PROBLEM STATEMENT**

The performance of Sesotho Home Language learners has been a concern in the country at the moment. According to Progress in International Reading Literacy Study (PIRLS) report of 2016, approximately 82% of learners who are doing Sesotho Home Language cannot read with comprehension and cannot perform according to the required standard. It was against this background that the support given to the teachers teaching Sesotho home language was questioned, whether or not it was relevant, coordinated and adequate. It was also a matter of concern whether or not teachers teaching Sesotho are developed in the skills, knowledge and exposure needed to teach the language. Hence the focus of the study was on the role played by Sesotho Home Language Learning Facilitators in the supporting teachers, teaching Sesotho in schools (Howie, Combrinck, Tshele, Roux, McLeod, Palane, & Mokoena, 2016).

Authors such as (Govender, 2018:1) and (Raselimo & Mahao, 2015:4) identified inadequate training of the Learning Facilitators and no clear description existed on how to support the Home language teachers on skills needed to teach the language

effectively as a challenge. Secondly the Learning Facilitators' unclear roles and responsibilities have impacted on the quality of support provided to Sesotho Home Language teachers. Hence the aim of this study was to come up with ways of enhancing the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language.

#### **1.4 THEORETICAL FRAMEWORK OF THE STUDY**

This study was rooted in Bricolage as a theoretical framework to drive the project. Bricolage was a French word used symbolically, and it meant creating something valuable out of the available tools (Kincheloe & Berry, 2004:316). The author considered Bricolage to be a suitable theoretical lens for this study, as it enhances learning and working as a team with members supporting each other where possible. Everyone's voice was listened to and respected in Bricolage, irrespective of his or her position or level in life. A problem was solved by sharing of ideas. It used different resources and different textual forms. It encouraged colleagues to learn from each other and their supervisors.

Features relevant to this study involved the encouragement of teamwork, creativity and using the methods available to design a framework that enhances it. It affirmed a large number of voices against one voice and it promoted team spirit. Bricolage motivated the kind of research in which researchers drew from contradictory forms of research to gaining insight into multiple perspectives (Kincheloe, 2007:334) and it was suitable, because through the use of Bricolage, The team have been able to bring different people together to design a framework to enhance the role of Learning Facilitators through the use of different views as we aimed to resolve the challenges faced by Sesotho Home Language Learning Facilitators. Bricolage further allowed the team to tap into and used a variety of sources and resources.

#### **1.5 RESEARCH QUESTION**

How can the role of Learning Facilitators be enhanced so that they can support Sesotho Home Language teachers?

## **1.6 RESEARCH AIM AND OBJECTIVES**

In an attempt to respond to the research question, the following aim and objectives were dealt with:

**AIM:** To formulate a framework to enhance the role of Learning Facilitators to support Sesotho Home Language teachers.

### **OBJECTIVES:**

- To demonstrate and justify the need for the development of a framework;
- To identify the main components of a suitable framework for enhancing the role of Learning Facilitators;
- To anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators;
- To explore conditions conducive for the successful implementation of such a framework to enhance the support of Learning Facilitators; and
- To evaluate the functionality of the envisaged framework.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

This study aimed at making a contribution in enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers through the empirical data and literature gathered from various sources, such as journal articles, government documents/published data, books and so forth. The core methodology of the study was qualitative as it consisted of various tools to gather data. This study followed a Participatory Action Research (PAR). According to (Terrell, 2012:256), it can be explained as a method that incorporated participants as contributors to the study, because they worked together with the researcher to find a solution to the research problem (Terrell, 2012:260). Therefore, the focus was on teachers' and facilitators' experiences of academic support given by Learning Facilitators. It will emphasise the collaborative work with teachers and facilitators as equal partners through focus groups, as well as Free Attitude Interviews (FAIs) to collectively converse and develop a framework on strategies for enhancing the role of Learning Facilitators on supporting Sesotho Home Language teachers. This then, was done through the guiding lens of

Critical Emancipatory Research (CER) as a theoretical framework and Participatory Action Research as the method and design.

## **1.8 SELECTION OF PARTICIPANTS**

Different stakeholders in the education system, who can be regarded as potential participants, were invited to participate in the study. The participants were selected purposely as they made up the entire education process. The team consisted of the following participants: two Learning Facilitators supporting Sesotho Home Language teachers, one circuit manager, one trade union representative, two school principals, one doctor of education, two departmental heads, four Sesotho Home Language teachers and the researcher. PAR was useful, because it was an approach that called for and attends to issues of power relations in the creation of knowledge, and the ways that knowledge can be implemented for change (Zuber-Skerritt, Kearney, & Fletcher, 2015:6-67).

## **1.9 DATA GENERATION**

This study followed a quantitative approach to generate data, therefore while conducting the research study, PAR was used as an approach throughout the data generation process together with the Free Attitude Interview (FAI) technique to collectively converse and formulate the framework to enhance the role of Learning Facilitators to support Sesotho Home Language teachers (see Section 1.6). The PAR approach and FAI technique was employed to stimulate the collaboration and communication throughout this study. The data was captured using virtual and audio devices, which was transcribed into text for analysis.

Types of literature such as articles, books and government documents were used, which assisted in gathering information based on the insufficient support given to teachers teaching Sesotho Home Language by Learning Facilitators. Interviews were conducted where different stakeholders were given a platform to voice their different opinions, based on the challenge identified. Six meetings were held where the team brainstormed and discussed ideas and engaged in strategic planning, including an action plan to be developed, monitoring the program interventions, generating and

analysing the data and aligning them with the objectives of the study. Data was generated and summarised based on Critical Discourse Analysis and the findings were gathered to address the promised framework.

### **1.10 DATA ANALYSIS**

Critical Discourse Analysis (CDA) was used as a mechanism to describe, clarify and interpret data. As a tool, it was utilised in research, aiming to expose how social power was abused, where dominance and inequalities were enacted, reproduced and resisted by text and talk in the social and political context (Tshelane, 2015:121). Therefore, Critical Discourse Analysis (CDA) has been the relevant method to analyse data in this study, because this study allowed the less advantaged the platform to voice their concerns. Furthermore, it provided an analytical function in research and was relevant in seeking to dissect the research topic at hand. The data was prepared by extracting relevant information, to demonstrate and justify the need for the development of a framework; to identify the main components of a suitable framework for enhancing the role of Learning Facilitators; to anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators; to explore conditions conducive for the successful implementation of such a framework to enhance the support of Learning Facilitators; and to monitor the functionality of the envisaged framework. Irrelevant information was discarded, because people tend to speak in message not sentence (Thompson, 2004:17); hence, breaking sentences into clauses for explaining, describing and interpreting data (Sriwimon & Zilli, 2017:136-142).

### **1.11 VALUE OF THE PROPOSED STUDY**

Once this research study has been completed, it would have provided answers about support given to teachers by Learning Facilitators. The lesson learned could be adapted and applied in other settings to address similar problems. The body of knowledge on education management will benefit greatly from this study, as will the Department of Education, the districts and Learning Facilitators themselves, as the

latter's roles would have been enhanced. Learning Facilitators will also benefit by knowing exactly what their roles are when they support teachers.

### **1.12 ETHICAL CONSIDERATIONS**

The researcher has applied for ethical clearance from the University of the Free State and used that letter to invite the stakeholders to participate and to seek permission from the Free State Department of Education to conduct a research study in one district. The stakeholders were assured that their identities would not be disclosed, or that they took part in the study. The informed consent of all stakeholders was obtained and data was kept confidential at the end of the study.

### **1.13 MOTIVATION FOR THE STUDY**

As the results for Annual National Assessment (ANA) were analysed, using a standardised assessment tool it came out clear that learners are not performing well in Sesotho Home Language. The researcher discussed this with one of her colleagues, and after the discussion, then realised that the challenge of insufficient support to teachers teaching Sesotho needed to be researched. This demonstrates and justifies the need for the framework in enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers. The researcher therefore, intended to design a functional framework towards the creation of a sustainable learning environment. Evidence showed that there is a need to design an effective framework that describes how Learning Facilitators could provide effective, coordinated support (Beder & Medina, 2001: Online). The lesson learned could be adapted and applied in other settings to address similar problems. The body of knowledge on education management will benefit greatly from this study, as will the Department of Education, the districts and Learning Facilitators themselves, as the latter's roles will be enhanced. Learning Facilitators will also benefit by knowing exactly what their roles are when they support teachers.

#### **1.14 DELIMITATIONS OF THE STUDY**

The main area where the study was focused was how the support given to teachers teaching Sesotho Home language by Learning facilitators at school level could be enhanced, whether or not it was focused, sufficient and relevant to yield positive results on their teaching of Sesotho Home Language. With the support given, teachers would be able to teach in an effective manner to improve learner performance in Sesotho Home Language.

#### **1.15 LIMITATIONS OF THE STUDY**

Convening meetings on Saturdays resulted in unavailability of other team members. Secondly, not accessing all relevant policy documents on time, resulted in a delay in reading and interpreting other valuable information. Lastly, there was a lack of commitment in other members to fulfil their given responsibilities in preparation for the feedback and presentations for next meetings. Team members were reminded that the study was a collective effort so it would be appreciated if all core researchers could be committed and fulfil their given responsibilities, so that the study could reach the desired goals and respond to the problem statement. This study does not generalise, but was subjective. Recommendations given in this study did not necessarily address everyone's problem, instead it concentrated on the affected people only.

#### **1.16 LAYOUT OF THE CHAPTERS**

**Chapter 1:** The chapter focused on taking the reader by hand from the introductory background of the insufficient and uncoordinated support given to Sesotho Home Language teachers, the problem statement, aim of the study, research methodology, ethical considerations, value of the study, as well as the layout of the chapters. It served to provide an overview of what happened throughout this research study until the promised framework was presented.

**Chapter 2:** The chapter gave a clear indication of the possible theoretical frameworks and the justification for the chosen one guiding this study. Therefore, this chapter

presented PAR as the methodology to be used to carry out research with reference to the approach, design, instrumentation and data generation procedures.

**Chapter 3:** The chapter clarified the operational concepts used in this study. It also provided a concise synopsis of academic literacy background and models. It concentrated on reviewing the related literature on enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers' components and aspects necessary for enhancement practices, conditions under which the components and aspects enhancement were successfully achieved, threats to the successful enhancement and strategies to circumvent them, as well as the monitoring strategies and indicators that there was successful enhancement.

**Chapter 4:** The chapter discussed the analysis of data, presentation and discussion of findings on the enhancement of the support given to Sesotho Home Language teachers.

**Chapter 5:** This chapter sought to present, analyse and interpret data using CDA technique.

**Chapter 6:** The chapter presented the findings of the study, recommendations and the proposed framework to enhance the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language.

### **1.17 SUMMARY OF THE CHAPTER**

This chapter presented an overview of the whole research. A general picture of the whole study was given with more clarity based on reasons to research this topic, clarity has been given on how the following research question will be answered: How can the role of Learning Facilitators be enhanced so that Sesotho Home Language teachers could be supported effectively, how relevant and effective it could be and how could it be improved using the available resources. Focus of the succeeding chapter was on the theoretical lenses and the relevant one guiding this study, clarification of the operational concepts used in the study, academic literacy background and models, as well as related literature aligned to the six objectives of this study.

## **CHAPTER 2 :**

### **REVIEW OF THE LITERATURE**

#### **2.1 INTRODUCTION**

The aim of this chapter was to formulate the framework to enhance the role of Learning Facilitators to support teachers of Sesotho Home Language. Firstly, the chapter started with explaining the operational concepts that anchor the study, which is curriculum, curriculum support and Sesotho Home Language. Secondly this chapter also presented the related literature, which will be gathered from selected countries: Australia, Ghana, Lesotho and South Africa. The reason for this selection was because their education system is different and it gave the researcher a more broad scope of research to work from. Furthermore, analysing Australia`s education system as a developed country against the developing countries like Ghana and Lesotho gives the reseacher a deeper understanding during analysis of data, which justified the need for the framework.

This is followed by the strategies used in enhancing the support provided by Learning Facilitators. Furthermore, anticipated possible threats that may hinder the successful implementation of the framework for Learning Facilitators will be discussed. The components needed will be identified in developing a framework to enhance the support provided by Learning Facilitators. Finally, evidence of promising practices was presented to arrive at the summary of the chapter. It should also be noted that the policy on improving the quality of learning, teaching and strengthening curriculum implementation from 2010 and beyond 2013 were used as organising principles throughout the presentation of the five objectives of this study.

#### **2.2 RELATED LITERATURE REVIEW**

This section presented the reviewed literature to address the objectives of this study. The objectives discussed were: to demonstrate and justify the need to develop a framework, to identify the strategies used in enhancing the insufficient support provided by Learning Facilitators, to anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators and further to

identify the components needed in developing a framework to enhance the support provided by Learning Facilitators and lastly to outline evidence of promising practices.

### **2.2.1 To demonstrate and justify the need to develop a framework**

This part demonstrates and justifies the need to formulate the framework to enhance the role of Learning Facilitators to support Sesotho Home Language teachers. An ideal situation would be for teachers to be developed on multiple language proficiencies, content knowledge, pedagogical knowledge and pedagogical content knowledge, which forms the first objective of the study (Harvey & Prinsloo, 2018:2).

It also indicates the need for supporting the physiological needs of the learners: those of a cognitive/brain nature and those relating to the body, such as adequate nourishment in the window period when the learner is acquiring the language. The following challenges will be presented to demonstrate and justify that there is the need for the envisaged framework: insufficient curriculum support, inadequate content knowledge, inadequate interpersonal relationships, and capacity building programmes. With the challenges discussed, the researcher will present her own reflection, based on the literature findings of all the challenges. (Tatana, 2014:10-11).

In Australia it came out clear that Home language teachers are well-prepared, however more professional development could help them improve the disciplinary climate in learning. Although teachers have university degrees which accommodate languages there is still room for professional development from Learning Facilitators on sufficient curriculum support to Home languages (OECD, 2018:10). AITSL (2012:Online) argues that after material reviewing, the Australians discovered that curriculum support for Home languages is insufficient to develop their teachers on language teaching, for example evaluation in education programmes, which was inadequate in terms of quality and the speed in which education programmes are completed.

Ghana also confirms this issue by realising that to become a productive teacher, the key issue is to emphasize the implementation of the new education reform, placing more focus on Home languages, Vocational, Information and Technology in Education (UNESCO, 2008:24). In Ghana the Education Act introduced the principle of free and compulsory primary education and the Kwame Nkrumah University of Science and

Technology was established as a result, and the enrolment almost doubled the next year, which was hard to be handled; Ghana quickly fell short of well-trained Home language teachers, therefore the quality of the curriculum support on Home languages decreased. There was a strong criticism that was raised towards the expansion of education, which resulted in quality Home language teaching being compromised (Ministry of Education, 2010: 2).

In Lesotho there had been concerns about the relevance of school curriculum and its authenticity, which did not accurately measure desirable competences and skills to be acquired in Home language teaching (Ministry of Education, Sports & Culture, 1982:23). Raselimo and Mahao (2015:4) is of the opinion that lack of clearly stated, known and agreed upon goals of an innovation is one of the reasons that led to failure of many curricula in the 1960's in Lesotho.

In South Africa the policy propagates that a Subject Advisor should show competency in selecting, sequencing and pacing Home languages content in a manner appropriate to the needs of learners and context (RSA, 2003:A-50). Thus it is expected of the Learning Facilitators to have knowledge and the content or skills prescribed by the national curriculum. But this is not the case with Learning Facilitators. Bantwini (2014:519) argues that there is a lack of a structured programme to induct Learning Facilitators after their new appointments. One of the contextual roles of Learning Facilitators requires that they show competencies in the practical, foundational and reflective area. In most classrooms across the world, language is the key to communication and understanding. This aspect can be problematic in multilingual countries where some Home language teachers may not be proficient enough either in the language(s) of the learner(s) or in the language of teaching and learning (LOLT) (Harvey & Prinsloo, 2018:1).

Teachers are trusted to be the primary channel through which learners acquire academic knowledge. Many South African primary school teachers currently face this scenario, and in addition, teachers play a vital role in reorienting a formerly exclusive education system to provide education for all learners. Together with the multilingual and diverse socioeconomic backgrounds of learners, this requires highly trained, innovative and motivated Learning Facilitators to support teachers (Harvey & Prinsloo, 2018:1).

It is also anticipated that implementation of the above-named initiatives/activities will provide rich opportunities for teacher development in Sesotho Home Language, that will improve curriculum delivery (DBE, 2013:7). South African teachers in vulnerable areas are faced with community poverty, poorly resourced schools, curriculum implementation and articulation problems, and low levels of subject-relevant teacher education, which states clearly that great skill and support is therefore required at all levels (Harvey & Prinsloo, 2018:1).

The South African system has also not succeeded in producing more competent learners. This comes as result of their teachers not adequately being supported on curriculum with more focus to Sesotho Home Language. Most learners cannot read Sesotho Home Language confidently with comprehension and write creatively at the required level. Most learners are not able to perform tasks given to them effectively (DoE, 2006:3). Based on the above findings from different countries it is evident that there are reasons that demonstrate and justify the need to develop a framework.

## **2.2.2 To identify the strategies used in enhancing the insufficient support provided by Learning Facilitators**

This section will identify the strategies used in enhancing the insufficient support provided by Learning Facilitators to Sesotho Home Language teachers. This will be further explained by using the following: Improving content knowledge, Interpersonal relationships and Capacity building programmes.

### **2.2.2.1 *Improving content knowledge***

South African education policy requires that Learning Facilitators should have competency in knowing and understanding the content and skills prescribed by the national curriculum, in order to render effective support to teachers (RSA, 2003:A-50). This refers to how Learning Facilitators are able to equip teachers with the knowledge to integrate their Home language subject content. They should train them on knowledge and general pedagogical approaches to formulate effective subject-relevant teaching strategies, which is best suited to learners who come from differing backgrounds. In order to begin their learning lives with a range of different

preconceptions, learners find themselves in a variety of different social, emotional and conceptual development stages. This implies that appropriate teacher qualifications should equip teachers with the skills they require for the above teaching approach, as primary school teachers in South Africa face a huge challenge with regard to the development of Skills, Knowledge Values and Attitude of learners (SKVA) (Harvey & Prinsloo, 2018:2).

Ingvarson, Reid, Buckley, Kleinhenz, Masters and Rowley (2014:5) indicated that Australian curriculum coalition observes that clarity regarding conceptual approach underpinning language curriculum support is still missing. In Ghana this in turn created a need for well-informed, well-prepared, and well-trained professionals. The Train-the-Trainer Manual addresses the need for professionally designed trainings that enhance, extend, and build the capacity of education trainers to train a group of competent and well-trained mentor/trainers on Home language teaching (Murphy & Carson-Warner, 2008:3). In Lesotho, literature revealed that there were other factors which influenced whether teachers change positively and how fast they could change, such as the teachers' content knowledge, and training exposure on teaching of literacy (Rogan & Grayson, 2003:1174).

One of the reasons for inadequate current content knowledge could be lack of resources, which hinder content knowledge of Learning Facilitators in supporting Sesotho Home Language teachers (Meier, 2011:552). In South Africa, even though workshops for Home Language teachers were conducted, learners' results indicate that these workshops were not effective as discovered by Progress in International Reading Literacy Study (PIRLS), which assesses reading literacy, focusing on comprehension, information retrieval, inference, interpretation and evaluation. It also assessed the learner's ability to acquire the use of information and assess literacy events, using expository and narrative text genres (Howie, Combrinck, Tshele, Roux, McLeod, Palane & Mokoena, 2016:43-45). Literacy reports highlighted that in general, both the subject and pedagogical knowledge of most Learning Facilitators require a great deal of improvement in the school system so that the standards set for teachers in curriculum, could be attained (Howie, et.al, 2016:45).

### **2.2.2.2 *Interpersonal relationship***

Nickols and Forbes (2001) argued that change is accomplished through application of power, with those holding the greater part of it, enforcing compliance by those with less power with regards to interpersonal relationships. The so-called Centre Periphery model is a good representation of a power-coercive approach, because it represents a top-down movement of innovation. Typically, the needs of the recipients are not taken into consideration when the innovation is developed. However, both Australia and Ghana still regard Learning Facilitators as source of learning process while the teachers are mere objects (Khoaeane, 2012). In Lesotho lack of free and open communication between the parties (teachers and Home Language Learning Facilitators) is involved, as well as inadequate engagement to curriculum activities is highlighted by Maeko and Makgato (2016: Online). In South Africa the provision for creating and fostering commitment in classroom teaching is another competency promulgated by the Act. To provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting ways of fairness in a workplace, is one of an ideal requirement of a curriculum Learning Facilitator (ELRC, 2003: A). Even though South Africa plays a significant role in many ways, Bantwini and Diko (2011:22) emphasise that, a legislative framework that describes clearly Learning Facilitators' powers and functions is required. Fuller (1969:213) describes change from both Learning Facilitators and Sesotho Home Language teachers, similar to when people are first faced with change, they approach it with mixed feelings irrespective of how good and valuable change was. Sometimes Learning Facilitators are not sure about the demands of the change. They often doubt their ability to succeed in the implementation of the new ways and sometimes they may be "grieving" the loss of old ways of doing things (Hall & Hord, 2006:11); while they could opt for sharing of ideas as encouraged in this study through adapting the principles of Bricolage (Geertz, 1983:64).

### **2.2.2.3 *Capacity building programmes***

In Australia, universities built in professional knowledge by accommodating a combination of sources in their content as a measure to correct things. They moved from content-based to language development driven curriculum (Biggs, 2003:57) (

Boreham & Hall, 2000:173-196). In Ghana, the purpose of Train-the-Trainer Manual was to provide Learning Facilitators with competencies that would enable them to effectively mentor, as well as facilitate the manner of acquiring knowledge and skills application in languages. In Lesotho over 600 education officials are benefitting from capacity building programmes. These programmes exposed them to formation of curriculum forums with other countries. The focus is on production and innovative practices in teacher effectiveness, as well as implementation of a holistic vision of Home language curriculum implementation (UNESCO, 2019:01).

However, In South Africa, Learning Facilitators need to understand the ways of thinking and how these can be taught, in order to capacitate teachers on Home languages (ELRC, 2003: A), secondly teacher involvement in curriculum development is claimed to result in increased participation, relevance, ownership, and commitment, so that when things do not go according to plan, there is less finger-pointing. Instead all stakeholders, curriculum developers, teachers and school authorities tend to focus more on finding solutions. Capacity building should not be regarded as a once off event, but it rather be where information is accessed, facilitated and where there is empowerment, technical development and a mentorship role of consultation. Learning Facilitators must be seen as imperative pillars for increasing competence in teaching Home language (Fynn & Van Vuuren, 2017:190).

*Reflections on the above constructs:*

Based on the discussions above it is evident that Learning Facilitators are required to be well grounded in the knowledge, skills, values, principles and methods. Secondly they must be developed on procedures relevant to the discipline, subject or learning area, phase of study, or professional and occupational practice. Learning Facilitators should know about different approaches to teaching and learning and how these may be used in ways which are appropriate to teaching the learner and language context. The teacher should have a well-developed understanding of the content knowledge, appropriate to the specialism. What assures the team most, is that insufficient curriculum support to teachers from Learning Facilitators may indeed result in reduced performance of teachers in schools, which may result in less learner achievement.

The process of empowering Learning Facilitators should not stop once diffusion has occurred. In reality a cyclical process involving design, evaluation, feedback and

redesign is necessary if the change aimed for is to be successfully implemented. If there could not be structured capacity building programmes for Learning Facilitators to be empowered and up-skilled with the latest information on the content, they would not be able to render effective support to Sesotho Home Language teachers.

### **2.2.3 To anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators.**

This part will place more focus on the threats that may hinder the successful implementation of the desired framework. The following issues will be highlighted: lack of involvement and engagement, lack of high level participation, lack of relationship and teamwork and lack of establishment of team priorities.

#### **2.2.3.1 *Lack of involvement and engagement***

Lesotho still experiences an inability to formulate school development plans, as well as weak leadership skills of different management levels in schools, including teacher support structures. Innovations are introduced with the belief that they will benefit the Home language teachers. Since teachers are assumed to be rational people, they are expected to adopt the proposed change without any say (Nickols & Forbes, 2001). In-service training, which does not address the concerns of teachers and Learning Facilitators, which are uncertain about the demands of change in teachers teaching Sesotho Home Language whom they are supporting, is a challenge.

When teachers interact with the innovation they may accept, reject or modify some parts to make it suit their particular context (Pinto, Couso & Gutierrez, 2005: 45). The innovations get transformed in the process, as “the new and old overlap to create a zone of turbulence and challenge” (Pinto *et al.*, 2005:39).

These are the threats that hinder effective support of Learning Facilitators to Sesotho Home Language teachers on how to teach. Large number of schools per learning facilitator to support, unions wanting proper communication before the class visits and school visits, teachers staying in their comfort zones and their resistance to change, teachers avoiding implementation due to lack of understanding and clarity on what

and how to implement, lack of drive and commitment from teachers teaching Sesotho, shortage of Sesotho Home Language policy documents in schools, Sesotho Home Language teachers lacking trust from Learning Facilitators supporting Sesotho, insufficient tools of work and support from the senior management, all contribute to the decline in learner performance in Sesotho Home Language.

### **2.2.3.2 *Lack of high level participation***

Learning Facilitators need to know and understand content knowledge of the learning area he/she is supporting (Home Language) as one of the guiding principles (ELRC, 2003: A). There are some threats relating to the aforementioned requirements in the South African situation, which are also applicable to Australia, Ghana and Lesotho. In Ghana, each member of the partnership believes that well-trained education professionals such as trainers/Learning Facilitators are an essential element of achieving good learning outcomes for Ghana's education. Inadequately qualified teachers and low level of training and induction for Learning Facilitators, was a matter of concern. The empirical evidence from a study done by Rogan and Grayson (2003:1176) indicated that well-trained teachers were better able to understand the composite spiral structure of their Sesotho Home Language curriculum, while this approach was found to be a mystifying repetition of topics by the under-trained teachers. The threats include no meaningful support for some time. In other instances, support is fragmented and uncoordinated. Learning Facilitators responsible for supporting Sesotho Home Language teachers, who did not receive a clear job description on appointment and few who received one, indicated that their roles were not clearly spelt out on how to offer coordinated and sufficient support to teachers teaching Sesotho. (DBE & DHET, 2011-2025:156). There also existed a lack of capacity and time allocation given to each Learning Facilitator when rendering support to teachers, absence of resources to be used when supporting teachers teaching Sesotho Home Language, as well as unfilled posts for Learning Facilitator supporting Sesotho Home Language on time. (DBE & DHET, 2011-2025:157). Without addressing the aforementioned aspects, a high level of participation from the Learning Facilitators will be hindered, thereby impacting negatively on teachers' curriculum practices.

### **2.2.3.3 *Lack of good relationship and teamwork***

If changes that teachers are required to make are viewed in their teaching practices as behaviours, then examining theories of behavioural change affecting such changes can be extremely helpful in the identification to inhibit effective curriculum support for teaching of Home languages (Sanders, 2006:38-42). Perceived behavioural control has much in common in Australia, Ghana, Lesotho and South Africa with the concept of self-efficacy, which refers to how teachers assess their competencies according to the standards teachers have set for themselves.

These are related to successful implementation and effective support, associated with increased student learning and higher percentages of programme goals being achieved (Stein & Wang, 1988:171). It was also found that teachers' effectiveness has been correlated with their capabilities, willingness, commitment, and motivation to implement innovations. The sense of achievement of goals develops a positive perception of self, which influences teacher motivation and in turn influences future behaviour and learning of students studying towards improvement of Home languages (Stein & Wang, 1988:171).

South African teacher self-efficacy, regarding implementing an innovation has important implications for teachers who are expected to make changes, because teachers will have different beliefs concerning constraints, imposed by Learning Facilitators, such as curriculum coverage, explained as covering curriculum according to the expected milestones for each term and preparing for examinations. This creates a tension between the need to cover the syllabus, compromising quality of concepts done and curriculum coverage by learners and teaching for understanding of Home languages.

### **2.2.3.4 *Lack of Establishment of team priorities***

According to the Education Labour Resource Council (ELRC), one of the organising principles is to show competency in selecting, and sequencing of different priorities in a team. South African teachers can successfully implement required changes if they are given appropriate training that provides necessary knowledge and skills development. Training also helps foster teachers' interest and commitment to continue

using gained expertise. Teachers require training in the skills required by new practices and time and space are important as teachers adjust their attitudes and beliefs and move through the psychological processes associated with change.

In Australia and Ghana, team priorities are identified, but not entirely emphasised on. Stein and Wang (1988) argue that in Lesotho an already-prepared curriculum, developed by government educational sectors, such as the National Curriculum Development Centre in the form of a syllabus document, was given to teachers to implement. This was a perceived value of the innovation, where perceived value refers to how teachers perceive various components of the programme they are going to implement. If the goals and values of the programme are not seen to be in line with those of the teacher, then the chances of the innovation being superficially implemented, or not being implemented at all, are very high.

On the other hand, if the suggested values are found to be congruent with teachers' beliefs then they are more likely to be implemented. According to Stein and Wang (1988), perceived values of innovations are found to be related to: 1) whether teachers believe the programme will work and have a positive impact on their students 2) whether the proposed changes could lead to the teacher's professional growth, and 3) values the community places on the innovation.

South Africa's lack of clearly stated, known and agreed upon goals of an innovation is one of the reasons that led to failure of many curricula in the 1960's (Yager, 1992). According to Fullan (2007:12), the extent to which an innovation will be implemented as planned, depends upon the extent to which users are clear about it. In Australia lack of theory of learning contributes to the negative perception on guiding teachers.

*Reflections on the above constructs:*

Based on the above information it is evident that Learning Facilitators still need intensive support so that their role can be enhanced in supporting Sesotho Home Language teachers. Most Learning Facilitators assume that learners are exposed to the language from home so they end up not supporting it like other languages and teachers' loose moral and motivation towards teaching the language effectively or in depth. There is therefore the need to elevate the status of African languages in educational institutions as a means of achieving equality in the country. No language is superior to the other languages (Kola, 2018: Online).

#### **2.2.4 To identify the components needed in developing a framework to enhance the support provided by learning facilitators**

Based on the challenges that Learning Facilitators are faced with, this calls for the presentation of the main components that various countries employed, in a quest to address the similar challenges identified in this study. The main components will be discussed under the following sub-headings.

##### **2.2.4.1 Professional growth path in curriculum support**

The Education policy of South Africa propagates that Subject Advisors/Learning Facilitators should show competency in selecting, sequencing and pacing content. This should be done in a manner appropriate to the needs of learners in a South African context (RSA, 2003: A-50). To ensure that the aforementioned requirements are fulfilled, Learning Facilitators should have access to descriptions on how the skills can be transferred to one another. Progress should be measured over time so that they can help in the design of classroom tasks that are within the zone of proximal development (Kim & Care, 2018: Online).

In Australia teacher professional development has become a main focus and it moves educators from teaching as a solidarity to where it encourages collective observations, study and improvement. Teacher trainers are encouraged to begin to study their practices as a professional responsibility, which is common to all, but accommodative

to changes and improvements (Ingvarson, Reid, Buckley, Kleinhenz, Masters & Rowley, 2014).

In Ghana education specialists believed that change requires continuous learning to enable the officials to adapt to global challenges and their teaching and learning environments. Creative approaches were employed to update staff knowledge and capacity building through continuous professional development. More focus was placed on ongoing professional development as a lifelong process (Phillimore, Humphries, Klaas & Knecht, 2016: Online). It is a manner in which people assess their skills and qualities, taking into consideration their aims in life and the goals that are set, in order to realise and maximise their potential. The strategy aims to ensure that professional development is well planned, reviewed and delivered as a process, which is integrated throughout. It seeks the development and growth of quality and professionalism in Home language teachers (Republic of Ireland, 2018:13).

According to Raselimo and Mahao (2015:4), in Lesotho the main aim is to create a greater diversity of opportunity in learning beyond school environment, which will lead to self-actualisation, which is the desire that everybody has to become everything that they are capable of becoming. It was further argued that although the new policy do create personal growth in teachers' professional growth path in curriculum support, it still needs to be improved.

#### **2.2.4.2 *Building workshops on subject content***

The South African policy on education, requires that Learning Facilitators should have competency in knowing and understanding the content and skills prescribed by the national curriculum, in order to render effective support to teachers (RSA, 2003: A-50). When Learning Facilitators are deployed on the basis of their experience, they would be able to render effective support to teachers, and they could only be able to do that when they are well equipped in terms of subject content (Li, Clark & Wincherster, 2010:410) (Chinsamy, 2002: 243-248) are of the view that there should be consistent structured programmes designated for Learning Facilitators to improve content knowledge and skills, which they would transfer unto teachers as the means of support.

It is essential that Learning Facilitators are equipped with knowledge and skills set to produce quality products or services for the department, so that they can offer superior teacher support. Learning Facilitators must know that all activities in the early grades are supposed to build on skills learned for writing in the Home languages. Grade 3 learners are expected to write a personal recount and a set of instructions in their Home language. The teaching of writing makes use of a genre approach and is strongly supported with writing frames. This approach resonates with the Writing to read. The Reading to learn approach, advocated by Wildsmith-Cromarty & Balfour (2019:302) elaborates that there are cost effective and efficient ways to train Learning Facilitators, such as workshops. Subject Advisor training should start with a training and development plan and with the outcomes in mind where an employee will lead from the back.

In Australia, the importance and impact of the Building workshops on subject content was that general enthusiasm amongst researchers was infectious, which simply meant that they were able to copy and implement what was taught in the workshops. Sharing in small groups was very effective, because it brought the practical feel of what was taught. In Ghana the Department of Education has adopted the effective implementation and through understanding, is geared towards the achievement of universal primary education for all and to enable the country to achieve the millennium developmental goals (Adu & Ngibe, 2014:983).

In Lesotho, Raselimo and Mahao (2015:7) emphasised that success and the impact of the building workshops on subject content, relies upon expertise of education leaders and officials who are supporting teachers, as well as content that has to be aligned with teacher skills and learner needs. Content must allow the subject specialists to be visionary leaders who develops positive ethos.

#### **2.2.4.3 *Interpersonal relationships***

Interpersonal relationships include a wide variety of skills. Many are centred on communication, for example: questioning, listening and understanding body language. These are attributes and skills associated with emotional intelligence, above all being able to understand and manage one and others' emotions. Training on interpersonal relationships will help Learning Facilitators to communicate effectively with teachers

and other colleagues at the place of work. Interpersonal skills are therefore important in all areas of life at work, in education and social settings. Through awareness of interpersonal relationships, Learning Facilitators would improve their practices.

In Australia Learning Facilitators are advised to set themselves as practical and not theorists. The nature of roles and responsibility has to be clearly stated, and goals and objectives must be discussed with teachers they are supporting (Bianco & Slaughter, 2017:82-84). In Ghana Learning Facilitators have increased accountability sessions to improve the relationship between the teachers and officials' processes were employed on how to build the teachers' confidence (Bianco & Slaughter, 2017: 83-84). Furthermore, in Lesotho teachers' perception was improved on utilisation of emotional intelligence by their curriculum leaders so that curriculum can be mandated and the change process be properly handled.

In South Africa the provision for creating and fostering commitment in classroom teaching is another competency promulgated by the Act, to provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting ways of fairness in a workplace, is one of an ideal characteristics of a curriculum Learning Facilitator (ELRC, 2003: A). For Learning Facilitators to be able to respond to the aforementioned requirements they need to have conducive interpersonal relations; in which interpersonal skills are referred to as the skills that one needs every day when communicating and interacting with other people. With strong interpersonal skills, Learning Facilitators would successfully be involved in professional curriculum support, taking into consideration the recent Sustainable Development Goals (SDG), by ensuring that by 2030, (National Development Plan; 2017:59-61) all learners acquire the knowledge and skills needed to promote sustainable development in human rights. Clearly if education is to respond to these goals, it is necessary to ensure that education inculcates positive values that transcend content knowledge and promote gender equality, a culture of peace and non-violence societies, sustainable lifestyles and inclusive education (McKay 2018: 103).

#### **2.2.4.4 Capacity building programmes**

Learning Facilitators need to understand the ways of thinking and how these can be taught in order to capacitate teachers (ELRC, 2003: A). Understanding ways of thinking and capacity building is required of the Learning Facilitators so that they can offer the best support to teachers at the schools. Capacity building programmes can be planned so as to equip both Learning Facilitators with the skills of teaching Sesotho Home Language within the curriculum. The National Policy on the Organisation, Roles, Responsibilities of Education Districts (National Education & Development Unit, 2013:14), stipulates that education districts and circuit offices should develop capacity building programmes which can be conducted through “school visits, classroom supervision, consultation, cluster meetings to discuss the causes for poor learner language and literacy achievement, suitable framework reports and other means”, in order to provide support to Learning Facilitators to be able to account for their performance.

The purpose of capacity building is to strengthen the strategic and operational capacity of the education and training system with more focus on the Learning Facilitators to sustain the major functions of planning, evaluation and management that are necessary to produce improved teacher performance, which will infiltrate to excellent learner performance (Wilson, 2017: Online). Learning Facilitators must emphasize that from the Intermediate Phase (Grades 4–6), learners are expected to build on their higher order skills in comprehension. This is an aspect of cognitive academic language skills (McKay, 2018:106), which is already encouraged by the Curriculum Assessment Policy Statement (CAPS) in the Foundation Phase for Home languages. Secondly, more focus will be on transformative teacher in-service training to enhance long term teacher professional development. Research in education has shown that lack of updated pedagogies, Learning Facilitator’s motivation and efficiency leads to poor teacher performance in teaching Sesotho Home Language. This will result in depletion of trained teachers and Learning Facilitators, which affect quality of service delivery and the competitive ability of the Department of Education system (Dana & Yendol-Hoppey, 2014:2).

### *Reflections on the above constructs:*

The above discourses revealed that professional development is a lifelong process. It is a manner in which people assess their skills and qualities, taking into consideration their aims in life and the goals that are set in order to realise and maximise their potential. It is essential that Learning Facilitators are equipped with knowledge and skills set to produce quality products or services for the department so that they can offer superior teacher support. In most cases teacher educators are products of systems that may not have adequately prepared them to address the needs of learners from linguistically and culturally diverse communities. They have to go the extra mile to be well prepared to improve teacher education programs. They should seek professional development to enhance their skills in Home language teaching (Ortiz & Robertson, 2018:8).

There are cost effective and efficient ways to train Learning Facilitators, such as workshops. Learning Facilitator training should start with a training and development plan and with the outcomes in mind, an employee will lead from the back. Training in interpersonal relationships will help Learning Facilitators to communicate effectively with teachers and other colleagues at the place of work. Interpersonal skills are therefore important in all areas of life at work, in education and social settings.

## **2.2.5 To outline evidence of promising practices**

This section outlines the practices that were used as the means to address the challenges regarding the roles and responsibilities of Learning Facilitators. They will be discussed as a structured framework, a built-in programme at college level, regular capacity building workshops and an action plan.

### **2.2.5.1 Structured framework**

The framework stipulates the roles of Learning Facilitators and how they can be enhanced so that they can use their expertise on curriculum and skills to support teachers, based on needs, which are aligned with values and principles of the relevant policy framework and such as Integrated Quality Management Systems, as well as

Policy Statement on Curriculum Assessment (RSA, 1998). To serve a particular service like providing curriculum support, they should motivate and inspire teachers' behaviour so that they form part of the contributing stakeholder towards goals of the department of education.

#### **2.2.5.2 *Built-in programme at College level***

There are programmes and initiatives where the Department of Education has designed an Integrated Strategic Framework for Teacher Education and Development (2011), where teacher development institutions like Colleges and Universities are expected to align their curriculum with. There is a University Capacity Development Programme (UCDP), which will be implemented from the 2018 academic year, where more focus will be on previously disadvantaged universities to assist in producing quality teachers. Universities and Teacher Colleges of education will also align themselves with White Paper for Post School Education and Training Building on Expanded Effective and Integrated Post School Education.

#### **2.2.5.3 *Capacity building workshops***

Capacity building workshops are usually held on a particular subject for a specific target group on request and they should be regular to maintain consistency in amongst colleagues. A workshop programme has to be developed and subject matter expected and facilitators to assist with the content outline (Citrus Academy, 2019: Online). Before the employer can organise a workshop, three questions have to be asked: can the problem be solved through the workshop? What is the best format? And, who actually needs to attend?. Capacity building workshops has to be structured and well-coordinated.

#### **2.2.5.4 *Action plan***

An action plan provides a detailed layout of the tasks required to achieve a goal. It breaks down the method into actionable steps based on a stipulated timeline. This could also apply to an employee who is trying his level best to improve job

performance. A section or school implementing relevant changes in it is cited as an example. An action plan should give a clear roadmap to arrive at one's destination. It supports affectivity and efficiency by linking it with the time lines. It makes it easy to track progress, not ignoring to keep the project on the budget. Having a written plan of action templates in Smart sheet, is a collaborative and execution platform that empowers individuals to plan, manage and report better. There are steps that need to be followed to make sure that an action plan is successful, namely first define the problem, collect and analyse data, clarify and prioritize the problem, write a goal statement for each solution, implement solutions and lastly monitor and evaluate.

*Reflections on the above constructs:*

It is very clear that effective continuous improvement also requires contribution from all stakeholders involved in education, for example its community, as well as broader educational systems. Educators must take time to understand priorities of their schools and embrace and monitor progress towards their goals. Adjusting instructional changes as school leaders is still the educators' priorities, as well as placing more focus on the strategic direction and overseeing its implementation.

## **2.3 CHAPTER SUMMARY**

This chapter provided an overview of the models that explain curriculum innovation and a theory of curriculum reform, and how understanding these may help countries intending to implement innovations. What became evident from the literature is that implementation of an innovation is not an easy task anywhere, but is much more problematic in developing countries like Ghana, Lesotho and South Africa. Several factors have to be taken into consideration before embarking on an educational change, as they can hinder change or make it successful. This information will be helpful in the analysis and interpretation of data as the researcher is looking at factors affecting the implementation of the new ways of measuring curriculum coverage in different countries.

The study has realized that adequate support given to teachers by Learning Facilitators plays a vital role successful teaching and learning of children at schools. It is related to a complex web of relationships in the community. It also became evident

that learning a home language can be influenced by the classroom setting, teachers, and a target oriented activity that supports the learners. This research enables the researchers to be multi-perspective and multi-layered in their approach and to understand both the events and their controversy (Lowe, Moore & Carr, 2007: 237). Knowledge products are important if they can respond to the challenge in a given place at a particular time.

## **CHAPTER 3 :**

### **THEORETICAL FRAMEWORK**

#### **3.1 INTRODUCTION**

The key purpose of this study was to explore various ways of enhancing the role of Learning Facilitators, to ensure adequate support for Sesotho Home Language. In this chapter, the theoretical framework that couches this study, namely, Bricolage, was explored and its historical origins discussed. The concepts were defined and then the eight moments were discussed. Furthermore, the objectives of Bricolage such as resourceful, improvisation, multiple voices, and relationships were elaborated on and linked to the study. This was followed by the relevance of Bricolage and it will discuss Bricolage being resourceful and creative; problem-solving; being open-minded and ensuring the voice of the minority is not suppressed; social justice, ethics & morality, equity, freedom, hope and peace; diversity, multiple methodological practices and tools which was dissected and elaborated on with respect to the study. The fourth heading was defined as well as the ontology and epistemology of Bricolage. The last heading elaborated on the shortcomings of Bricolage. The chapter provided a conclusion on how the information has been applied in this study to highlight the role of Learning Facilitators in rendering adequate support to teachers teaching Sesotho Home Language.

#### **3.2 THEORETICAL FRAMEWORK: BRICOLAGE**

In this section, Bricolage will be discussed and motivated as a theoretical framework underpinning this study. Qualitative research explains Bricolage as being concerned with a variety of methods of enquiry and diverse theoretical and philosophical notions of the various elements encountered in the research act. It is also described as an approach to qualitative inquiry in which researchers employ different methodologies to illuminate connections among different aspects (Sharp, 2019:50). Bricolage will be discussed in relation to its historical origins, background and generational moments. A theoretical framework can be divided into two: observation and theory. Theory guides every aspect of research, while observation notes what is happening in the real

world, from formulation of the research question, through operationalisation to discussions (Trochim, 2006:3).

### **3.2.1 Bricolage**

Bricolage, as an organisational theory, refers to the gathering or grouping of different knowledge elements that are readily available to the researcher, which may vary in origin, in number of academic disciplines, wider social context and organisational practices (Yardley, 2019). In Bricolage, approaches are selected in such a way that they complement each other so that the research method, data collection and analysis are strengthened (Sharp, 2019:51). Bricolage is typically understood to involve the process of employing different methodological strategies as they are needed in the unfolding context of the research situation (Yardley, 2019:Online). Bricolage is explained as the symbol used within the sphere of qualitative research that denotes methodological practices explicitly based on notions of eclecticism, emergent design, flexibility and plurality (Rogers, 2012:1).

The person who employs Bricolage is called a Bricoleur, which is a French noun that has no English word with the same meaning (Kincheloe, 2001:686). Bricoleur are the crafts people who creatively use materials left over from other projects to construct new artefacts. Bricoleur produces a Bricolage, that is, a pieced-together, close-knit set of practices that provide solutions to a problem in a concrete situation that changes and takes new forms as different tools, methods, and techniques are added to the puzzle' (Sharp, 2019:52).

The Bricoleur performs his/her duties with materials and tools that are at hand, from "odds and ends" – meaning that, from beginning to end, the Bricoleur is a man or woman who undertakes odd jobs, who is sometimes referred to as a Jack of all trades, or a kind of professional do-it-yourself enthusiast (Sharp, 2019:55). As the text makes clear, he/she is of a different standing from people who use specific tools to do the job (Lévi-Strauss, 1966:11). Bricoleurs use only tools and materials at hand to solve the real-life challenges they encounter (Rogers, 2012:1).

This theoretical framework (Bricolage) provides the vocabulary to describe and understand processes and interactions among research teams who work together to

achieve a common goal (Tarrell, 2012:261). It is relevant in this study, because a team of circuit managers, Learning Facilitator, Sesotho Home Language teachers, teacher union representatives and teacher development officials, collaborated to discuss concerns on adequate curriculum support, arguing from different fields and levels of education. Furthermore, they discussed how to achieve sustainable change in education, with a greater focus on continuous, relevant, sufficient and coordinated support to Sesotho Home Language teachers, which will finally impact positively by improving learner performance.

Based on Bricolage` s principles of using available resources, Learning Facilitators were encouraged to use the information and methods they learnt from the various learning institutions where they were trained to become teachers. After all, Learning Facilitators started off as teachers at different schools before being employed as Learning Facilitators who are expected to provide adequate support to teachers of Sesotho Home Language. According to Bryant and Lasky (2007:179-183), scholars are invited to produce new information or knowledge by improvising, rather than through adherence to specific methods, theories or paradigms. For the purpose of this study, the researcher will be referred to as a Bricoleur, which entails a flexible and responsive agent who is willing to deploy whatever research strategies, methods or empirical materials are available to finish the job or task at hand (Denzin & Lincoln, 2017:2). The researchers of this study equate themselves to a handyman who repairs or reinvents existing theories by combining a number of concepts, ideas and observations at hand, or in the immediate environment, instead of inventing a new theory or idea (Sharp, 2019:52).

Bricolage states that unity is strength, and that each individual's humanity is ideally expressed in relationships with others; in return, a person depends on other people to be a person or for individuality to be truly expressed (Calhoun, 2003:535). In African tradition, it is emphasized that a person is not just an individual, but a human being who is inseparable from the community. Sometimes, the world fails to produce individuals with empathetic hearts, and the education system focuses more on test results than on producing human beings of a high quality who will share with the people around them; the above statement is supported where the importance of sharing ideas or resources is clearly stated.

Bricolage preaches the gospel of creating something out of nothing, which is contrary to the positivist point of view. Positivists see the world of reality as existing, regardless of people's perceptions and experiences thereof (Morrow & Brown, 1994:33). According to Mahlomaholo (2009:224), the duty of the researcher is to interpret other people's perception and to create something valuable out of it. Rogers (2012:13) attests that Bricolage can be used to seek ways to rectify the imbalances, empower and give hope to the marginalised.

Discussions of this study was based on the same theme, of creating a sustainable learning environment, hence the study's diverse aims and objectives on learning. (Boxenbaum & Rouleau, 2010:250). Team members discussed their observations, findings and experiences of curriculum challenges faced in different fields of operation (DBE, 2012:16). Team members were treated as co-researchers, instead of being the only determinants of their respective research agenda. Bricolage as a research methodology in relation to participants, acknowledges the multiple voices of those who are directly involved, or who experience the problem under investigation and who in the end helps to find a solution. In this study all participants were listened to, irrespective of their qualifications or positions in education (Mahlomaholo, 2011:210).

Furthermore, their different roles were analysed and described according to the Bricoleur's characteristics (Boxenbaum & Rouleau, 2010:276). Additionally, it is explained that Bricolage is used when scholars adopt scripts to enhance the academic legitimacy of their product of new knowledge (Boxenbaum and Roulea, 2010:273). The theory of Bricolage has a group of metaphors suggesting the extensive use of it during its conception.

Lévi-Strauss (1966:57) suggests Bricolage is a way of differentiating mythical knowledge from scientific knowledge. He also describes it as where indigenous populations create mythical knowledge from a close and an intimate understanding of the world surrounding them. Bricolage brings together readily available elements, into a new creation or representation of the world, which forms of knowledge creation that is different from the generation of scientific knowledge as practiced in the Western world. In the beginning chapters of *The Savage Mind*, Lévy-Strauss characterise two modes or methods of thought for acquiring insight or knowledge. For example, the "science of the concrete", or mythical thought, comes before modern scientific inquiry.

Although his often-dated terminology – for example, "savage" – might lead the reader to imagine that Lévy-Strauss privileged scientific thought, he emphasised both scientific and mythical thought, and said they should both be understood as valid; one does not replace the other. There are, thus, two autonomous ways of thinking, rather than two stages in the evolution of thought, and therefore, magic is not primitive science (Lévy-Strauss, 1996:45).

### **3.2.1.1 *Eight moments in Bricolage***

Through the development of Bricolage there were eight moments, which highlighted the historical changes and evolution of how it came to play. This was where different research methods were explained and the manner in which researchers sourced, collected and analysed data during different periods of time. The improvement and more exposure contributed a lot and latest developments of the research progression was discussed and indicated in the different eight moments. Therefore, the moments are as follows:

**The first moment (1900-1950):** The traditional period was established in the early 1900s and continued until the Second World War. In this era research was regarded as timeless artwork, which took place in a museum. Traditionalists were concentrating on offering reliable, valid, objective interpretations in their writing; other experiences were not usual and originated from other countries, hence they believed that what was studied, would never change (Rogers, 2012:2). During this time, the researcher was treated as someone important as they conducted fieldwork with regards to acquiring information. Furthermore, in this period, the myth of working alone was abolished, resulting in mixed perceptions.

According to Given (2008:306), the quality of research depended on the depth and quality of the research period. This period also resulted in the study of objectivism and ethnographies. The story ethnographic material; slice-of-life approach, was emphasised by the Chicago school, which developed an interpretive methodology that maintained the centrality of the approach to life history as it was told. The researcher was given the power of the author to represent the subject story (Given, 2008:313). Texts were presented in the language used by ordinary people and the ordinary people

were consulted. The deviant was turned into a sociological version of a hero. Stories had happy endings (Rogers, 2012:5).

Therefore, it can be argued that this moment is relevant to this study as the researcher is not the only one who will come up with information and will use this slice-of-life approach to gather data on enhancing the role of Learning Facilitators to support teachers teaching Sesotho. The researcher has not worked alone, as all participants were given the chance to do research and give feedback however, questionnaires are not used.

**The second moment (1945-1970):** This phase, the modest phase, was built on the canonical works of the traditional period. This moment extended from the war years to 1970. The researchers of this period worked towards formalizing qualitative research into becoming robust as quantitative research. The period places more emphasis on creative ferment. Furthermore, it was regarded as the golden age of rigorous qualitative analysis and empowered the fortune of the qualitative researcher as a cultural romantic (Mosia, 2016:140).

During this moment research looked for probabilities or support for the arguments they posed, concerning frequency. It placed emphasis on reliable research, implying that the gatherings of one study must be reusable by another researcher (Mahlomaholo, 2014:4). Researchers argued that if a study is valid, it can be reused to gather similar or more findings at large. It was highlighted that conclusions apply to a specific situation. The researchers embodied a belief in the contingency of self and society at large (Given, 2008:314).

This study will also enhance qualitative research by emphasising creativity and reliability by using previous researchers' work and literature. Furthermore, it uses community resources available in the surroundings, recycled information education and teaching policies, experienced individuals in the specific field or domain of language and curriculum to create something new and to solve real-life problems.

**The third moment (1970-1986):** By the beginning of the third stage, most qualitative researchers had a full complement and maturity of strategies, as well as methods to include in their research. Symbolic interactionism was one of the theories; other theories that were also employed were critical theory, ethno-methodology, neo-Marxism, semiotics, feminism, structuralism and other ethnic/racial paradigms

(Geertz, 1983:64). Grounded theory includes research formats and strategies that help during reporting (Mosia, 2016:142).

Therefore, this introduced “blurred genres”, the use of multiple disciplines in one study, but also blurring the distinctions between the disciplines and the study. In this period, Bricolage disregarded the monological approach to research as it did not enhance the quality of qualitative research and gravitated towards an interdisciplinary approach. It emphasised that adequate research consists of blurring genres and the borrowing of ideas between and across disciplines is necessary (Kincheloe & Berry, 2004), as cited (Mosia, 2016:142-143). The naturalistic and constructionist paradigms became powerful in this period, especially in education. Sharing ideas, which is very important in the life of the Bricoleur, was encouraged by this study (Geertz, 1983:64).

This moment is relevant to this study, because it uses different disciplines of gathering and analysing the available information of other Home languages and subjects such as mathematics, foreign language literacy to emphasise Sesotho Home Language and expose teachers to different methods used in various disciplines to enhance the support given to them. Furthermore, it will utilise integration across subject teaching to enhance tools needed for Sesotho Home Language.

**The fourth moment (1986-1990):** The fourth moment started in 1986 and lasted until 1990. The Critical theory, epistemology and other theories have questioned the following issues: class, gender and race. New models of truth and representation were promoted. Social life as structured by fixed traditions and customs, was complete (Denzin & Lincoln 2005:25). Issues such as objectivity, reliability and validity, which were believed to have been settled in earlier phases, were problematic. People who were writing continued to challenge older models of truth and meaning. Pattern and interpretive theories became common (Mahlomaholo, 2014:173).

Furthermore, social dynamics faced a “triple crisis” of legitimation, praxis and representation. The question was how qualitative studies were to be evaluated in the contemporary post-structural moment. Therefore, questions like: which researcher’s content must be represented in reports, were asked. This then created a challenge of legitimization and reliability of the qualitative research. This phase led to confusion and uncertainty and the fifth moment was therefore needed to respond to the crisis of this moment (Mosia, 2016:143-144).

In this study quality was not compromised, because each core researcher was given the roles and responsibilities based on this study – the results are reliable, because they originated from different sources, based on curriculum information in education (Given, 2008:319).

**The fifth moment (1990-1995):** This moment of the postmodern period was greatly a response of the previous moment of experimental ethnographic writing, struggled to be understood. New methods and ways of conducting research were explored as one method of study was somewhat rejected. Therefore assessing the quality of work using a single way, was abandoned. Previously silenced epistemologies offered to provide solutions to prevailing problems (Mahlomaholo, 2014:4-5).

Furthermore, the truth of Bricolage was questioned as there was no structural manner of what the truth ought to be. The post-modern movement also paved the way for action and participatory research as it was more local, small-scale theories that were made to fit to specific problems and situations which are specific. It specified on post-experimental research (Given, 2008:316).

The fifth moment was closer to the way this research was conducted, as participation by all people involved was encouraged and the researcher was discouraged from working aloof from the participants.

**The sixth moment (1995-2000):** The period of post-experimental inquiry was a period that brought back a lot of blurring of the humanities and the social sciences genres (Given, 2008:56). This era strongly advocated for research that seeks to uplift society's lower class. It was a moment that was greatly influenced by the eras and times where social justice, equality and human rights were being fought for. Therefore an interdisciplinary approach was necessary for researchers (Mosia, 2016:145). This movement emphasised collaborative work as a method to ensure research quality, however this too led to problems in terms of evaluation. This then paved the way for the seventh moment (Van Dijk, 2006:359).

In this study, excitement was experienced, because every participant took part in the collection of evidence for the research, which meant everyone's inputs were listened to and considered. All voices were important and heard.

**The seventh moment (2000-2004)** During this period, a large number of new qualitative journals appeared, among which *Qualitative Research*, *Qualitative Studies in Education* and *Qualitative Inquiry*. The journals, which were edited by this era, were new and well developed. This moment emphasised positivism, morality and ethics as an essential part of qualitative research. According to Denzin (2005), the prerequisites for critical qualitative research is a combination of epistemologies, aesthetics and ethics. Therefore knowledge is greatly influenced by those who possess power in a society. It can be argued that the seventh moment created self-reflective, morally conscious and critical knowledge/research. Several scholars were somewhat forced to redevelop themselves (Mosia, 2016:146).

As part of this study, more participants will be exposed to the research process. Prospective articles on teacher development, with more focus on teaching of Home languages will be developed, based on the new research information collected or findings generated by core researchers. This process will pave way to the eight moment, which will elaborates more on innovative methods to research.

**The eighth moment (2004-2015):** This moment embodies the present situation as well as the future. In it, scholars are confronting the methodological backlash associated with the evidence of the social moment. Therefore, researchers in this moment use theories, methodologies, data analysis, statistical data and all these new and innovative methods to research and gather data (Mahlomaholo, 2014:7). They argue that the utilization of mixed methods is essential in qualitative research and that using mixed methods results in various outcomes, which cater to different audiences of research. This then paved the way for the use of epistemology and oncology in both qualitative and quantitative research (Given, 2008:317).

This study is at the moment of discovery and rediscovery, as new ways of arguing, interpreting and writing are being debated and discussed to enhance the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language. The present situation is a politically charged environment and it encourages researchers to use advanced methods, which will accommodate different teachers from diverse backgrounds.

### **3.2.1.2 Bricolage objectives**

According to Sage Research Methods, the main purpose of Bricolage is to unify the Bricoleur's story as seen through things, as well as with them. Over time, the figure of the Bricoleur did not disappear; rather, his tools changed. Instead of glue or nails they used modern technology to empower researchers (Denzin & Lincoln, 2005:25). This view is supported (Rogers, 2012) when saying, Bricolage utilizes methods such as statistical data to gather data, and although it does stop there, it still enhances the interdisciplinary study so that there is improved qualitative research. According to Lippard (1968), the conceptual Bricoleur uses words and documentation in works, privileging process, performance, and language over the object (Sharp, 2019:52). Thus, on three different continents, and independently of each other, Bricolage became an adopted model to set up open systems in which new relations between art and the everyday could be articulated (Mosia, 2016:135). Therefore it can be gathered that these mechanisms will be effective in assisting Learning Facilitators to render effective support to teachers teaching Sesotho Home Language. Furthermore, there are objectives of Bricolage that can be identified namely:

- 1) Resourceful:** Bricoleurs cannot be defined in terms of a project, as they are very resourceful. They use everything they have at hand, whether new or recycled material, and produce something valuable that will be used. This is not the case with engineers, for instance, who use a set of tools and materials or instruments for different kinds of projects that need the specific type of resources. The resource is defined only by its potential use. According to Bricolage, elements are collected or retained on the principle that "they may always come in handy". Materials are collected from everywhere for future use (Lévi-Strauss, 1966:11).
- 2) Improvisation:** Bricolage is a mode of interpreting and adapting existing materials to suit new circumstances or needs. While the result may be a new or reformulated myth, tool, a house, a language, or a discourse, it is important to note that Lévi-Strauss (1966:61), does not see the result as a deliberate project-oriented view, but rather as an adaptive mode of being in the world. Bricolage refers to a process, a mode of activity or being in the world, and the result, the object, text, or outcome of this activity (Baker & Nelson, 2005:333). Improvisation enables people to look forward, as problem solvers. For real challenges we come across every day, everything in our environment can be used, for instance, making teaching aids out

of recycled materials, like turning bottle tops into counters, using egg trays for sorting things, cutting out form packs to make puzzles, paper plates to make a snack server, cutting a tree trunk to make seating blocks, combining vegetables to make vegetable soup, and using unused beans to make a collage depicting an animal (Mahlomaholo, 2013:319).

**3) Multiple voices:** According to Kincheloe and Berry (2004), interactions among members of the research teams are essential, because they can work together to achieve the common goal. In this study, a team of circuit managers, Learning Facilitators, coordinators, subject heads of departments at schools, and teachers worked as a team. All participants collaborated or met to form a team to discuss curriculum issues; each participant representing different fields and levels of education. All participants want to facilitate sustainable change in education, with greater focus on continuous, relevant support to teachers, which will finally impact positively on improving learner performance (Sharp, 2019:60-61). Discussions were on the theme of creating sustainable learning environments at respective research sites for participants to deal with, by asking different questions, hence, the study's diverse aims and objectives (Tsetetsi & Mahlomaholo, 2015:318).

**4) Relationship:** Participatory Action Research was adopted, because the researcher accommodated all the stakeholders involved, from all phases of education. Participants took control of this study (Given, 2008:316). They were treated with respect and dignity. The relationship between all the participants was accommodative (Tsetetsi & Mahlomaholo, 2015:318).

### **3.2.1.3 Relevance of Bricolage in this study**

In this section the researcher will demonstrate the relevance of Bricolage in this study. This will be done by focusing on different characteristics of Bricolage identified from the literature such as; creating something out of nothing; problem-solving; being resourceful; ensuring diversity and collaboration; interactive and interpretive approach.

## **1) Being resourceful and creative**

According to Lévi-Strauss (1966:165) in *Bricolage*, something is created out of the available knowledge or information, hence it is vital that researchers and participants become resourceful when utilizing *Bricolage*. People would use any resource in their immediate environment for example, in the teaching fraternity or school situation; everything surrounding them can be used to their advantage (Mosia, 2016:135 - 136). *Bricolage* is not like other endeavours, where only specific tools are used to perform the work or task at hand. *Bricoleurs* are not subordinated to the availability of raw materials and tools (Rogers, 2012:3). *Bricolage* was relevant in this study, because, as *Bricoleurs*, Learning Facilitators used the knowledge they have to enhance the professional support given to Sesotho Home Language teachers to create new interventions or information (Tsotesi & Mahlomaholo, 2015:176-178). In this study, no scientific tools are used to teach in a Sesotho teacher's situation. The responsibility for creating solutions is located completely with the Learning Facilitators; no one from outside the learning facilitation will have better knowledge and expertise than those who form part of the community concerned. The responsibility, which is sustainable, thus, depends on Learning Facilitators and teachers participating practically as co-researchers to improve teaching and learning of Sesotho Home Language at their local schools. Therefore, as part of the research to address this challenge, a group of Learning Facilitators sat and shared the best practices to use when supporting teachers at school level. The participants' understanding was that teachers who face challenges to provide effective teaching and improve learner performance are the same people who propose solutions for their local school challenges.

## **2) Problem-solving**

According to Steinberg (2011:177), in the context of *Bricolage*, no outsider can solve problems or challenges of other people as well as the people concerned – experience is the best teacher. *Bricolage* does not go out to search for answers; instead, *Bricoleurs* believe that answers lie with the people who have problems themselves. Furthermore, *Bricolage* generally encourages participants to organise challenging situations, solving real-life problems, and to avoid going in circles to address those challenges (Kabi, 2013:114). For the purpose of this study, *Bricolage* encouraged

professional communities to participate, to learn and play a role in resolving a problem that affects their Sesotho Home Language teachers and schools directly.

### **3) Being open minded and ensuring that the voice of the minority is not suppressed**

Bricolage encourages researchers to be clear on what they will do to broaden their scope of work (Rogers, 2012:6). Bricolage emphasises that the truth is not only available through human beings, instead, it can be found through consistent observation in the environment (Mahlomaholo, 2014:4). Therefore, Bricolage according to Denzin and Lincoln (2017:47) does not marginalise the voice of the poor, to the advantage of others who are more powerful. It states that, the voice of the minority is not suppressed by a dominating or monolithic approach as Bricolage paved the way to give previously silenced teachers an opportunity to be recognised and their voices to be heard (Lévi-Strauss, 1966:9). In this study, the researcher was open-minded and consulted literature and sources to gain clarity and information on what the research is all about. Giving a voice to the voiceless, as a humanitarian approach, research is elevated on the principle of critical participatory democracy and transformation (Given, 2008:7-8). Therefore, all team members were treated as co-researchers. Participants' methodology acknowledged the multiple voices of those who were directly involved or experienced the problem under investigation, and who, in the end, helped to find a solution. All participants were listened to, treated equally, and their views respected (Mahlomaholo, 2011:319).

### **4) Social justice, ethics & morality, equity, freedom, hope and peace**

Green, Johnson, Kim and Pope (2007) emphasised that the promotion of ethical practices in support of or for assessing teachers, by educating others to engage and have a clear understanding the ethical practices, is needed (Green *et al.*, 2007:100). Bricolage also argues that all participants have to be given or rated, using the same status of equality throughout the research process to be regarded as core researchers, in line with the principle of social justice, equity, freedom, hope and peace (Tsoetsi & Mahlomaholo, 2015:47). Furthermore as part of good research, factors such as equity, freedom, peace and ethical conduct are essential (McKay, 2018:103-7). Moreover, morality is of great concern, and is related to norms and standard of conduct that guide actions. The South African Council of Education (SACE), in line with the constitution,

performed in accordance with the terms of its statutory function, and formulated norms of professional conduct that teachers should follow (DBE, 2014). The following principles have to be adhered to: respect, dignity, acknowledgement of uniqueness, individuality, exercise authority with compassion, avoid any form of humiliation and psychological abuse, promote gender issues, use appropriate language and behaviour, refrain from abusing the position one holds, and not being negligent or indolent in the performance of one's professional duties (McKay, 2018: 103-110). In discussions between teachers of different schools, it became evident that a more consistent sense of assessment of ethics among teachers and learning facilitators, as well as the public, is needed. Learning Facilitators have intensive college teaching methods, and have been trained, however, they believe that the information they have is inadequate, and there is always room for improvement. The country's constitution is intended to serve as a guide to fundamental rights and rules, to which all South African citizens ought to comply or adhere to, to ensure peace, harmony, prosperity and professional development (DBE, 1999).

##### **5) Diversity, multiple methodological practices and tools**

Bricoleurs follows multiple methodological practices and empirical materials perspective is commonly used. It is also explained as a strategy that adds rigor, breadth, complexity, richness and depth to any inquiry (Denzin and Lincoln, 2017:6). However, Bricoleurs must understand that research is an interactive process that is shaped by one's background, history or future biography, social class, gender and ethnicity (Given, 2008:526-528). Different methods and theories have been accommodated and have resulted in successful research hence, it can be argued that the involvement of various stakeholders can come up with suitable solutions for designing a framework for relevant support given to teachers teaching Sesotho. Lévi-Strauss explains that a Bricolage researcher is one who combines multiple research tools to accomplish a task, which is meaning-making. This means that a combination of lot of things can be done to finish the task with all the creativity. (Di Domenico, Haugh and Tracey, 2010:681) and ( Kincheloe & Berry, 2004:11), add that these methods and theories have to be synchronised or joined together through discussion and debate to clarify points, so that participants can reach a common understanding that will bring out the position that affirms diversity (Steinberg, 2011:178). Furthermore, Bricolage as an interpretive approach, also indicates a belief that one answer is not

the most correct one. The answer can be viewed at different levels. It further believes in moving people out of their comfort zones/situations of certainty, so that they become aware of the unending possibilities of research and interpretation (Mahlomaholo, 2014:179). Bricolage was deemed suitable for the purpose of this study, as it is based on different stakeholders working together (circuit managers, school governing bodies, Learning Facilitators, teacher unions, teacher development. Teachers teaching Sesotho Home Language, teachers from Professional Learning Communities for Mathematics and Languages and School principal) and advancing empowerment among all the participants involved. Social enterprises of Bricolage assist in developing strategies to interpret regulations to make social goals possible regarding effective or adequate support (DBE, 2012:16).

### **3.2.2 Ontology and Epistemology of Bricolage**

#### **3.2.2.1 *Ontology of Bricolage***

Ontology is one of the important aspects in philosophy of science, which places more focus on what existed and its foremost concern is on metaphysics. It is the study of being, and how nature and the human physic is the way it is (Ahmed, 2008:2). It is the study of the reality of nature and the most fundamental questions asked about “being” as a whole. Ontological issues in the language specifics and philosophy of science may be specific to a particular language basics, such as questions about that language. The ontological status of that language sometimes is that more questions can be asked, based on the fundamental introduction of that language (Ladyman, 2007:303). Other fundamental questions of ontology are discussed, such as those concerning laws of nature, and what is available at hand to address the problem. A number of these issues also relate to debates in the foundations of languages about the ontological implications of our best theories. In Ontology deeper understanding is needed on what contributed towards how things are or the general state of the challenges experienced by the concerned people, as Bricolage explains that the affected people are the ones who have the deeper understanding of the situation. (Agarwal, 2015:258).

### **3.2.2.2 Epistemology of Bricolage**

Epistemology is the theory of knowledge, which is concerned with matters such as the way knowledge is analysed and its relationship to different beliefs and truth. It is the manner of providing a logical foundation for deciding what kinds of knowledge are conceivable and how we can guarantee that they are equally acceptable and legitimate. Epistemology has main characteristics of objectivism, constructivism and positivisms (Ahmed, 2008:3-5). Furthermore, it consists of justification of theory and how individuals respond to the challenge of local scepticism, about what happened in the past and globally. The particular epistemological problems raised by science mostly concern inductive inference, since it is widely accepted that substantive knowledge of the world cannot be obtained by deduction alone. The most fundamental challenge is to explain the relationship between theory and collected evidence. In this study the collected evidence will be analysed and will assist in coming up with the solutions of the challenges at hand, which is what Bricolage is encouraging that in most cases the solution to the challenge lies with the affected individuals. (Ladyman, 2007:303).

### **3.2.3 Shortcoming of Bricolage**

Bricolage, like any other theory, has its disadvantages. One of these relates to the concept of parallel and selective moments. Parallel Bricolage is a self-enforcing pattern, where the Bricolage activities may prevent growth and effective trading, which can affect economic growth in economics and affecting the social dynamics in the humanities studies (Van Rensburg, McConnell & Brue, 2011:197). Because Bricoleur believes in creating something out of nothing or using the available resources around them to come up with the solution, sometimes they used everything around them even if it is not relevant or it will not be part of the solution for the challenge at hand or identified. Researchers sometimes matched their counterparts in the natural sciences to the extent that the former also portrayed their research topics and reduced them to nothing. It can therefore be argued that, this objectification and reductionist thinking disrespect human beings, background language and culture (Mosia, 2016:136-144).

### **3.3 SUMMARY OF THE CHAPTER**

The study aimed to pronounce Bricolage as a theoretical framework to enhance the role of Learning Facilitators in supporting teachers teaching Sesotho. Eight historical moments of qualitative research were used as a guide for this discussion based on historical developments. Furthermore, the objectives, relevance and shortcoming were explicitly discussed in this chapter. Bricolage as an approach enabled the team to see and understand that researching human life experiences and aspirations was more complex than initially imagined. The study realised the vital role played by Learning Facilitators on giving teachers adequate support for successful teaching and learning of Sesotho at schools, and how it related to a complex web of relationships in the community.

This research enabled the researchers to take up multiple perspectives in a multi-layered approach and to understand both. Knowledge products are important if they can respond to the challenges in a given place at a particular time. Based on this information, it is argued that Bricolage is deemed fit to close the gaps that might have been caused by imbalances and injustices in the past, and by ensuring that policies, such as the framework, are geared to foster a learner-centred approach. Bricoleurs are referred to conceptually in literature to describe how strong designs can be created in environments or situations that are uncertain – such as classrooms at schools, or for teaching learners outside the classroom set-up. The following chapter will focus on the literature review of this study.

## **CHAPTER 4 :**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **4.1 INTRODUCTION**

This chapter will discuss Participatory Action Researcher (PAR) as a research methodology. It elaborates on the historical origins of PAR, the advantages, challenges, relevance and the contested power imbalances. It further highlights the relation of PAR to the types of Bricolage. The population, sampling and profiling of participants will be tabulated to highlight their experience, qualifications and pseudonyms used in the study. The data procedures will follow in this chapter, where the process, as well as strategies are explained for the purpose of this chapter. Critical Discourse Analysis (CDA) as a methodology utilised in this study, will be defined and linked to the relevance of it in this paper. The three levels of CDA are named and briefly outlined. Lastly, ethical considerations will be dealt with to ensure that this study does continue taking into consideration the ethical standards required. The principal researcher worked with participants to create this conducive environment and to ensure that the data gathered is very relevant for the study.

#### **4.2 PARTICIPATORY ACTION RESEARCH (PAR) AS A METHODOLOGY**

PAR as a research methodology is explained as an orientation that sees members in a community as experts, and their everyday life may influence interests and meaning of the research. PAR`s main focus is action, more planning, observation and reflection (Zuber-Skerrit, 2017:7). PAR methodology needs self-driven and motivated community members who believes that they are the ones to solve their own identified challenges in their community. The concerned members must understand that PAR as a research methodology utilises the action within the community. PAR highlights that solutions to challenges or problems lies with the ones directly involved and has experience on them (Baum, McDougall & Smith, 2006: 855-857).

#### **4.4.1 Historic origin of PAR**

PAR originated in 1940, where there were countries, which were colonized in 1960 when it was still being practised. It placed more focus on how to better and empower people`s lives of survival and struggle from epistemology`s margins to its centre. PAR is a reseach methodology that originated from the social research paradigm. It was a part that was developed far away from positivist, and traditional science. Its main aim was to cater for complex human and social issues. It focuses on emancipation, as well as empowerment of people and it is also explained as a radical activist`s tradition (MacDonald, 2012:35). Over the years, PAR has become a powerful approach. Hertz-Lazarowitz, Zelniker and Azaiza (2010:271) argued that the core elements of PAR include active involvement. It is a reseach methodology that has been created as tools and it also facilitates the expression of the marginalized.

PAR methodology is goal driven and structured, it is deliberated, and as a methodology, there is a belief that by arguing the way we think or the way we see things and being heard, our situation will be better. PAR as a methodology can be applied in a planned way. Reseachers can can place their focus on the past time and events as compared to the present time and we can research our own practice to obtain information on different characters. PAR de-generalises the “generalization of findings” in the favour of localized individual meaningful action outcomes (Kemmis & McTaggart, 2007:297).

The main goal of PAR, according to Dold and Chapman (2012:512), is to combine the development of a practical intervention with the systematic research. Their methodology acknowledges the multiple voices of those who are directly involved or experience the problem under investigation. At the end it helps with the solution thereof. All participants are listened to, irrespective of their level of qualification, gender, nationality and race. According to Mahlomaholo (2011:318), PAR has proven to be a powerful methodology for working with subordinates or oppressed groups, to better their circumstances within society, and for this reason PAR has become a powerful methodology that has promoted the interests of the disadvantaged and the poor.

#### **4.4.2 Advantages of Participatory Action Research**

Walter (2009:151), highlighted that PAR is an applied research methodology, because its problem-solving nature indicates that it has practical outcomes and causes positive change. Another advantage of PAR is that, because it fully involves the community of interest, it is easy to access the understanding, knowledge and experiences of that community. PAR's tendency was to involve the community affected by the problem, helps to produce practical outcomes that are workable to address their challenges. PAR gives all participants the opportunity to voice their concern and to give their side of the story. In PAR everyone's opinion is respected and listened to. PAR allows freedom of speech to all who are involved (Walter, 2009:151).

#### **4.4.3 Challenges in Participatory Action Research**

According to Ozanne and Saatcioglu (2008:434) there are factors that pose challenges to PAR and which leads to it being discredited. Criticism are centred on inappropriate application of methods, which is related to inadequate time in the field, weak research relationships, inadequate training of co-researchers and low participation by co-researchers.

Loewenson, Laurell, Hogstedt, D'Ambruso and Shroff (2014:24) cited that there should be enough time for participation, an enabling context and the communication skills necessary to build sound relations between researchers (researcher and participants). Another challenge which is major, is related to associations in power. It was discovered that it is difficult for researchers from outside the community to surrender power to the community and give them the go-ahead to take control of the PAR process (Loewenson *et al.*, 2014:24). Research reveals that these types of co-researchers might even go as far as directing the community to support their own ideology.

#### **4.4.4 Relevance of PAR in this study**

This study will be successful because it includes all stakeholders relevant to education. PAR initiates social action and communication, which is mutual in nature and which

resulted in people reaching common agreements. In this study, co-researchers engaged in discussions during meetings and group chats, they also engaged in discussions using the language that helped them to express their views and share their experiences of the issue under discussion best. Extracted information will be presented in their original language. English translations will be made available. Van Dijk's CDA was used to analyse the information drawn from the generated data.

#### **4.4.5 How does PAR help to contest power imbalance?**

It is not a new methodology for collecting data, but had been used for some time by most theorists amongst such as Scherer (2016:1-16), Scherer and Lane (1997:528-535) and others who used it nearly two decades ago. It places more focus on how to better and empower people's lives after the survival and struggle from the epistemology's margins to its centre. The core elements of PAR include active involvements. It is a methodology that has been created as tools and it also facilitates the expression of the marginalised voices (Hertz-Lazarowitz *et al.*, 2010:271).

#### **4.4.6 PAR in relation to types of Bricolage**

The model of PAR is chosen in this study, because it focuses on a similar approach as Bricolage. Bricolage is used as a theoretical framework in this study where collaboration is encouraged, as well as creating something out of nothing. In this framework available resources are used to come up with something new. PAR emerges or is clearly identified in situations where teachers want to make changes thoughtfully and creatively. This study also wants to bring changes and improvements in the way Sesotho Home Language teachers are supported in schools to improve learner performance (Baum, McDougall & Smith, 2006: 854). It is further explained that in situations where teachers want to think realistically about where they are now, how things came to be that way, how in practice things could be altered, that is when PAR transpires. PAR therefore initiates the need for change in line with the information gathered. PAR takes expression when a reflection on a group of people identifying a thematic concern or issue is turned into a common goal (Baum *et al.*, 2006:854).

The researcher believes that partnership and collaboration with other stakeholders who have knowledge in education, can yield the knowledge required to answer the question on how the role of Learning Facilitators can be enhanced in supporting Sesotho Home Language teachers. This study places more focus on the active participation approach, when enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers (Eruera, 2010:2).

PAR is not like positivistic inquiry, which observes no scope for human value. PAR takes into consideration the views, as well as experiences of the people and encourages their active participation within the research study. Furthermore, in opposition to positivistic enquiry, PAR as an interpretive inquiry, views human beings as subjects of knowledge. It also views human beings as principally capable of reflection, rationality, discursive communication and social interaction. PAR's view of knowledge is in line with what CER stands for: the more frequently the theme will be mentioned, the easier the flow of information (Hertz-Lazarowitz *et al.*, 2010:272).

#### **4.5 PAR AS A RESEARCH METHODOLOGY**

Creswell (2010:7) explained that, there is no single blueprint for research planning's concept of fitness, because its intention is the one that governs research design. He further explained that for an area of research to become feasible, practical and capable of being embarked on, there are a set of issues that needs to be addressed practically. PAR also clarifies how a general set of research purposes and aims can be converted in action or practical topics, which can be researched. MacDonald (2012:37) explains it as a process of steps used to collect and analyse information to increase one's understanding of the topic. He further clarified that research consists of the following three steps: a question is being posed, relevant data will be collected to answer the question and an answer to the question will be presented. Research is found everywhere in the teaching and learning environment, but teachers in schools tend to be reluctant to embark on it. New scholars are needed who can use the scientific method to understand more of many complexities within human behaviour across cultural contexts, which are different (MacDonald, 2012:38).

Based on the above discussions, this research design has been adopted since it is relevant to this study, because its setting is the classroom situation where teaching

and learning is taking place on daily basis. This research design is also imperative as it monitors learner performance in Sesotho Home Language so that areas of development can be identified. When embarking on this research, improved collaborative support to be given to the Sesotho Home Language teachers, has to be considered.

#### **4.5.1 Research setting**

This study was based at Majwe-masweu intermediate school in Free State province, South Africa. The school is an intermediate school as it starts from Grade R (*Reception*) to 7. It was used as a venue for all research meetings. This school was selected as a research focus, because it was previously underperforming with learner numbers dropping drastically. The new female principal (Mrs Sethojana) was appointed to bring change in the school, other staff members were reshuffled and new staff members joined the staff. There was an improvement in learner performance. Parental involvement was also encouraged and it attracted more learners to register and the learner numbers increased significantly. This happened because of collaborative work amongst all stakeholders in education. There was active participation amongst all who were involved in the holistic improvement of that school (Eruera, 2010:2).

#### **4.5.2 Population, Sampling procedure and Profiling of participants**

**Population** was described as a large number of people in a country divided according to geographic regions to form groups of different communities. How a survey population is defined, can lead to profound consequences in the operations of a research and with respect to data analysis, as well as reporting. In this study population is referred to as the focus of the section.

**Sampling** was defined as a finite part or subset of participants drawn from the targeted population. The target population should correspond to the entire set of subjects (Home languages) whose characteristics are of interest to the research team. Considerable effort needs to be made to ensure that the expectations around population definition and comparability are clearly understood by all participants who

are selected based on their expertise and involvement as well as exposure to the teaching and support given to teachers teaching Sesotho Home language.

Therefore, based on results obtained from the sample, researchers may draw their conclusions about the target population to be selected to participate in this research with a certain level of confidence, following requirements and specifications set by the researcher (Denzin & Lincoln, 2005:15). In this research it is advisable to involve all stakeholders relevant to education, as it is important for them to have a background knowledge of what is happening in the classroom, the manner in which learners are taught and the role played by Learning Facilitators to support teachers on content-based issues and latest developments in curriculum in education. It must be understood whether the support given to Sesotho Home Language teachers is coordinated and effective (Murphy & Carson-Warner, 2008: 7). For this study, various reasons were taken into consideration when choosing the target group to participate in the research process, for example level of education, geographical location and relevancy to the research topic. Exclusions were identified across a series of education levels, until the actual population that will be targeted, is arrived at. It is described here as the effective target population of Core Researchers/participants (Murphy & Carson-Warner, 2008:6) which consisted of the following:

- One doctor from the University of the Free State responsible for Curriculum Studies. She completed her PhD in Curriculum Studies using the Participatory Action Research and she is also a supervisor for masters' students majoring in curriculum in the University of the Free State. It is against this background that she is found to be relevant to participate in this study.
- Two Learning Facilitators who are each responsible for supporting teachers teaching Sesotho Home Language. It is imperative to include these Learning Facilitators as they will bring their expertise to make sure that every skill, knowledge, values and attitude needed to improve Sesotho Home Language, are addressed. Furthermore, they carried out the action plan by making it a reality.
- One circuit manager responsible for curriculum management in different circuits, including schools where Sesotho Home Language is taught. Their role is valuable, because they work with different schools in different circuits' they shared and compared different schools' performance with more focus on

Sesotho Home Language. Achievements, as well as the winning strategies used by the performing school and management teams were shared amongst other schools.

- Two principals were from schools where Sesotho Home Language is taught. They are responsible for giving strategic direction to the deputy principals, departmental heads and teachers from different phases. Because they are exposed to different cohorts of teachers teaching Sesotho, they made sure that Sesotho Home Language teachers were supported effectively and learner performance for Home languages is improved.
- Two departmental heads responsible for overseeing, developing and supporting teaching of Sesotho Home Language in different schools. They are also developed on the latest content knowledge of Home languages so that they can effectively develop teachers at school level, based on each teacher's professional development plan on Sesotho Home Languages.
- Four Sesotho Home Language teachers from neighbouring schools were also part of the research team. These teachers were selected according to their expertise and their involvement in Sesotho Home Language teaching, in their respective schools. They were actively involved and voiced their opinions on crucial areas, which needs development in order to improve teaching of Sesotho Home Language. They were committed in contributing towards effective support to Sesotho Home Language teachers. This is supported by the principles of PAR and are reflected in three central principles of participation: knowledge, development and action (MacDonald, 2012:35).
- One trade union representative from the South African Democratic Teachers Union (SADTU) was a part of the discussions. This participant was selected because of their expertise in working with curriculum issues and being involved in the holistic development of teachers.

The profiles of the aforementioned participants are outlined in Table 4.1.

Table 4.1: Profiling of the participants/co-researchers and their Experience

<b>Participants</b>	<b>Pseudonym</b>	<b>Qualifications and Experience</b>
Doctor responsible for Curriculum Studies from the University of Free State.	Dr	<ul style="list-style-type: none"> <li>• PhD in Curriculum Studies.</li> <li>• Senior Lecturer in Curriculum Studies, and is also a supervisor for masters' students majoring in Curriculum Studies.</li> </ul>
Circuit Manager	Mr Botala	<ul style="list-style-type: none"> <li>• PhD in Curriculum Studies.</li> <li>• He has a teaching qualification and also managed curriculum in schools in different circuits. He is empowering principals and School Management Teams (SMT`s) on management and governance issues to improve functional best performing schools.</li> </ul>
Two School Principals	Ms Sethojane, Ms Masoso	<ul style="list-style-type: none"> <li>• B.Ed. Hons in Management and Governance.</li> <li>• They are responsible for giving strategic direction to the Deputy Principals, Departmental heads and teachers from different phases to improve learner performance.</li> </ul>
Two Learning Facilitators responsible for Supporting Sesotho Home Language teachers.	Ms Tshidi and Ms Ntswaki	<ul style="list-style-type: none"> <li>• B.Ed. Hons in Management and Leadership.</li> <li>• Are graduated in the field of Curriculum implementation and delivery.</li> <li>• They are supporting and developing teachers and putting them on board on the latest developments in curriculum and teaching strategies of Sesotho Home Language.</li> </ul>
Two Departmental heads for Home languages	Ms Sekere and Ms Mmarona	<ul style="list-style-type: none"> <li>• Advanced Certificate in Education (ACE).</li> <li>• B.Ed Hons in Management and Leadership.</li> <li>• They are supporting and monitoring teachers on Sesotho Home Language at school level.</li> </ul>
Teachers teaching Sesotho Home Language.	Ms Molala, Ms Dperekisi, Ms Dipuo and Ms Morata)	<ul style="list-style-type: none"> <li>• Diploma in Education x 2, ACE,</li> <li>• They have long teaching experience (10 – 15 years in the field)</li> </ul>
Trade Union Representative South	Ms Sebata	<ul style="list-style-type: none"> <li>• Senior Primary Teacher's diploma</li> </ul>

African Democratic Teachers Union (SADTU)		<ul style="list-style-type: none"> <li>• B.Ed Hons in Management and Leadership.</li> </ul>
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## 4.6 DATA GENERATION PROCEDURES

This section presents the generation procedures, based on the location of the research site; what transpired during data generation, and to indicate what was used to capture the empirical data. The aforementioned processes are presented herein.

### 4.6.1 Data generation process

The study followed PAR approach to generate empirical data. The approach to PAR was employed because it allowed participants to work together in identifying their community problems and to find the solutions together (Kearney, Wood & Zuber-Skerritt, 2013:190). Since PAR is democratic, it enabled the participants/co-researchers to decide on which methods they can follow to escalate the discussions and as such, the team agreed to the group discussion, as it would enable the co-researchers to learn from one another as they share their views in an attempt to solve the identified challenges (Zuber-Skerritt, 2017:13).

The participants/core researchers were also informed that they are the main sources of data as it will be acquired from their interactive discussions (Zuber-Skerritt, 2015: 8). During the data generation process, the participants were informed that they will be recorded and the data kept was used for the purpose of this study only. Some of the data, it was agreed upon, that it will be taken as a form of written notes. The team also agreed to use any of the three mostly spoken languages around Majwe-masweu Intermediate School so that every participant was able to clarify oneself in the language that they understand more. The researcher would then transcribe the data into English during data presentation, analysis and interpretation so as to elicit understanding.

#### 4.6.2 Data generation strategies

Different strategies were used to generate data in this study. The first one was WhatsApp group chats, the second one was Free Attitude Interviews, and thirdly six meetings, which were held fortnightly from 20 April – 30 September 2016. The details are as follows:

- **WhatsApp:** WhatsApp groups' chats were created by the researcher, where all the participants/core researchers were included and questions, which needed clarity were discussed on this platform and meeting reminders were posted.
- **Free Attitude Interviews:** The Free Attitude Interviews (FAL) were conducted where four different teachers from different schools were interviewed for 10 minutes on the type of support they receive from Learning Facilitators, and whether it was effective and coordinated. They were asked if those school visits or workshops did yield the required results, based on the curriculum needs of teachers teaching Sesotho Home Language.
- **Meetings:** The participants/core researchers were involved in six meetings, which were held fortnightly. The invitation to all relevant stakeholders involved in this study was released for every meeting held. Registers were completed in every meeting. Dates for the next meeting was agreed upon in the meeting, the agenda for the next meeting was also discussed so that when the invitations were released the agenda was already included. Each meeting had a programme to guide the proceedings. The following issues were discussed in those meetings: planning phase, completion of consent forms and PAR was presented, discussion on the problem statement, challenges and reduced learner performance in Sesotho Home Language, as reported in different levels e.g. Education Curriculum Lekgotla, 2016, PIRLS report 2016 and findings from different schools, possible solutions to the identified challenges, designing of the framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers and lastly putting the framework into practice in the identified school. During those meetings there were voice recordings and minutes were also compiled. Pictures were taken as supporting evidence to the meetings. Examples of consent forms, invitation, programme,

register, presentations, and minutes of the meetings are attached as Annexure A-K.

#### **4.6.3 Initial meeting**

The researcher met one of the teachers, Ms Morata at Majwe-Masweu Intermediate School in the Free State. They talked about the reduced performance of learners in Sesotho Home Language in different grades, transition being one of the contributory factors, the other one being poor language acquisition of Sesotho Home Language and lastly learners lacking reading with comprehension skills. The researcher and Ms Morata talked about a number of factors that might contribute towards this challenge. The teacher was also aware of the low learner performance and that she had been discussing it with her colleagues. During our discussion, we came to the issue of support of the subject (Sesotho Home Languages).

The researcher then informed the teacher of her intentions to conduct the research in relation to the support given to teachers teaching Sesotho Home Language at different schools. The teacher became interested and as such we discussed the matter with other teachers and they bought the idea. Thereafter the researcher had to follow the research protocol to request permission to conduct the research at that particular school. When the permission to conduct the research was granted, the researcher formally drafted letters to invite various schools' stakeholders: the district officials, circuit managers, Learning Facilitators and other teachers who are teaching Sesotho Home Language, requesting their participation in this study. A date for the next meeting was negotiated to discuss the research in general. It was suggested that the next meeting would be the first formal meeting with potential research participants.

The invitation letter to conduct the research was submitted to the school, together with the permission letter from the Department of Education. A meeting was scheduled with the principal of Majwana-masweu Intermediate School (Mrs Sethojana) to make her aware that the team will conduct a research and her school will be used as a continuous venue for six the meetings, which will be held fortnightly for five months. The researcher then shared the idea or concern with the participants/core researchers involved from different levels in education for example the school.

#### **4.6.4 Formal meetings: Formulating a research question**

In this paragraph the process of all six meetings will be briefly discussed. These meetings started with greetings and introductions, which would enable the participants/core researchers to form relationships as it is one of the PAR principles. It consisted of fourteen participants: one doctor from the University of Free State, one circuit manager, two school principals, two Learning Facilitators, two departmental heads, four Sesotho Home Language teachers, one trade union representative and the researcher. During this *first* meeting participants were actively involved and voiced their opinions and also participated fully; this is supported by the principles of PAR and are reflected in three central principles of participation, knowledge development and action (MacDonald, 2012:35).

After the introductions were been done the researcher explained to the participants/core researchers what is expected from the research and invited them to ask questions where they do not understand. This gave the researcher an opportunity to lay out her concerns regarding the support given to Sesotho Home Language teachers, and the aim and objectives of the study was shared with the participants/core researchers. Although some of the participants/core researchers were not used to the qualitative nature of researches, they agreed to give this one a try. Thereafter the researcher explained to the participants the research methodology of Participatory Action Research (PAR) and even used a Power Point presentation to elicit understanding of this genre of research (see Annexure J).

The participants/core researchers began to understand the power of teamwork from the discussion, which led to the research question. The researcher explained to the participants/core researchers that this study will be based on the group`s discussions to be able to address the challenge, which had become the problem statement. The participants/core researchers agreed to be the sources of data, and which they had to agree on how to capture such data. The participants/core researchers then agreed to use the communicative devices to capture the data, and that such data would be transcribed into text for analysis.

With this pathway cleared, the researcher explained the ethical considerations that bound the nature of this study in particular. The participants were informed that though they were sources of data, their views were to be used within the study during analysis

but without the real names, hence we agreed to adapt the use of pseudonyms only for the purpose of this study. Participants/core researchers were also informed that their participation was voluntary and they were at liberty to withdraw at any stage of the study whenever they felt uncomfortable. They were also informed that the data generated would only be used for the purpose of this study and would be destroyed when the study has been approved.

When the ethical considerations were clarified and well-suited with all the participants, the researcher gave out the consent forms which were read and clarified together for the participants to sign the agreement to full participation of this study. When this stage was cleared the participants/core researchers had to split the tasks amongst themselves to ensure that sharing of responsibilities was granted as it would enable each one to have ownership of the study. The participants/core researchers elected the research coordinator who was tasked to take care of the research logistics such as communicating the next meeting, venue, the dates, chairing of meetings, taking meeting notes (minutes), capturing data by any means: camera, video and audio recording.

The coordinator immediately started with her respective tasks and collaborated to formulate the code of conduct which would guide how to work together so that they did not tarnish working relationships. The participants/core researchers then agreed on the venue and time that would enable all to attend the intervention meetings; because participation of all co-researchers is highly needed so that we co-create knowledge together and gather such knowledge from a wider scope of knowledge creation. The participants/core researchers agreed to hold their meetings at the school where the research was based and agreed to meet on Saturday afternoons, twice a month. The coordinating participants/core researchers, together with the participants drew up an invitation form informing the participants/core researchers of the next meeting discussions (see Annexure G).

During the **second** meeting participants/core researchers collectively discussed the challenge of support in the schools and as such, the participants started to relax and gave their concerns regarding the learner performance in Sesotho Home Language. The discussions led the participants/core researchers to point fingers at the inadequate support of the teachers from the Learning Facilitators while some indicated

that the Learning Facilitators are giving support though it is unclear and lacks specifications. After a fruitful discussion the participants/core researchers came up with one question, which read: **how can the role of Learning Facilitators be enhanced in supporting Sesotho Home Language teachers?** The participants took pride in the formulation and agreement of the question, which would guide their discussions throughout the whole research study process so that they would collaborate to formulate a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers.

Challenges were outlined and grouped according to four key issues, which are insufficient curriculum support, inadequate content knowledge, interpersonal relationships and lastly capacity building programmes. It was agreed in the meeting that participants have to go back to their respective schools to come up with possible strategies or solutions to each challenge. In the **third** meeting the strategies were presented based on the collected information from all participants' strategies to help to solve the problem that were discussed according to how different participants reported them. Strategies were again organised according to their relevance and whether they are achievable or not. During the **fourth** meeting the plan of the promised framework was drafted: 'Designing a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers. It was drafted using diagrams, which represented every phase so that every participant could understand and give inputs based on the draft. During the **fifth** meeting the envisaged framework was presented in the form of fragmented diagrams, which was converted into a single complete diagram to show interrelationship of all the components to indicate the importance of adherence in curriculum support. In the last **sixth** meeting the framework was presented and identified gaps were filled, for example the outer part was suggested as the form of pointers illustrating the outcomes of effective integration of all the components in curriculum support, and also to show that curriculum support need to follow a cyclical process to ensure the improved learner performance in Sesotho Home Language and the final framework was presented to the participants. All participants were excited that they had achieved what the study suggested.

In all six meetings all ethical aspects of the research were monitored closely throughout the entire process. Aspects such as violation of privacy, informed-consent,

and debriefing of the community after completion of the study can be taken as essential concerns for the purpose of PAR (Mahlomaholo, 2011:35).

Participants were treated as core researchers instead of being the only determinants of respective research agenda. This methodology acknowledges the multiple voices of those who were directly involved or experiences the problem under investigation and who at the end helped with the solution there of. All participants/core researchers were listened to, irrespective of their background knowledge or exposure of teaching in education (Mahlomaholo, 2011:35).

#### **4.7 CRITICAL DISCOURSE ANALYSIS**

**Critical Discourse Analysis** (CDA) was a technique used primarily in studies, aiming to expose how social power was abused, where dominance and inequalities were enacted, reproduced and resisted by text and talk in the social and political context (Tshelane, 2015:121). CDA was relevant to this study as a method to analyse data and was used to allow the less advantaged like the post level one teachers the chance to voice their concerns and recommendations to assist in coming up with plans to enhance the role played by Learning Facilitators in supporting teachers teaching Sesotho Home Language.

CDA openly professes a strong obligation to change, empowerment and practice, as well as orientation. It significantly investigates the discourses which are informed by analysing the social dimensions of used language, that analysis have effects amongst the community and core researchers; for example when the doctor from UFS empowered the powerless by sharing her expertise of being a supervisor for masters' students majoring in Curriculum Studies with the research participants/core researchers, motivating them that everything was possible through hard work and commitment. This was again sharing all the guidelines on how to enhance the support given to Sesotho Home Language teachers, by so doing she gave voices to the voiceless and mobilising people to correct and improve the social wrongs (Sriwimon, & Zilli, 2017:150).

In this study CDA will find expression where the ones who were powerful were not allowed to dominate or abuse other participants /core researchers. Their powers were

not used to manipulate or degrade the less powerful ones. The role played by Learning Facilitators will be enhanced based on the recommendations from the participants/core researchers where every researcher had a chance to give inputs in relation to strengthening the support given to teachers teaching Sesotho Home Language (Blommaert & Bulcaen, 2000:449).

Critical Discourse Analysis was divided in three levels, which were textual analysis, social analysis and discursive analysis. In pursuit of these democratic goals, Critical Discourse Analysts made their work as clear as possible to a broad, non-specialist leadership, in particular. It tried to diminish the use of scholarly jargon and complicated syntax, even at the risk of losing some accuracy in the process of analysis. Its primary activity was to close analysis of written or oral texts that are deemed to be politically or culturally influential to an identified community. However, the text-analytic activity cannot be done in isolation, rather, the analyst must always take into account the larger perspective in which the text is situated (Blommaert & Bulcaen, 2000:449). These three levels can be further discussed as follows:

- **Textual Analysis** tried to highlight those features of a text that were most interesting from a critical perception and those that appear to be textual operations serving non-democratic purposes. Not every concept found in a linguistics textbook was equally useful when it dealt with Critical Discourse Analysis. The research participants/core researchers could apply many of the same concepts discussed here as well as some additional ones, particularly to spoken discourse such as turn-taking, topic management, intonation, politeness, etc. In this study textual analysis become evident in the statement made by one of the teachers teaching Sesotho Home Language, Mmarona: *'leaves us confused'*, which on the other hand might indicate that she was working under difficult situations not knowing *'what is expected from'* them (Scherer & Lane, 1997:528-535).
- **Social Analysis** was a technique used primarily in studies aiming to expose where dominance and inequalities were enacted, reproduced and resisted by text and talk in the social and political context. Its relevancy to this study was clarified when the Learning Facilitators sometimes seem to cost teachers teaching Sesotho Home Language of the harmonized practice purposely, perhaps due to power abuse and dominance they have over teachers and

whenever since they *'visit schools'* their support is sometimes not a genuine one, as it was biased. Some teachers were given an assistive and contractive feedback while some would be denied the same opportunity (Tshelane, 2015:121).

- **Discursive Analysis** was a text which was written in the semi-formal record of reportorial dialogue. There was a noticeable interference of signs that were flagged during protests, which has a loaded message to be transferred to the public or the people concerned. During the reporting of these signs, in most cases, they are just quoted directly as they were instead of them being interpreted correctly or the protesters being interviewed so that the reporter can get the clear message or a fuller statement of what actually needs to be brought to the attention of the public or the affected people. It appeared less dignified in comparison to the discourse of the rest of the article. In the researcher's view, this would have had a louder impact or effect of treating the protestors' concerns with more respect. In this study it become evident when teachers teaching Sesotho are left to find ways for themselves, while on the other hand this practice would impact negatively on the learners' performance. Support to the teacher was for them to be able to offer guidance as to what should be done. That became clear in the text *'Learning Facilitators take too long to avail themselves at the schools'* (Scherer & Lane,1997:535)

#### **4.8 ETHICAL CONSIDERATIONS**

Ethical principles needed to be considered whenever one decides to conduct a research, as it served to protect both the researchers and co-researchers so that they do not violate the code of conduct of the institutions where the research was held. Before data was generated the researcher had to apply for ethical clearance from the University of the Free State under the clearance number: UFS-HSD2015/0657. The researcher used this clearance certificate at the Free State Department of Education as proof to conduct the study at the school. The stakeholders were assured that their identities will not be disclosed, or that they took part in the study. The informed consent forms of all stakeholders was also obtained and data was kept confidential at the end of the study (see Annexures B -D).

#### **4.9 SUMMARY OF THE CHAPTER**

This chapter justifies Participatory Action Research (PAR) as the research design and methodology used to achieve the aim and objectives of the study. It further integrates the theoretical constructs developed in chapter two with the empirical data generated. It additionally outlined reasons behind the selection of Participatory Action Research as a methodology for data generation, above the other research methodologies. The chapter also outlined how PAR was used to generate such data, and further described clearly the conditions prior to the commencement of the intervention, how the conversation unfolded, which the team engaged in during the brainstorming sessions with regard to the enhancement of the current situation. The chapter furthermore explained how the team is involved in strategic planning, including the action plan developed and used by the team. Monitoring of the intervention program was presented. The data generation process were described. Data analysis based on critical discourse analysis, was explained to reach a summary.

## **CHAPTER 5 :**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **5.1 INTRODUCTION**

This study seeks to formulate the framework for enhancing the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language. The chapter also focuses on how the data was presented, analysed, interpreted and discussed in line with the objectives of the study. This was done in order to discuss the anticipated findings of the study. This chapter is as follows: firstly, the researcher draws from the organising principles in order to make sense of the generated data from the discourses of team members which were presented as is. Secondly, data was analysed in connection with related literature presented in this chapter. Thirdly, data was interpreted using CDA from three levels: textual and spoken word, social structure and discursive practices levels. Fourthly, Bricolage was used to operationalize the study so as to show what is interesting and surprising in the data, in order to arrive at the summary of the chapter. The main headings discussed will be: the need to formulate the framework, the main components of the framework, the threats that hinder the successful implementation of the framework, the conditions for the implementation of the framework and the evidence of the practical practices.

#### **5.2 THE NEED TO FORMULATE THE FRAMEWORK**

In this section the need to formulate a framework was agreed by the following team members: one doctor from University of Free State, two circuit managers, two school principals, two Learning Facilitators, two departmental heads, four teachers teaching Sesotho Home Language and one union representative. The elements to be presented, analysed and interpreted with reference to the organising principles, literature review and the data generated are: insufficient curriculum support, content knowledge, interpersonal relationship and capacity building.

### 5.2.1 Insufficient curriculum support

The policy propagates that Subject Advisor/Learning Facilitator should show competency in selecting, sequencing and pacing content in a manner appropriate to the needs of learners and context (RSA, 2003: A-50). The literature relating to the fulfilment of the aforementioned organising principle revealed that, though language teachers might seem well-prepared in terms of teaching qualifications, more professional development from Learning Facilitators on sufficient curriculum support could help them improve the disciplinary climate in the classroom (OECD, 2018:10). Sesotho as one of the Home languages taught at schools, is no exception in this regard. Though sufficient curriculum support was clear on the basis of the role of the Learning Facilitators, it was quite surprising to have to discover that Learning Facilitators did not seem to offer that kind of support to teachers. This was evident from Free Attitude Interviews which was conducted between the researcher and Mmarona, the teacher teaching Sesotho Home Language on 10 June 2016. It was further highlighted during the first meeting which was held on the 12 June 2016 by Diperekisi, one of the teachers teaching Sesotho Home Language. In contrary to the above, Tshidi, one of the Learning Facilitators supporting Sesotho Home Language gave the other side to this discussion during that first meeting, where she indicated that even Learning Facilitators do have their own work challenges. The conversation was as follows:

**Mmarona:** *Sometimes Learning Facilitators take too long to avail themselves at the schools. When they visit it is a rush-rush work which leaves us confused on what is expected from us.*

**Molala:** *During the school visits Learning Facilitators do not involve all teachers during feedback session.*

**Diperekisi:** *Learning Facilitator `s work seems too much. Sometimes, I wonder whether they are coping or not.*

**Tshidi:** *Sometimes Shortage of GG vehicles impacts negatively on our continuous support to teachers teaching Sesotho Home Language.*

**Analysis at a textual and spoken-word level:** The extracts above indicate that teachers are quite concerned by the unavailability of support at the schools when they seem to need such. This was evident in the statement by Mmarona: *'leaves us*

*confused*' and *impacts negatively*, which on the other hand might indicate that both Mmarona and the Learning Facilitator are working under difficult situations not knowing *'What is expected from'* them. Molala gives the impression that Learning Facilitators do offer support in some instances though it does not cater for all the teachers. This was clear in the comment *'during the visit Learning Facilitators did not involve all the teachers during feedback'*.

**Analysis at a social structure level:** The Learning Facilitators seem to cost teachers of the harmonized practice purposely, perhaps due to power abuse and dominance they have over teachers and whenever they *'visit schools'* their support not a genuine one; it was sometimes biased. Some teachers would be given an assistive and contractive feedback while some would be denied the similar opportunity.

**Analysis at a discursive practice level:** Teachers do not seem to be contending with the fact that Learning Facilitators do not avail themselves at the schools. They are left to find ways for themselves, while on the other hand this practice would impact negatively on the support given to them, which results in poor learners' performance. Support for the teacher was to be able to offer guidance as to what should be done. This was clear in the text *'Learning Facilitators take too long to avail themselves at the schools'*. When *'they visit it is a rush-rush work which leaves us confused on what is expected from us'*. The word *'sometimes'* reveal that teachers are not used to getting effective and continuous support from the Learning Facilitators. On the other hand *'sometimes'* can mean that this practice of learning Facilitators of not giving effective support does not happen all the time.

### **5.2.2 Inadequate content knowledge**

The policy requires that Learning Facilitators should have competency in knowing and understanding the content and skills prescribed by the national curriculum in order to render effective support to teachers (RSA, 2003: A-50). As the means to address the foregoing organising principle, the literature revealed that one of the reasons for inadequate current content knowledge was lack of resources, which hinders content knowledge of Learning Facilitators in supporting Sesotho Home Language teachers (Meier, 2011:552). The aforementioned literature findings were in line with what was discovered at the meeting, which was held on the 12 June 2016, where the co-

researchers were of the view that the Learning Facilitators' content knowledge is highly questioned, which was evident in the following extracts:

**Mmarona:** *When they visit it is a rush-rush work which leaves us confused on what is expected from us.*

**Dipuo:** *Learning Facilitators are sometimes challenged with content knowledge.*

**Botala:** *As newly appointed officials we sometimes lack proper adequate induction before rendering continuous, effective support and development to teachers.*

**Sethojana:** *At times I feel that Teacher/LF Development at Provincial level is not doing enough to develop Learning Facilitators holistically.*

**Ntswaki:** *Sometimes Learning Facilitators are re-assigned to different subjects than those they were appointed for which results in lack of adequate content knowledge.*

**Analysis at a textual and spoken-word level:** 'When they visit it is a rush-rush work' was the statement from the participant showing that the Learning Facilitators do not do justice to their work, based on the number of schools allocated to them and their workload. Sometimes this could also reveal lack of content knowledge on the subject they are supporting and their workload. They rather abuse power, pretending as if they are giving support to teachers while doing it in 'a rush-rush'. This also gives the impression that they want to hide their inadequacy in terms of pedagogic content or prior knowledge, which was required to assist when supporting the subject. Which was also confirmed by the statement that says 'As newly appointed officials we sometimes lack proper adequate induction before rendering continuous, effective support and development to teachers' So being in a hurry would appear as an excuse not to expose their weaknesses to teachers and that perhaps some teachers are better equipped than the Learning Facilitators. In contrary to this, there was a statement that clarifies this issue on lack of content knowledge 'Sometimes Learning Facilitators are re-assigned to different subjects than those they were appointed for which results in lack of adequate content knowledge'

**Analysis at a social structure level:** What was quite surprising in the above extracts was the intention of the Department of Education to have to sometimes give officials a huge opportunity as that of the Learning Facilitator, yet the content knowledge they possess was questioned by the teachers who at the same time

are expected to be guided by people of the same position. For this reason, both the Department of Education and the Learning Facilitators are not giving the South African education system justice; they would continue to do so unless the education system was corrected from all levels of accountability. Learning Facilitators are empowered and developed in terms of content knowledge on the subject he/she is supporting. Therefore, there again has to be a thorough content-based induction as to what was expected of newly appointed Learning Facilitators when they visit schools.

**Analysis at a discursive practice level:** It was evident in the participant's words '*Learning Facilitators are challenged with content knowledge*' that she was aware of the challenges that lead to the Learning Facilitators not rendering enough support to the teachers, based on the inadequate knowledge and lack of support from their superiors. The participant seems to be consciously aware of the competency of the Learning facilitators, and as such shows that even if the Learning Facilitators could visit the schools they will not issue an assistive, productive, purpose driven and effective support. This will result in teachers not responding well to their visits to schools or classes with the claim that they 'are challenged with content knowledge'. To respond to this Learning Facilitators indicated that sometimes they are assigned the subjects that they were not appointed for, which sometimes poses a huge challenge on content knowledge.

### **5.2.3 Interpersonal relationships**

The provision for creating and fostering commitment in classroom teaching is another competency promulgated by the Act; to provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting ways of fairness in a workplace is one of an ideal curriculum Subject Advisor/Learning facilitator (ELRC, 2003: A). In an attempt to position this requirement, the literature revealed that Learning Facilitators are expected to provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting ways of fairness in a workplace, and that lack of a free and open communication between the teachers and Learning Facilitators, as well as inadequate engagement to curriculum activities (ELRC, 2003) (Maeko & Makgato, 2016: Online).

The literature was in line with the generated data as the team discovered the relationships between the teachers and the Learning Facilitators are not healthy in a way to improve curriculum activities. The extracts (from a meeting) below indicate the challenge regarding relationships:

**Mmarona:** *Hangata ba re etsetsa liqeto. [Learning Facilitators often make the decisions for us].*

**Molala:** *They only engage with Departmental heads on feedback to teachers which is sometimes not given as is to teachers.*

**Tshidi:** *Ladies and gentlemen please 'don't forget according to protocol we work directly with the Departmental heads not directly with teachers, hence forming interpersonal relationships with teachers is a challenge'.*

**Sebata:** *Nodding her head, I agree with Mme Tshidi*

**Morata:** *Learning Facilitators sometimes have a negative attitude which does not allow support to teachers to be effective.*

**Sethojane:** *Learning Facilitators are imposing information on teachers. They sometimes act as if they are the only source of information and water down ideas from teachers.*

**Masoso:** *Not all Learning Facilitators have a negative attitude towards the teachers they serve. Let us not generalise.*

**Analysis at a textual and spoken-word level:** For teachers to be able to improve the curriculum activities, they need firstly to be introduced into the friendly environment; the environment which could be made possible by the Learning Facilitators. Very unfortunately, in the context of South Africa the Learning Facilitators sometimes '*have a negative attitude*' to the extent that it hampers good relations between them and the Sesotho Home Language teachers. This was also confirmed by this statement '*Not all Learning Facilitators have a negative attitude towards the teachers they support*'. This in itself indicates that there are exceptional cases, which need to be attended to. It was further elucidated by one of the participants that, '*Learning Facilitators often make the decisions*' that involves the teachers without consulting them. This was clarified by the following statement '*don't forget according to protocol we work directly with the Departmental heads not directly with teachers*'. Even though Bricolage encourages that the affected people, they are the ones that can come up with the solution to their

challenges. It was the responsibility of Departmental heads to give feedback to Sesotho Home Language teachers so that they can address the concerns, that was how teachers can be involved in matters that concern them (Rogers, 2012:15).

**Analysis at a social structure level:** Element of power abuse and discrimination are found in some Learning Facilitators where they would rather make decisions and use readymade working implementation and monitoring tools for teachers and not allowing them to use or come up with their own creativity. This gives the impression that the Learning Facilitators regard themselves enhanced over teachers, hence this inflicts the feeling of superiority against the inferiority; in this case the superior being the Learning Facilitators while the teachers become the inferior perhaps due to social inequality.

**Analysis at a discursive practice level:** Support at school should be given to all stakeholders depending on the needs of every individual. It was quite surprising for the Learning Facilitators to have to consider helping other teachers at the expense of others even at the same school. This was evident in the participant's statement '*they don't treat us the same*' and also '*are imposing information on teachers*', which indicates that the relations between the Learning Facilitators and teachers are compromised in this regard. It was evident that even though Learning Facilitators are supposed to work directly with Departmental heads, there are other teachers who are still benefitting directly from them, which was an unfair practice that needs to be carefully regulated by policy.

#### **5.2.4 Capacity building programmes**

Subjects advisors needs to understand the ways of thinking and how these can be taught in order to capacitate teachers (ELRC, 2003: A). As for the organising principle herein, the subject's advisors need to be developed and empowered with a clear understanding on what type of support should be given to teachers and its effectiveness, in order to capacitate and simplify the work for teachers (see Section 3.3.1.4). Literature revealed that capacity building cannot be regarded as a once off event, but it must rather be where information is accessed, facilitated and where there was empowerment, technical development mentorship role of consultation, as well as advisors to learning of imperative pillars for increasing capacity (Fynn & Van Vuuren,

2017:190). It was further indicated from the literature that capacity building programmes are needed in a way to enhance Learning Facilitators' acquisition of professional knowledge; to accommodate a combination of sources in their content as a measure to correct things (Biggs, 2003:57). The generated data was similar to the literature, though the co-researchers were of the view that the capacity building programmes could not serve their sole purpose unless the proper time is allocated for such workshops. This can be derived from one of the co-researchers' comments:

**Sebata:** *The Workshops scheduled for afternoon hours are not effective.*

**Molala:** *Most of the time workshops are conducted in short period of time with too much content that teachers have to comprehend and implement.*

**Sekere:** *Workshops are sometimes conducted by service providers who are not sure of the content or will twist the content to suit the product they are marketing or selling.*

**Botala:** *The one size fit all workshops are not addressing the relevant challenges because we are sometimes trained on the content we master well.*

**Dr:** *(Nodding her head) I agree with you, it's like Learning Facilitators can do needs analysis before conducting workshops so that they can put more focus to specific problem areas per cluster.*

**Analysis at a textual and spoken-word level:** The participant seems to be consciously aware that there can be different platforms for capacitating teachers as she indicated '*the workshops*' as one of such platforms. However, she seems to be aware of the conditions which can enhance capacitating. Platforms can be created where teachers themselves share best practises through Lesson Study approach, Mini Conferences or strengthening Professional Learning Communities.

**Analysis at a social structure level:** The statement '*workshops scheduled for afternoon hours are not effective*' was a statement which indicates that the participant was surprised at the time allocated for the workshops if they are meant to improve teacher participation. The following statement strengthens the argument further '*it's like Learning Facilitators can do needs analysis before conducting workshops so that they can put more focus to specific problem areas per cluster.*' This led back to the absence of relationships between the Learning Facilitators and teachers. When teachers would be considered in the decision-making processes, the discussions would be garnered from the broader perspectives, maybe the workshops would be

scheduled for the suitable time, with relevant content to relevant teachers which would encourage effectiveness.

**Analysis at a discursive practice level:** *'The workshops scheduled for afternoon hours'* do not seem to work for the teachers, while one would ask why the workshops could be allocated the afternoon hours when most of the people would supposedly be tired from their daily duties. The statement *'Workshops are sometimes conducted by service providers who are not sure of the content or will twist the content to suit the product they are marketing or selling'* reveals the dissatisfaction from teachers that allowing service providers to train teachers sometimes causes uncertainty on content issues.

### *Reflections*

The above discussions clearly indicate the low status of Sesotho Home Language in the Free State province, which resulted in teachers facing challenges in mediating the curriculum, and it made teachers feel inadequate. The above discussion also indicates that equal opportunities are not presented at the same level for teachers of different languages to contribute to the production of systems that meet human needs. This situation was opposing what CER stands for (see Section 2.2.1).

The above discussions revealed the same concerns as that of literature's findings. Other countries also experience the situation in which support given to Home Language teachers was not effective for the subject to perform at a required standard in the province. What surprised the researcher was that the research team revealed areas where they need Learning Facilitators to be empowered in order to elevate and support their language as a subject. With regards to the workshops given by service providers, the reason teachers experience unsatisfactory content from the workshops provided, was because the service providers were not given too much freedom or were not given a guideline on how to workshop these teachers irrespective of the product they were endorsing or trying to sell.

Based on the findings, the core-researchers agreed on a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language in helping to minimise or even eliminate their challenges.

### 5.3 THE MAIN COMPONENTS FOR THE FRAMEWORK

This section presents, analyses and interprets the generated data with reference to the organising principles and related literature review. The discussions were based under: professional growth path in curriculum support, building workshops on subject content, interpersonal relationships and capacity building programmes.

#### 5.3.1 Professional growth path in curriculum support

With reference to the organising principle, Learning Facilitators should show competency in selecting, sequencing and pacing content in a manner appropriate to the needs of learners and context (RSA, 2003: A-50). The literature acquired from this perspective shows that personal growth is not only meant for the Learning Facilitators or teachers, but learners as well (see Section 3.3.2.1). The literature revealed that it was important for every school's stakeholder to ensure that acquisition of skills was ensured and shared across so that everyone in curriculum practice progresses to the best of their abilities (Kim & Care, 2018: Online). In order to ensure the maximum acquisition of skills, the participants were in agreement of all matters involving curriculum activities, which should be planned from the top to the bottom so as to allow the involvement of all concerned personnel. This was marked in the following comments:

**Sethojane:** *Learning Facilitators must start first by acknowledging the strengths of teachers' not first highlighting weaknesses.*

**Morata:** *Interrupting. After that they can develop teachers based on the gaps identified.*

**Ntswaki:** *Developing and strengthening functional Professional Learning Communities is the way to go lately.*

**Mmarona:** *Re hloka bolokolohi ba ho ntshetsa pele bokgoni ba rona re le matitjhere [We need to be given an opportunity share best practises amongst ourselves as teachers].*

**Ntswaki:** *As long as we as teachers don't see the value of team work, we will still struggle.*

**Analysis at a textual and spoken-word level:** The words *'we need to be given an opportunity to share best practises'* indicate that the participant had over time experienced dominance, power abuse and discrimination to the extent that they were not allowed to discuss what they can do to improve their classroom practices. For Sethojane, the prerequisite to the personal growth *'must start with Learning Facilitators first to develop teachers in totality and enhancing their strengths'* not just *'highlight weaknesses'*. In contrary to this, the statement *'Developing and strengthening functional Professional Learning Communities is the way to go lately'* indicates that it's not like they are not given a chance, it is just that teachers need to understand the value of taking full control and initiating PLCs and not expect Learning Facilitators to take a lead all the time.

**Analysis at a social structure level:** The Learning Facilitators seem to impose onto teachers' power abuse and dominance in the absence of equal opportunities in curriculum practice of which the participant feels that their rights are being violated as long as they cannot contribute to the planning of their professional development throughout. Teachers must also understand that in cases where they were given full responsibility for their own development, they must participate actively. They have to take full control at all times in their PLCs.

**Analysis at a discursive practice level:** *'Learning Facilitators must start first by acknowledging the strengths of teacher's not first highlighting their weaknesses,* and the following statement *'After that they can develop teachers based on the gaps identified'*. This was a statement that seems to redress the Learning Facilitators if they are to experience the professional growth in curriculum support. This means that the Learning Facilitators should stop pointing fingers at the teachers until the teachers are professionally developed.

### **5.3.2 Building workshops on subject content**

Following the organising principle which stipulates that Learning Facilitators should have competency in knowing and understanding the content and skills prescribed by the national curriculum in order to render effective support to teachers (RSA, 2003: A-50), the literature revealed that for the Learning Facilitators to be able to perform their duties to the best of their abilities they need to be equipped with knowledge and skills;

the task which must be ensured by the Department of Education (see Section 3.3.2.2). The empirical generated data backed the literature findings that in order for the Learning Facilitators to guarantee the Sesotho content, they need regular subject related content workshops; and, also that when they have adequate content knowledge on Sesotho they would not deny teachers to activate their creativity and innovation in the design of the teaching plans and other related teaching and learning experiences. The following statement comes as the confirmation to the generated data.

**Dipuo:** *Not allowing teachers to be creative like designing the recording sheet or lesson plan tools to suit different schools must not be prescriptive, it has to be adaptive.*

**Masoso:** *If teachers can design tools collaboratively in clusters that can also assist.*

**Sekere:** *I think Learning Facilitators have to be developed continuously on subject content based on the skills, knowledge, values and attitude.*

**Diperekisi:** *If our principals can refrain from closing the gaps with less manpower available.*

**Sebata:** *It is clear that we still need more Learning Facilitators to reduce workload of the available or the appointed ones.*

**Analysis at a textual and spoken-word level:** For Dipuo, it was ideal that the teachers were allowed to work to the best of their abilities just like the Learning Facilitators, as long as all the teachers were doing it in line with the curriculum content. She seemed to be aware that teachers also possess different abilities and therefore understand things differently and that *'not allowing teachers to use their creativity'* may hamper the individual's curriculum activities.

**Analysis at a social structure level:** *'Not allowing teachers to be creative like designing the recording sheet or lesson plan tools to suit different schools'* is a statement disclosing which appears to be a surprise to the participant. The participant seems to feel as though the teachers are denied to perform to the best of their abilities in Sesotho as they are expected to follow the descriptive ways of planning the work, regardless of whether such practices deprive them of their abilities.

**Analysis at a discursive practice level:** The above extract gave the impression that the participant were aware of the different contexts that teachers found themselves in

and that it was important that they design their work depending on the context unlike currently when they practice according to the descriptions. This was paramount in this statement *'tools to suit different schools must not be prescriptive, it has to be adaptive'*.

### **5.3.3 Interpersonal relationships**

The provision for creating and fostering commitment in classroom teaching was another competency promulgated by the Act, namely to provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting ways of fairness in a workplace was one of an ideal curriculum Subject Advisor (ELRC, 2003: A). The foregoing organising principle requires that Learning Facilitators were well informed of the interpersonal skills to employ when they offer support at the schools, however the literature and the empirical data meet on the point of interpersonal relationships as they contribute to the success of any organization (see Section 3.3.2.3). It came clear in the meeting sessions that when different individuals are working together, the concept of interpersonal relationships needs to be addressed. Training on interpersonal relations assisted teachers to be able to work well in a team or group and with other people more generally. Training helped teachers to communicate effectively with other people, colleagues, customers or clients. Interpersonal skills were therefore important in all areas of life at work, in education and socially. Through awareness of how Learning Facilitators interacts with teachers and their work or practice, they can improve their interpersonal skills. The following extracts disclose how the interpersonal relationships were compromised at the places of work:

**Mmarona:** *Hangata ba re etsetsa diqeto. [Learning Facilitators often make the decisions for us].*

**Molala:** *The Learning Facilitators need counselling regarding their work in general; they ought to have good working relationships and to love their work.*

**Morata:** *Learning Facilitators have a negative attitude which does not allow support to teachers to be effective.*

**Sethojane:** *Learning Facilitators are imposing information on teachers. They should not act as if they have superior knowledge to all teachers.*

**Analysis at a textual and spoken-word level:** Among other attributes of interpersonal relationships, there was communication as an important element. Communication was able to improve work relations to the extent that teachers would start to own whatever was brought unto them as long as it was communicated. This followed the participant's comment '*Learning Facilitators are imposing information on teachers*', and whilst teachers had these kind of thinking, it meant that the interpersonal relationships between the Learning Facilitators and the teachers were not gracious, efficient nor effective at times.

**Analysis at a social structure level:** '*They should not act as if they are superior to the teachers*' was a statement that discloses issues of power relations, abuse and dominance from the Learning Facilitators imposed unto teachers. Where interpersonal relationships prevail people seem not to have mixed feelings, but would work towards the success.

**Analysis at a discursive practice level:** The statement '*the Learning Facilitators need counselling regarding their work in general; they ought to have good working relationships and to love and respect their work*' indicates that the participant was aware that Learning Facilitators were not performing their duties as expected. This statement coupled with that of the other participants, Mmarona, Morata and Sethojane affirmed that indeed the Learning Facilitators needed training on interpersonal relationships so that they would perform their duties effectively as required of them, hence the suggestion '*need counselling*'.

#### **5.3.4 Capacity building programmes**

The purpose of capacity building was to strengthen the strategic and operational capacity of the education and training system with more focus on the Learning Facilitators to sustain the major functions of planning, evaluation and management which were necessary to produce improved teacher performance, which will infiltrate to excellent learner performance (see Section 3.3.2.4). Subjects advisors need to understand the ways of thinking and how these can be taught in order to capacitate teachers (ELRC, 2003: A) as an organising principle guiding that which should happen as the means to offer curriculum support. Subsequent to the literature and the foregoing organising principle, the participants agreed that both Learning Facilitators

and teachers need to be developed professionally on a continual basis either through teacher trainings, in-service trainings and regional workshops, which the generated data substantiate in the following comments:

**Morata:** *Learning Facilitators should attend workshops on facilitation skills and upgrade their content knowledge.*

**Sebata:** *Teachers too must go through in-service trainings that are offered by different institutions.*

**Botala:** *Concluding Sebata statement, so that both can take full responsibility on the improvement of teaching and learning as well as challenges at school.*

**Tshidi:** *I think teachers should be the ones at the forefront to seek professional development according to their challenges, not wait for Learning Facilitators to visit schools.*

**Analysis at a textual and spoken-word level:** The two participants, Morata and Sebata, both agreed that there was a need for continuing professional development for teachers and Learning Facilitators. Sebata seemed to be aware that there were programmes lined up for teachers and Learning Facilitators to enrol and *'upgrade their content knowledge...through in-service and in-house trainings'*. Tshidi believes that teachers must sometime take the lead on their development. This further indicates that since there are part-time programmes teachers, Learning Facilitators do not have to worry about their jobs as they can simultaneously work and study.

**Analysis at a social structure level:** Morata's statement indicates that a school was an organization and that to reap the best benefits the Learning Facilitators and teachers should work together so that they *'can help one another with challenges at the school'*, although Tshidi was of the view that most of the school work was the responsibility of the teachers, since the *'Learning Facilitators only avail themselves to the schools to support teachers'*.

**Analysis at a discursive practice level:** The two extracts reveal that in order to improve learner performance, each of the stakeholders should play a designated role; teachers to teach effectively; to seek and get support where necessary; and, the Learning Facilitators should be able to offer support to the teachers.

## *Reflections*

Based on the above discussions, it was very clear that teachers were not happy with the type of training they received during training for implementing the developments in languages. The current training which were conducted, the afternoon workshops, does not necessarily gave way to the expected results, as time is limited and they end up not being actively involved and taking active part in the workshop. The most disturbing part is that the content of these workshops does not necessarily address teachers` curriculum needs. The Learning Facilitators share the same sentiments as teachers, and the blame is put on communication and collaboration breakdown between different sections of the Department. South African Council of Educators seminar on Professional Growth Plans and developmental needs of educators highlighted the lack of support for PGPs by Learning Facilitators as one of the challenges which teachers face (DBE, 2014a:21). This finding confirmed how imperative communication and collaboration amongst all stakeholders were, as pointed out by Mme Sethojana.

What surprised more was that the Learning Facilitators, whom we thought were the cause of this inadequate training, were also frustrated, as they also lack detailed reports from Integrated Quality Management System (IQMS) sections or teacher development sections, on the needs of teachers, especially with regard to curriculum related matters. It was interesting that the discussions above confirmed reports by the literature, i.e., curriculum training and workshops do not always cater for the needs of teachers (Tsoetsi & Mahlomaholo, 2015:46-47). In conclusion, both Learning Facilitators and teachers agreed that knowledge gained at curriculum training and afternoon workshops was inadequate; therefore, it should be strengthened and developed.

## **5.4 THREATS THAT MAY HINDER THE SUCCESSFUL IMPLEMENTATION OF THE FRAMEWORK**

This section focused on the presentation, analysis and interpretation of generated data, based on the identified threats that could hinder the successful implementation of the framework.

#### 5.4.1 Lack of involvement and engagement

Inadequately trained facilitators can seriously impact negatively on how information was passed on to the implementers in South Africa (Rasebotsa, 2017:2). Literature revealed that for the Learning Facilitators to be able to facilitate teaching and learning they needed to have been trained adequately (see Section 3.3.3.1), whereas the inadequately trained facilitators can seriously impact negatively on how information was passed on to the implementers in South Africa (Rasebotsa, 2017:2). The literature further indicated that for successful implementation, changes have to be introduced to the users effectively and in a correct manner, although communication gaps would continue (Gulcan, 2012: 632). The generated data seem to be in line with the literature findings, though some comments were much on the negligence of the Learning Facilitators, which was not necessarily a need to be trained. This unfolds in the extracts below.

**Mmarona:** *Learning Facilitators would have not been given this task if they were not trained adequately.*

**Molala:** *Training on a continual basis is ideal if Learning Facilitators are to perform their tasks effectively.*

**Dr:** *Imagine Learning Facilitators having to support a teacher more advanced than they are!*

**Ntswaki:** *Surprised, Bathong! Don't forget that sometimes we are overloaded with lot and lots of project to implement.*

**Analysis at a textual and spoken-word level:** Mmarona seemed to be aware that people are assigned certain tasks when they meet the requirements entangled to such an opportunity. This was clear in her statement '*Learning Facilitators would have not been given this task if they were not trained adequately*'. To her understanding, there was no such thing as inadequate training when it comes to the Learning Facilitators, but only 'ignorance'.

**Analysis at a social structure level:** The personnel responsible for training Learning Facilitators should see to it that they are empowered continually. The participant's comment '*imagine the Subject Advisor having to support a teacher more advanced than they are!*' shows someone who does not wish to experience any situation where

the Learning Facilitators do not have adequate knowledge and then the teachers support was more informed on the subject matter. It seemed embarrassing.

**Analysis at a discursive practice level:** While there are some feelings regarding the inadequacy of the Learning Facilitators as a result of *'just ignorant'* threatens the curriculum activities to the extent that some teachers might not take Learning Facilitators seriously even when they have some good intentions to engage to support teachers. The statement *'training on a continual basis is ideal if Learning Facilitators are to perform their tasks effectively'* gives the impression that the teachers are aware that Learning Facilitators' work is not appealing, perhaps due to inadequate training.

#### **5.4.2 Lack of high level participation**

Learning Facilitators need to know and understand content knowledge of the learning area he/she is supporting as one of the guiding principles (ELRC, 2003: A). There were other threats in the South African framework, which includes no meaningful support for some time where in other instances support was fragmented and uncoordinated. Learning Facilitators did not receive a clear job description on appointment and few who received one, indicated that their roles were not clearly spelt out (see Section 3.3.3.2). A large percentage of subject advisers did not undergo or have been exposed to induction or training, lack of capacity and time allocation, lack of resources, as well as unfilled posts (DBE & DHET, 2011-2025:157). The generated data on the other hand revealed that among other things that could threaten the successful implementation of the framework, include lack of uniformity, as well as denying teachers of their creativity to design their work as they may see suitable. The evidence to this was quoted in the following extracts:

**Mmarona:** *What we are doing in Botshabelo must be the same as what is done in Bloemfontein or Johannesburg.*

**Dipuo:** *Not allowing teachers to be creative like designing the recording sheet or lesson plan tools to suit different schools must not be prescriptive, it has to be adaptive.*

**Sethojana:** *But Mme Dipuo, Learning Facilitators must still take a lead on the designing of curriculum tools.*

**Ntswaki:** *Ladies please! Just imagine how many tools we are going to end up with if every teacher or school is allowed to design tools.*

**Analysis at a textual and spoken-word level:** *'What we are doing in Free State must be the same as what is done in North West or Johannesburg'* was a statement that indicated that the teacher was consciously aware that although they may be serving the same education system, the curriculum activities are not consistent. They can be adapted to suit different areas.

**Analysis at a social structure level:** Mme Dipuo brings in another important aspect that Learning Facilitators need to consider when they support teachers at the schools. She seemed aware that though they can be referred to generally as Sesotho Home Language teachers; they are different individuals possessing different teaching and learning styles, therefore if they cannot be forced into a *'descriptive'* way of doing things, they can be able to perform their curriculum activities that was best suited to their personal preferences, as well as the context. The aforementioned discourses were evident in the statement: *'tools to suit different schools must not be prescriptive, it has to be adaptive'*. The following statement differs with the view of other participants: *'Just imagine how many tools we are going to end up with if every teacher or school is allowed to design tools'*.

**Analysis at a discursive practice level:** The above extracts have an element of contradiction where the other participant seeks consistency and the other participant seeks adaptive curriculum activities. Both the participants reveal how different we are as people and that things should not be designed following individual preferences, but be practiced following the identified organizational needs rather than personal ones. Different areas have to be taken into consideration when adapting curriculum tools.

#### **5.4.3 Lack of relationship and teamwork**

The changes that teachers are required to make in their practices as behaviours could be viewed, then examining theories of behavioural change, and factors affecting such changes, Could be extremely helpful in identifying factors which might inhibit effective curriculum support (Sanders, 2006:40-42). South African teachers' self-efficiency regarding implementing an innovation has important implications for teachers who are

expected to make changes, because teachers will have different beliefs concerning constraints imposed by Learning Facilitators, such as curriculum coverage, explained as covering curriculum according to the expected milestones for each term and preparing for examinations. This created a tension between the need to cover the syllabus, compromising quality and curriculum coverage by learners and teaching for understanding (see Section 3.3.3.3). In our meeting we came to the agreement that teamwork work goes hand in hand with relationship. Thus; relationship was a prerequisite to teamwork and teamwork ensures the achievement of goals. However, the generated data indicated that there are some challenges regarding relationships and teamwork. The Learning Facilitators do not regard themselves as teachers or teammates. To substantiate these discourses are the following extracts:

**Mmarona:** *Sometimes Learning Facilitators take too long to avail themselves at the schools. When they visit it is a rush-rush work which leaves us confused on what is expected from us.*

**Molala:** *During the school visits Learning Facilitators do not involve all teachers during feedback session.*

**Dr:** *PAR advocate Intra communication as it solves most of the disagreements.*

**Tshidi:** *Ladies and gentlemen let's not forget that we are part of the solution. Change has to start with all of us.*

**Analysis at a textual and spoken-word level:** The statement '*Learning Facilitators take too long to avail themselves at the schools*' indicates that the notion of teamwork was compromised at the schools. The statement '*PAR advocate Intra communication, as it solves most of the disagreements*' shows that absence of teamwork between the Learning Facilitators and the teachers leads to teachers being the ones to bear the consequences of not knowing 'what is expected from' them. The statement '*let's not forget that we are part of the solution. Change has to start with all of us.*' It become evident that we have to all take part in bringing change in schools.

**Analysis at a social structure level:** It seemed teamwork was far from being attained in the schools and seemed to persist in the years to come; the behaviour which was encouraged by the Learning Facilitators as '*during the school visits Learning Facilitators do not involve all teachers during feedback session*'. This was a dangerous

practice, which was also overshadowed by power abuse, dominance, discrimination and has an element of favouritism; leaving teachers with unresolved issues.

**Analysis at a discursive practice level:** The above extracts reveal that in as far as the Learning Facilitators are conscious of the dissatisfaction amongst teachers based on the support given, the curriculum for Sesotho Home Language will continue to be threatened. This was clear in the extract *'when they visit it is a rush-rush work which leaves us confused on what is expected from us'*. It was clear that empowerment happens magnificently in the environment of liberty and transparency and authenticity was the corner stone.

#### **5.4.4 Not developing team priorities**

According to the Act one of the organising principles was to show competency in selecting, and sequencing of different priorities in a team. South African teachers could successfully implement required changes if they were given appropriate training that provides necessary knowledge and skills development. Training also helps foster teachers' interest and commitment to continue using gained expertise (see Section 3.3.3.4). The participants were of the view that the curriculum content should be in line with the teachers' expertise, as they are the ones responsible for curriculum activities, otherwise the curriculum would face challenges whether the Learning Facilitators are giving support in schools or not. The literature merges with the participants' views that if the goals and values of the programme are not seen to be in line with those of the teacher then the chances of the innovation being superficially implemented, or not being implemented at all, were very high (see Section 3.3.3.4). The extracts authenticating the points discussed reads:

**Sekere:** *We sometimes wonder whether all Learning Facilitators take part when the curriculum is developed.*

**Dipuo:** *Adding to Mme Sekere, it looks like they sometimes do not understand the appropriate content of Home language curriculum as a foundational language.*

**Masoso:** *The curriculum is not a problem; the problem is other subject like Sesotho Home Language Learning Facilitators who are sometimes not trained appropriately.*

**Tshidi:** *Sometimes we are part of the team which develops curriculum.*

**Analysis at a textual and spoken-word level:** It was evident in the extracts that the Learning Facilitators' competency was sometimes questioned following the debate that led the participant's decision that *'they do not understand the curriculum content'*, while the other participant; Masoso finds the challenge to be rooted in specific training for Home languages.

**Analysis at a social structure level:** It was clear that the Learning Facilitators are also unfairly treated by the Department of Education if they could be burdened with the responsibility as huge as the teachers' support yet *'Learning Facilitators were not trained appropriately'* and sometimes they were not included in the development of curriculum all the time.

**Analysis at a discursive practice level:** *'We sometimes wonder whether the Learning Facilitators take part when the curriculum is developed'* was a statement that indicates disappointment in the teachers perhaps due to the absence of prioritization of work from the Learning Facilitators. The participant gives the impression that she can never trust to be supported by the Learning Facilitators; a feeling of looking down on Learning Facilitators with the claim that *'they sometimes do not understand the curriculum content of the subject they are supporting'*.

### *Reflections*

Based on the analysis above, it was evident in the extracts that the Learning Facilitators' competency was questioned following the debate that led the participant's decision that *'they do not understand the curriculum content'*, and teachers do not always receive enough curriculum support from their School Management Teams, from the HOD upwards. It was interesting that what the participants were saying concurs with the literature (see Section 3.5.4). Sesotho Home Language teachers do not receive adequate curriculum support from their Departmental heads and Learning Facilitators. What was surprising, was that HODs have their own side of the story, which was that they are treated unfairly, as they are expected to support subjects that are not their areas of specialty just because they are HODs.

## 5.5 CONDITIONS FOR THE IMPLEMENTATION OF THE FRAMEWORK

This section focuses more on the conditions that may guide the success or failure of implementation of the framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers. The following points will guide our focus: common vision and mission, team priorities, capacity building workshops and action plan.

### 5.5.1 Common vision and mission

The literature findings indicated that both the vision and mission are the supporting mechanism in the whole education system; they act as a plan on which all the people concerned should remain true to such plans only if such are common to all of them (see Section 3.3.4.1). It was further indicated in the literature that teachers should have the feeling of ownership of the framework to be able to work towards its success; as long as teachers see themselves as practitioners of the other people's plans, it would be difficult to commit themselves fully into their practices (Ware, 1999:7). The generated data revealed that teachers were usually troubled by understanding of their schools' mission and vision. This was evident in the participant's statement. The mission and the vision of the school needs to be adjusted so that teachers teaching Sesotho can visualise where they fit in the whole picture.

**Mmarona:** *Ho bala le ho hlophisa policy document mmoho hore re utlwisise ka ho lekana.*

*[Developing policy documents together and reaching a mutual understanding helps us).*

**Dipuo:** *(Ho re thusa hore re ikamahanya jwang le Mission and Vision ya dikolo tseo re rutang ho tsona)*

*(It helps us to ensure that we are aligned with the School's mission and vision where we teach.)*

**Sebata:** *It is very important that School Management Teams must sit down with the teachers of the school and take them through the mission and vision of the school.*

**Botala:** *I agree, so that they can support it and work towards achieving it.*

**Analysis at a textual and spoken-word level:** From the statement above, it was clear that the mission and vision are socially constructed for them to have meaning and also to ensure that people stay intact to such policies. It seems the teachers at the school where Mmarona was teaching, are aware that teamwork was the best option for developing that which can bind them to the attainment of the policy objectives.

**Analysis at a social structure level:** The statement *‘developing policy documents together and reaching a mutual understanding’* was a powerful one, indicating that teachers and Learning Facilitators should come together as one to develop ways to help one another in order for the Sesotho curriculum to be given justice. Working together helps people to understand what is expected of them.

**Analysis at a discursive practice level:** For teachers to be able to understand what was expected of them; to achieve the objectives, they do not have to wait for the officials to tell them what to do or what is expected of them. It means that teachers must take charge and do not have to wait for the Learning Facilitators for support while they can make meaning of their practices from real experiences; the ones which would be meaningful in their own contexts. From the statement it was evident that when teachers work together they are able to own their school’s vision and mission, thereby contribute fully to the success of the policies, which will lead to the success of Sesotho as a Home language.

### **5.5.2 Team priorities**

The literature revealed that people’s behaviour was influenced by their socio-cultural norms and that through direct interventions by change agents, people can change their attitudes, values and skills. This was further compounded by lack of adequate human resource development and lack of physical resources, which seemed to have been overlooked by the reformers (see Section 3.6.2). To add to this literature review, the participants indicated that the Learning Facilitators as the human resources supplementing that which must be done at the schools, they should first be developed so that they remain above the waves at all times. In this way they would be able to provide the support required of them at the schools. The extract below serves as an indication of the need for Learning Facilitators to be developed:

**Dipuo:** *Learning Facilitators have to be fully developed on the content of the subject they are supporting teachers on, so that they can support teachers effectively.*

**Sebata:** *Learning facilitators themselves need to work together with their colleagues from different provinces to share best practises in their respective subjects (Sesotho Home language).*

**Analysis at a textual and spoken-word level:** The words *'have to be fully developed'* indicates that the participant was aware of the knowledge gaps of the Learning Facilitators, and that sometimes the content knowledge they have can never be sought to *'support teachers effectively'*.

**Analysis at a social structure level:** It seems the participant is consciously aware that as things keep changing with the time, the Learning Facilitators' content knowledge also has to be improved so that when they offer support to teachers, it is an informed one. It becomes quite alarming for the Learning Facilitators to think they can support teachers while their knowledge content is not up to standard. For the participant to indicate that *'Learning Facilitators have to be fully developed on the content of the subject they are supporting teachers on, so that they can support teachers effectively'* shows that she has been teaching for quite some time, therefore she is able to pick up when Learning Facilitators are not up to the task they are given, hence the need to be developed in terms of content knowledge.

**Analysis at a discursive practice level:** The above extract indicates that even if the Learning Facilitators can avail themselves at the schools to support teachers, the assistance they may try to initiate is likely to be side-lined following the claims that the subject knowledge they possess *'have to be relevant and fully developed'*. For the participant, the teachers should not receive the support from Learning Facilitators unless they are more developed, because the support they might give, might not be *'effectively'* implemented.

### **5.5.3 Capacity building workshops**

When teachers are required to change their roles and classroom practices, they may need to change previously held attitudes and beliefs before they can successfully implement the required changes (see Section 3.3.4.3). This is what the literature

revealed, but the generated data, as well as the discussions showed that for the changes to be implemented effectively, teachers should be guided so that the information required, are uniform across the country. The following extracts are the evidence to this revelation:

**Mmarona:** *Our lessons are not binding. We still need the guidance from the Learning Facilitators so that we can do the same things.*

**Dipuo:** *PLCs (Professional Learning Communities) at school level must be effective for collective planning.*

**Sethojane:** *Communication must be improved, it has to be a two way from both parties (Learning Facilitators and teachers).*

**Sekere:** *School visit reports has to be communicated first with the teacher concerned before they can be discussed with the SMTs.*

**Sebata:** *Adding. To avoid misunderstandings and negative reports that might dent the image of the teacher.*

**Analysis at a textual and spoken-word level:** The phrase ‘*lessons are not binding*’ gives the impression that the teachers do as they please at the schools hence, the participant laments for ‘*guidance from the Learning Facilitators so as to do same things*’. This extract further gives the impression that schools in South Africa are autonomous, such that every school can decide what content to teach and what not to teach, which is not factual.

**Analysis at a social structure level:** The participant (Dipuo) indicates that the school was an organization, therefore the different stakeholders in the school should work together with planning matters, so that any problem relating to the school can be tackled as soon as it occurs through ‘*collective planning*’. Sethojane, on the other hand, insists on the Learning Facilitators to perform their task of providing support to the teachers no matter what. He further shows that the support cannot only be school visits, but also the ‘*communication*’ can also serve as a means of support, unlike currently when they regard themselves ‘as the only source of information’ to teachers.

**Analysis at a discursive practice level:** It seems the teachers are consistently troubled by the fact that the Learning Facilitators do not value communication at all levels and the manner at which they abuse their power upon the teachers. The

teachers are however aware that though the Learning Facilitators do not have intentions to neither communicate or avail themselves at the schools for clarifying things, they do believe that the Learning Facilitators could guide teachers so that teachers 'can do the same things' perhaps through workshops as the means of capacity building.

#### **5.5.4 Plan of action**

The literature revealed that teachers should be involved in the developmental processes of things that are of concern to them, such as curriculum and educational policies so that they can take ownership of such innovations; this way the necessary changes would be easy to make (see Section 3.3.3.4). The participants agreed that a school was one of the societal organizations comprised of different stakeholders, which follow the hierarchical/top-down management. The participants were in consensus that some elements contributing to the success of the school are effective communication, teacher development programmes, continuous support and clear timelines for implementation. The generated data revealed that there should be teamwork among the different units in the schools. The evidence unfolds in the following comment:

**Sethojane:** *SBST (School-Based Support Team) should accommodate all management teams so that they can help where there is a problem.*

**Dr:** *What is the role of SBST in schools?*

**Morata:** *It is a group of teachers and SMTs who are responsible for giving differentiated support to identified learners through guidance of officials from Inclusive Education.*

**Sebata:** *Are they effective in all the schools with special focus to Sesotho Home Language Mme?*

**Masoso:** *No Mme not in all schools. As long as teachers can have transparency of assessment used before the learner can be referred to the SBST for support.*

**Analysis at a textual and spoken-word level:** The participant was aware that as the school is built-up of different phases; each with a special role to play. The statement '*School-based support team should accommodate all management teams*' indicates

that for things to go as planned there was a need to embrace the contributions of others in the school to ensure that the innovations become successful.

**Analysis at a social structure level:** The schools are social spaces consisting of different individuals with different interests, preferences, influences, as well as different backgrounds. All of these elements do not matter as long as people can understand what binds them as a school community. This therefore calls for all the people in the school to know the roles they play in the school so that healthy working relationships are maintained and so that transformation can be embraced to improve the teaching of Sesotho Home Languages.

**Analysis at a discursive practice level:** The participant is consciously aware that if the '*SBST cannot accommodate all management teams*' some problems can arise in the school. This means that the schools should adapt the top-down management approach, which can work through clarified roles and effective communication. Without communication the planned innovations might fail even before they are implemented.

### *Reflections*

The discussions above revealed that teachers should be involved in the developmental processes of curriculum matters that concern them, such as the latest developments, which improve curriculum implementation in curriculum and educational policies so that they can take ownership of such innovations. By so doing the necessary changes it would be easy to put it into practice. It was also divulged how participants long for a conducive learning environment, which allows growth and is free of domination and was distinguished by mutual respect and trust. Teachers are not satisfied with the type of curriculum support they receive, which does not touch on the methods of teaching Sesotho Home Language effectively, as they are given the opportunity to take the lead in their own learning, but minimally. This practice was not in line with CER, where active participation is indicated as a lead to new awareness of self, a latest intellect of dignity and new hope. Even PLCs and Lesson Study do not always serve their main purpose, because they are usually conducted as afternoon workshops where Learning Facilitators are the ones taking a lead instead of teachers.

The literature reveals and confirms what was discovered during our discussions. It would be appreciated if teachers can be exposed to an environment that was free of domination by experts from outside, where they can have freedom of collaboration

and communication with their peers in order to upgrade their knowledge. What was more surprising was that Learning Facilitators are being blamed for all these poor performances, which is sometimes not fair, because everyone must take responsibility and that teachers must remember that Learning Facilitators are given instructions from management in government.

## **5.6 EVALUATION**

This section outlines the practices that were used as the means to address the challenges regarding the roles and responsibilities of Learning Facilitators. They will be discussed as a structured framework, built-in programme at collage level, regular capacity building workshops and action plan.

### **5.6.1 Structured framework to stipulate the roles of Learning Facilitators**

The literature revealed some of the roles of Learning Facilitators as to use their expertise on curriculum and skills to support teachers, based on needs which are aligned with values and principles of the relevant policy framework (Employment of Educators Act 76 no 6 of 1998). Other roles were to serve a particular service like providing curriculum support, motivate and inspire teachers' behaviour so that they form part of the contributing stakeholder towards goals of the Department of education. The generated data on the roles and responsibility of the Learning Facilitators are revealed:

**Masoso:** *Learning Facilitators sometimes preach different gospel and issue different tools in schools of the same cluster.*

**Tshidi:** *Follow up on PLCs as well as their coordinators for their effective functionality and extending them to other schools so that best practices can be shared amongst all teachers.*

**Dr:** *The role of PLCs is to promote the culture of accountability and responsibility and self-regulation.*

**Analysis at a textual and spoken-word level:** The statement '*Learning Facilitators preach different gospel in schools of the same cluster*' indicates that the participant is

surprised at how the Learning Facilitators are doing, which seem to rail away from their sole role as curriculum supporters in the education system.

**Analysis at a social structure level:** The other participant indicated that while the Learning Facilitators continue to turn the blind eye unto their responsibilities, the schools and teachers can consider turning to the PLCs for the support '*so that best practices can be shared*'. '*Learning Facilitators preach a different gospel*' was a statement which discloses the Learning Facilitators' element of power abuse, dominance and social inequality unto teachers. For the Learning Facilitators to have to drift away from their work descriptions, leave teachers stranded, thereby impacting negatively on the curriculum implementation of Sesotho Home Language.

**Analysis at a discursive practice level:** The extract reveals some power abuse in the South African education system where intentionally the '*Learning Facilitators preach the different gospel*'. This can reveal a myriad aspects, such as the ability to perform the task; inadequate content knowledge; or as the way to show their dissatisfaction towards the educational authorities.

### **5.6.2 Built-in programme at college level**

There are programmes and initiatives where Department of Education has designed some strategic frameworks for teacher education and development (see Section 3.3.5.2). The teacher development institutions like colleges and universities are expected to align their curriculum with the latest developments of what was taking place in the schools' curriculum so that what the student teachers are practicing are in line with appropriate content knowledge, which Learning Facilitators have to acquire. The discussions at the meeting added that there was a need to introduce more programmes where the Learning Facilitators, as well as the teachers can attend to upgrade their knowledge base for supporting and improving curriculum activities respectively. The participants were of the view that the programmes should be developed in the manner that would allow the teachers and the Learning Facilitators to access appropriate knowledge throughout the country's colleges and universities, in both the pre-service and in-service programmes. This is revealed in the following extracts:

**Morata:** *Sometimes we blame the Learning Facilitators for lack of content knowledge while we should be blaming the colleges and universities.*

**Botala:** *And for designing the curriculum which is not aligned with the latest content taught at the schools.*

**Molala:** *The colleges offer different course materials.*

**Diperekisi** *Sometimes the content knowledge depends on the college that one attended, for example how relevant their material is to the content to be taught.*

**Analysis at a textual and spoken-word level:** ‘*Sometimes we blame the Learning Facilitators*’ was a statement that shows someone who was feeling for other people. Molala seems to be tired of the manner in which the Learning Facilitators are thrown in the deep end and reveals that they are forced by circumstances to act as they do. The participant was aware that the colleges and universities are the ones to be blamed for the curriculum that is unable to instil appropriate content knowledge.

**Analysis at a social structure level:** The phrase ‘*colleges offer different course materials*’ shows that the colleges are the ones contributing to lack of content knowledge and the methods of teaching the language to both teachers and Learning Facilitators. For the participant (Molala) it was possible that the Sesotho Learning Facilitators and teachers possessing the equally weighed qualifications can have different content knowledge ‘*depending on the college that one attended*’. This reveals that it was high time that the universities and colleges develop a uniform curriculum so that all the teachers possessing similar qualifications, similar content knowledge and more focus to be given to the Sesotho Home Language curriculum in this country.

**Analysis at a discursive practice level:** The extracts reveal that the college and university curriculum are at times set out separate from the schools’ curriculum, or vice versa. This was an indication that there is some element of social inequality prevailing in the South African education system to the extent that there could not be a communication between the Department of Education and higher educational institutions to see to it that the higher educational institutions design the curriculum that aligns with the schools’ curriculum.

### 5.6.3 Capacity building workshops

Capacity building workshops are usually held on a particular subject for a specific target group on request and they should be regular to maintain consistency amongst colleagues (see Section 3.3.5.3). A workshop programme has to be developed and subject matter experts and facilitators should assist with the content outline (Citrus Academy, 2019: Online). The generated data was in line with the literature, which further indicated that teachers as well are experts since they have pedagogic content knowledge, which can be used when holding school-based workshops. Teachers can always share such knowledge amongst themselves to be able to improve their curriculum activities. The evidence to the discussions unfolds in the following extracts:

**Dipuo:** *Database of teachers per subject so that there are substitutes who are already trained on the latest information per subject fully.*

**Dr:** *Teachers must as well take charge of their teaching.*

**Tshidi:** *Not that they have to be there physically but by just facilitating and following up PLCs coordinators will assist for their effective functionality.*

**Analysis at a textual and spoken-word level:** *'Database of teachers per subject so that there are substitutes trained on the latest information fully'* was a statement that affirms the power of teamwork at the schools. The *'pool of teachers'* as indicated would enable consistency of knowledge transmission so that when the other teacher is absent, another can take over so that curriculum activities are not affected.

**Analysis at a social structure level:** The Learning Facilitators' role at the school is to offer support to teachers. At times support is more judgmental than developmental. The comment from Tshidi revealed that support does not mean that Learning Facilitators *'have to be there physically but by just facilitating and following up PLCs coordinators'* can also be seen as a support which aids teachers to become independent and perhaps use any available tool to aid their curriculum activities just as the Bricoleurs do.

**Analysis at a discursive practice level:** *'Teachers must take charge'* indicates that teachers also have the power to change their practical life to be a relaxed environment and stress free. This means that the teachers do not have to wait for the Learning Facilitators to tell them what to do, yet they can collectively devise some actions to

ease their work-related challenges. Sometimes waiting is not worth it, while all the solutions might be right at the teachers' finger tips.

#### **5.6.4 Plan of action**

An action plan provides a detailed layout of the tasks required to achieve a goal. It breaks down the method into actionable steps, based on a stipulated timeline. This could also apply to an employee who is trying his level best to improve job performance. A section or school implementing relevant changes in it, was cited as an example. An action plan should give a clear roadmap to arrive at one's destination. It supports affectivity and efficiency by linking it with the time lines. It makes it easy to track progress, not ignoring keeping the project within the budget. This includes having a written plan of action template in Smart sheet, a collaborative and execution platform that empowers individuals to plan, manage and report better. There are steps that need to be followed to make sure that an action plan is successful: define the problem, collect and analyse data, clarify and prioritize the problem, write a goal statement for each solution, implement solutions and lastly monitor and evaluate.

**Dr:** *Monitoring should be accompanied by mentoring.*

**Sebata:** *No information imposing. Let's all have a say.*

**Tshidi:** *Monitoring can be extended to other stakeholders with interest to teaching of Sesotho Home Languages.*

**Sebata:** *When monitoring, start first with appreciation then highlight challenges.*

**Analysis at a textual and spoken-word level:** The *'phrase monitoring should'* indicates that the participant were certain of what should be done to enhance the Learning Facilitators' roles of support of Sesotho Home Language at the school. It is clear that the participants have evaluated the work of the Learning Facilitators and had identified monitoring as the element which comes out rarely on their school visits.

**Analysis at a social structure level:** The statement *'monitoring should be accompanied by mentoring'* indicates that since Learning Facilitators are dealing with different personalities, they too are human and therefore are challenged on a day-to-day basis and should as well be supported so that they perform their roles to the best

of their abilities. It seems that the Learning Facilitators are left at the deep end and are expected to swim their way out by the department of education, which does not seem to have enough capacitating programmes to support Learning Facilitators. This reveals that Learning Facilitators are in this case abused and dominated by the powerful Department of Education for not putting into consideration that Learning Facilitators have a right to stress-free working conditions so that they too can perform their roles and responsibility effectively to support the teachers teaching Sesotho.

**Analysis at a discursive practice level:** *'Monitoring should'* is a statement which indicates that Learning Facilitators should be followed-up whether they are performing their roles as required. This leads to the realization that the education follows a hierarchical management system where different stakeholders have a distinctive role to play and where they have to report when the work is done.

### *Reflection*

Reflection on the discussions above indicates that, sometimes we blame the Learning Facilitators for lack of content knowledge while we should be blaming the colleges and universities for designing the curriculum, which is not aligned with the content taught at the schools in different phases.

PLCs are, therefore, able to reinforce the theory teachers learnt from curriculum workshops and training. What is more surprising is that, co-researchers indicated that at times support is more judgmental than developmental. So it became difficult for teachers to learn from it. They attach more negative attitudes to school visits, than being positive about it. It was clearly indicated that education is a process that requires all levels of education to work collaboratively to enhance the teacher leadership practices in schools (Mbanjwa, 2014:22). What is interesting is that co-researchers came up with a solution to assist each other, namely for both Learning Facilitators and teachers to design a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers.

## **5.7 SUMMARY OF THE CHAPTER**

The chapter basically focused on how the role of Learning Facilitators can be enhanced when supporting Sesotho Learning Facilitators and how face-to-face

regular meetings could assist to enhance them. The co-researchers jointly settled on creating a framework on enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers. It highlighted the presenting and analysing of data, as well as interpreting and discussing findings with the aim of formulating a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers. This was done in accordance with the five objectives of the study, which were mentioned in Chapter 1 (see Section 1.3), namely, to confirm the need for formulating the envisaged framework focusing on organising principles, literature review and data generated, which was capacity building, interpersonal relationships, inadequate content knowledge and insufficient curriculum support. This was followed by identifying the components of solutions necessary for the implementation of the framework. This was followed by the exploration of the conditions conducive to the sustainability of the framework and also to expect possible threats that may hamper the successful implementation of the framework, and measures to overcome them. The last objective focused on providing evidence of successful implementation of the framework. The next chapter will discuss the findings of this study, and will make recommendations.

## **CHAPTER 6 :**

### **RECOMMENDATIONS, FORMULATION AND PRESENTATION OF THE FRAMEWORK**

#### **6.1 INTRODUCTION**

The aim of this study was to develop a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers. This chapter presents the discussion of findings, which lead to derive at the recommendations, as well as to motivate and present the formulation of the proposed framework. This chapter will start by providing the background of the study, which includes a statement of the problem, the research question, as well as the aim and the objectives of the study. Furthermore, the findings, conclusion and recommendations relating to the formulation and implementation of the framework will be discussed, based on the objectives outlined in Chapter 1 of this study. Firstly, to demonstrate and justify the need for the development of a framework; to identify the main components of a suitable framework for enhancing the role of Learning Facilitators; to anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators; to explore conditions conducive for the successful implementation of such a framework to enhance the support of Learning Facilitators; and to monitor the functionality of the envisaged framework findings on challenges that justify the need for a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers will be presented. A chapter summary and study summary will be provided.

#### **6.2 BACKGROUND OF THE STUDY**

The district officials` primary aims are to offer immediate support to schools because of their proximity (The Policy on the Organisation, Roles and Responsibilities of Education Districts (DBE, 2013). They serve as the link between the Department of Basic Education, Provincial Education Department and schools (Motshekga, 2012: Online). Although Sesotho Learning Facilitators are supported by provincial office officials, learner performance is still not satisfactory (DBE, 2014:15). Australian universities developed a built in professional knowledge as a corrective measure by

accommodating a combination of sources in their content – they moved from a content-based to process-driven curriculum of Home languages (Biggs, 2003:57) (Boreham & Hall, 2000:173-196). In Ghana an oppressive pedagogy, which has its roots in history and curriculum support for Home languages, is still in force (Ajayi *et al.*, 2009:46). In that country, they still regard Learning Facilitators as subjects of the learning process, while the teachers are regarded as mere objects. Mprah (2008: Online) emphasises the importance of the teacher-learning-facilitator relationship and the contribution it could make to improved learner performance.

Rasellimo, Mahao (2015:4) and the MoET in Lesotho (2005:41) include train-the-trainer methods, which provides meaningful support, but has never had a positive impact on Lesotho's education system. Bantwini and Diko (2011:22) emphasised that even though South Africa play a significant role in many ways, the country still has to design a legislative framework that spells out Learning Facilitators' capabilities and core functions.

### **6.2.1 Research question**

*How can the role of Learning Facilitators be enhanced so that they can support teachers teaching Sesotho Home Language effectively?*

- To demonstrate and justify the need for the development of a framework;
- To identify the main components of a suitable framework for enhancing the Learning Facilitators;
- To anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators;
- To explore conditions conducive for the successful implementation of such a framework to enhance the support of Learning Facilitators; and
- To monitor the functionality of the envisaged framework.

### **6.2.2 Research aim and objectives**

Once this research study has been completed, it will provide answers about support given to teachers teaching Sesotho Home Language by Learning Facilitators. The lesson learned could be adapted and applied in other settings to address similar

problems. The body of knowledge on education management will benefit greatly from this study, as will the Department of Education, the districts and Learning Facilitators themselves, as the latter's roles will be enhanced. Learning Facilitators will also benefit by knowing exactly what their roles are when they support teachers. The following are the objectives of this study: to demonstrate and justify the need for the development of a framework; to identify the main components of a suitable framework for enhancing the role of Learning Facilitators; to anticipate possible threats that may hinder successful implementation of the framework for Learning Facilitators; to explore conditions conducive for the successful implementation of such a framework to enhance the support of Learning Facilitators and to monitor the functionality of the envisaged framework.

## **6.3 FINDINGS**

### **6.3.1 Findings on the need for designing the framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers**

The findings of this study will help to respond to the aforementioned research question and to inform the creation of the constructed framework to be presented in Section 6.6. The findings are presented following the reviewed literature, which was provided in Chapter 3 of this study and the empirical data that had been gathered and presented in Chapter 5.

#### **6.3.1.1 *Insufficient curriculum support***

More professional development of teachers from the Learning Facilitators on sufficient curriculum support could help the teachers to improve the disciplinary climate in the classroom even with teachers' teaching qualifications (OECD, 2018: A-50). Curriculum support on the basis of Sesotho Learning Facilitators is therefore needed so as to help Sesotho Home Language teachers to teach Sesotho in such a way that learner performance in this language is improved.

Teachers find themselves under a lot of pressure since the Learning Facilitators do not perform their roles adequately to support teachers at the schools. They usually

take too long before visiting schools for curriculum support, thus leaving teachers stranded on some aspects requiring professional guidance and support. Learning Facilitators within the South African education system are found to be not offering support, based on specific needs of Sesotho Home Language when they are at the schools, whilst offering support to certain teachers while other teachers are left to find their own way in the same school (see Section 5.2.1).

### **6.3.1.2 Content knowledge**

Competency in knowing and understanding the content and skills is required of the Learning Facilitators and that such should align with the skills prescribed by the national curriculum framework, in order to render effective support to teachers (RSA, 2003: A-50). One of the reasons for inadequate current content knowledge in Sesotho Home Language is lack of resources needed to support the implementation, which in turn hinders content knowledge of Learning Facilitators when supporting Sesotho Home Language teachers (Meier, 2011:552). For the Learning Facilitators to be able to offer support to teachers as expected, they need to have adequate content knowledge and the latest developments in the language. They also need to develop teachers on effective methods to be used to cater for all levels of learners in a classroom. (See Section 5.2.2). Adequate content knowledge on its own is power. It enables both Learning Facilitators and teachers teaching Sesotho to unpack essential elements of the Sesotho curriculum so that learner performance can be improved. Using the available resources, if the Learning Facilitators have adequate content knowledge, they would be able to utilise whatever is available to render the support needed by the teachers.

### **6.3.1.3 Interpersonal relationships**

Learning Facilitators are expected to provide a conducive environment that creates and fosters commitment and confidence among colleagues and teachers while promoting ways of fairness in a workplace. A lack of a free and open communication between the teachers and Learning Facilitators, as well as inadequate engagement to curriculum activities, hampers the curriculum accomplishments (ELRC, 2003) ( Maeko

& Makgato, 2016: Online). One can never neglect the fact that environment alone, when it is conducive, enables effective teaching and learning coupled with adequate support. Teacher support ranges from accommodative working conditions, which can be made possible by communication. It became evident that empowerment happens best in the environment of liberty. This means that whatever change regarding the curriculum, the Learning Facilitators should engage all Sesotho Home Language teachers and not only certain teachers, to discuss with them, as all teachers are directly or indirectly affected by the changes in the subject they bear some responsibilities to teach, as well as the consequences attached to its practice. Therefore for improved learner performance in Sesotho Home Language, the Learning Facilitators should begin to involve all teachers in matters that affect this subject in particular, since teachers are the ones bearing the responsibility to put curriculum in practice.

#### **6.3.1.4 Capacity building.**

Capacity building programmes are needed in a way to enhance Learning Facilitators' acquisition of professional knowledge. They aim to accommodate a combination of sources in their content as a measure to correct things (Biggs, 2003:57). Therefore, capacity building cannot be regarded as a once-off event, but it should rather be where information is accessed continuously and effectively facilitated. Growth can also happen where there is empowerment, technical development, mentorship role of consultation, as well as advice to learning of imperative pillars for increasing capacity (Fynn & Van Vuuren, 2017:190).

Capacity building is an important element in continuing teaching and supporting professionalism, as it keeps both the Learning Facilitators and the teachers above the waves. It helps them to be informed of the trends in the dynamic world. With capacity building programmes well thought out and structured, the Learning Facilitators would understand the ways of thinking and how these can be taught in order to support teachers in the best possible way, so that teachers are able to transfer the acquired skills unto their daily teaching activities. All the above points will assist to improve learner performance in Sesotho Home Language.

## **6.3.2 Findings on the main components of the framework**

### **6.3.2.1 Findings on personal professional growth path in curriculum support**

Personal growth in curriculum support is not only meant for the Learning Facilitators or teachers, but learners as well. When the Learning Facilitators are informed of their roles with regards to coordinated effective support to teachers, teachers would be able to improve their teaching practices, thereby impacting on learner performance effectively. All matters involving curriculum activities should be planned from the top to the bottom so as to allow the involvement and commitment of all concerned stakeholders. It is important for every school's stakeholder to ensure that acquisition of skills is ensured and shared across so that everyone in curriculum practice progresses to the best of their abilities (Kim &Care, 2018: Online). That is, teachers should be allowed to discuss what they use to improve their teaching practices. This can be done only if Learning Facilitators are to experience the professional growth in curriculum support.

### **6.3.2.2 Workplace building workshops.**

For Learning Facilitators to be able to perform their duties to the best of their abilities, they need to be equipped with knowledge and skills, the tasks which must be ensured by the department of education. For the Learning Facilitators to guarantee the Sesotho Home Language content and latest developments, they need regular subject related content workshops and also that, when they have adequate content knowledge on Sesotho Home Language, they would not deny teachers to unleash their creativity and innovation in the design of the teaching plans and other related teaching and learning experiences (see Section 5.3.2). Workshops are meant to empower teachers and Learning Facilitators equally. When the teachers have acquired more knowledge and skills, they should not be denied an opportunity to manipulate the content in a way to improve their teaching practices, as long as what they are doing is aligned with the curriculum demands. Because teachers find themselves in different contexts, it is important that they design their work while considering different context. Not giving teachers enough exposure to show their creativity, hampers the smooth flow of curriculum activities, which has impacted negatively on learner performance (Meier, 2011:552-553).

### **6.3.2.3 *Interpersonal relationships***

Working together requires schools' stakeholders to have good interpersonal relationships, since they come to the school bearing different backgrounds and personalities. Interpersonal relationships do not occur automatically. Training on interpersonal relationships is required as it contributes to the success of any organization when people are to foster good working relationships. Training on interpersonal relations will assist Learning Facilitators to be able to work well as a team or group and with other teachers more generally, as it will help them to communicate effectively with other people, colleagues, customers or clients. Interpersonal skills are therefore important in all areas of life at the places of work, in education and any social setting. Interpersonal relationships foster communication so as to improve work relations to the extent that teachers would start to own whatever is brought unto them, as long as it was well communicated. If the interpersonal relationships can be addressed, all stakeholders would work towards achieving the desired educational goals. Therefore, this affirms that Learning Facilitators need training on interpersonal relationships so that they can perform their duties effectively as required of them (Maeko & Makgato, 2016: Online).

### **6.3.2.4 *Capacity building programmes***

The purpose of capacity building is to strengthen the strategic and operational capacity of the Education and training system with more focus on the Learning Facilitators to sustain the major functions of planning, evaluation and management that are necessary to produce improved teacher performance, which will infiltrate to excellent learner performance (see Section 5.3.4). Learning Facilitators need to be developed professionally continuously, to promote a culture of accountability, responsiveness and self-regulation by exposing them to training or workshops. Capacity building programmes will help Learning Facilitators to acquire more subject content. It will instil working skills such as teamwork, creativity and innovation. Such skills will be unpacked through collaborative efforts from all parties involved. The collective determinations will be done to offer adequate support to teachers teaching Sesotho Home Language at school level. This will in turn improve Sesotho Home Language

proficiency and reading with comprehension amongst learners who are doing Sesotho Home Language as a subject (Biggs, 2003:57-58).

### **6.3.3 Successful implementation of the framework**

#### **6.3.3.1 Findings on involvement and engagement of Learning Facilitators**

For Learning Facilitators to be able to facilitate teaching and learning they need to have been trained adequately, where all areas of latest methods of implementation are covered, whereas the inadequately trained facilitators can impact negatively on how information is presented to the implementers (teachers) in South Africa (Rasebotsa, 2017:2). The Sesotho Learning Facilitators' involvement and engagement is not fulfilled in the South African education system, based on the fact that sometimes Learning Facilitators take time to visit teachers teaching Sesotho Home Language to render curriculum support. At times when teachers are visited by Learning Facilitators, they don't have enough time to develop the teacher teaching Sesotho, due to the workload allocated. This is because of the number of schools, which are allocated to that particular Learning Facilitator and this impacts negatively on performance. Even though Learning Facilitators are expected to work directly with Departmental heads, they still have to create a platform to interact with teachers to make sure that curriculum is implemented accordingly. If this platform is not created, the situation may threaten the curriculum activities to an extent that some teachers might not take Learning Facilitators seriously even when they have good intentions of support. (Rasebotsa, 2017:2-3).

#### **6.3.3.2 High level of participation**

The South African education system is challenged with a large percentage of Learning Facilitators who did not undergo or have been exposed to proper induction or training, lack of capacity and time allocation, lack of resources, as well as posts which take too long to be filled (DBE & DHET, 2011-2025:157). Therefore, it can be stipulated that those Learning Facilitators did not receive a clear job description on appointment and the few who have received one, indicated that their roles were not clearly indicated. Hence there are other threats in the South African framework, which includes no

meaningful support for some time where in other instances support is fragmented and uncoordinated.

#### **6.3.3.3 *Findings on relationship and teamwork***

Teamwork goes hand in hand with relationships. One of the requirements of team work is strong relationships, which ensures the achievement of goals. The absence of teamwork between the Learning Facilitators and teachers teaching Sesotho Home Language leads to teachers being the ones to bear the consequences of not knowing what is expected from them. South African teacher self-efficacy, when implementing an innovation, has important implications for teachers who are expected to make changes. Teachers will have different beliefs concerning constraints imposed by Learning Facilitators, such as curriculum coverage, explained as covering curriculum according to the expected milestones for each term, whilst not leaving any topic behind and preparing for examinations. This creates a tension between the need to cover the syllabus, compromising quality versus curriculum coverage by learners and teaching for understanding (Fynn & Van Vuuren, 2017:190-1).

#### **6.3.3.4 *Establishing team priorities***

South African teachers can successfully implement required changes if they are given appropriate training that provides necessary knowledge and skills development. Training also helps foster teachers' interest and commitment to continue using gained expertise (see Section 5.4.4). Teachers are the ones responsible for curriculum activities, the curriculum content should be in line with their expertise otherwise the curriculum will face challenges whether the Learning Facilitators are giving support in schools or not. This brings in the consideration of team priorities as an important element in the curriculum activities in which the Learning Facilitators' role and that of the teachers have to be well stipulated and be adhered to. Both the Learning Facilitators and the teachers teaching Sesotho Home Language must share different responsibilities accordingly.

### **6.3.4 Findings for the implementation of the framework**

This section is going to focus more on the conditions that may guide the success or failure of implementation of the framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers. The following issues will guide our focus: insufficient curriculum supports, content knowledge, interpersonal relationships and capacity building.

#### **6.3.4.1 *Insufficient curriculum support***

Both the vision and mission are the supporting mechanisms in the whole education system. They act as a plan on which all the people concerned should remain true to such plans, only if such are common to all of them (see Sections 3.6.1 and 5.5.1). Teachers should have the feeling of ownership of the framework to be able to work towards its success, as long as teachers see themselves as practitioners of other people's plans, otherwise it will be difficult to commit themselves fully into their practices (Ware, 1999:7). This explains that the mission and vision should be mutual to both Learning Facilitators and teachers. The duo should be communicated, clarified and developed together between the two parties. Mutual understanding will be reached, which will in turn enable the Learning Facilitators and teachers towards achieving the milestones as per the vision and mission of their respective schools. It is clear that the vision and mission are socially constructed for them to have meaning and also to ensure that people stay intact to such requirements. It is important also that for teachers to be able to understand what is expected of them and to achieve the objectives, they do not have to wait for the Learning Facilitators to tell them what to do or what is expected of them. It means that teachers must take charge and should not wait for the Learning Facilitators' support while they can make meaning to their practices from real experiences, particularly the ones which would be meaningful in their own contexts (Ware, 1999:7-8).

#### **6.3.4.2 *Content knowledge***

The teachers' behaviour is influenced by their socio-cultural norms and through direct interventions as change agents, they can change their attitudes, values and skills. This

was further compounded by inadequate human resource development and lack of physical resources, which seemed to have been overlooked by the reformers (see Sections 5.5.2). Therefore, for must be done at the schools Learning Facilitators as human resource supplementing, should first be developed on content so that they remain above the waves at all times. This way they would be able to provide the support required of them at the schools while on the other hand teachers will have to play their part as curriculum practitioners to enhance learner performance in Sesotho Home Language. Learning Facilitators and the Sesotho Home Language teachers become a Sesotho language team of which each player has a specific role to play in this team. Learning Facilitators are expected to offer adequate support and the teachers to create conducive teaching and learning environments to equip learners with effective acquisition of skills in Sesotho language to enhance learner performance.

Lastly early stimulation in Home language is effective because learners are exposed to language as early as Pre-Grade R. Organizations emphasized that early childhood programs create environments and learning opportunities that respect diversity, support connections between children, their families, and their communities. This promotes Home language acquisition, as well as the safeguarding of children's cultural identities (The Catesol Journal, 2019:23-50).

#### **6.3.4.3 Capacity building workshops**

The Learning Facilitators need to keep abreast of their roles and responsibilities as supporting structure for teachers, which can be enhanced through capacity building workshops. The capacity building workshops should be designed in a way to enable Learning Facilitators to change the previously held attitudes and beliefs before they can successfully implement the required changes. That is why they must be able to move with the changing times (See section: 5.5.3). Capacity building workshops should empower Learning Facilitators with knowledge to support teachers and not to channel them with how curriculum content can be taught. Learning Facilitators should also be creative and innovative to adapt the curriculum to meet the current needs, not only to base their thinking on the curriculum descriptions, but to source their support in a way to empower teachers to utilise anything possible to help learners acquire

more knowledge as per an individual's context, as long as such are geared to the achievement of curriculum objectives.

#### **6.3.4.4 Action plan**

The Learning Facilitators should be involved in the developmental programmes of the things that are of concern to them, such as curriculum and educational policies so that they can take ownership of such innovations. In this way the necessary changes would be easy to make (see Section 5.5.4). Since the schools are comprised of various stakeholders, some elements contributing to the success of the school are effective communication, developmental programmes, continuous support and clear timelines for implementation, which should be thoroughly planned with the concerned parties. Therefore, for curriculum issues to go as planned there is a need to embrace the contributions of all the stakeholders in the school to ensure that the innovations become successful based on ongoing teacher development programmes. Continuous monitoring, feedback, and realistic timelines for implementation have to be put on place.

A study conducted by Wildsmith-Cromarty and Balfour (2019:301) reveals that speed and accuracy in African languages (Sesotho) are good predictors of reading comprehension, which must be explained to language teachers according to Early Grade Reading Assessment (EGRA).

It must be made clear to teachers that although benchmarks may differ for different languages, the principle of decoding accuracy remains consistent across languages. The morpho-syntactic and phonemic structures (phonics and phonemic awareness) of these languages could influence both word recognition, segmentation and decoding processes (Wildsmith-Cromarty & Balfour, 2019:300). Learning Facilitators must advocate a text base, where different text genres are introduced, i.e. narratives in the early grades with the gradual introduction of recounts, procedural texts and information reports from Foundation phase to Intermediate phase. Based on the work of the Primary Teacher Education Working Group on reading and writing research in African languages, it responds to this concern by encouraging Learning Facilitators to adopt the strategy for effective introduction of Sesotho Home Languages.

### **6.3.5 Findings on evidence of promising practices**

#### **6.3.5.1 *Insufficient curriculum support***

One of the roles and responsibilities of Learning Facilitators is to use their expertise on curriculum and skills to support teachers based on the needs, which are aligned with values and principles of the relevant policy framework. Another role would be to serve a particular service like providing curriculum support, as well as motivate and inspire teachers' behaviour so that they can form part of the contributing stakeholder towards goals of the department of education. Every stakeholder has a distinctive role to play in the school. When Learning Facilitators continue to turn a blind eye unto their responsibilities, the schools and teachers can consider turning to the PLCs for the support. Best practices can be shared amongst teachers and the type of support needed can be identified by a cluster of teachers teaching Sesotho. When the structured framework that stipulates the roles of Learning Facilitators is developed, it will reduce the conflicts in the schools, which might arise due to unclear working boundaries; thus when every stakeholder's role is clear it will pave a smooth path in the working space, hence everyone will work towards achieving their expectations on attaining the curriculum objectives (OECD, 2018: A-50).

#### **6.3.5.2 *Built-in programme***

There are programmes and initiatives where the Department of Education has designed some strategic frameworks for teacher education and development (see Sections 3.7.2 and 5.6.2). The teacher development institutions like Colleges and Universities are expected to develop and align their curriculum with the schools' curriculum. This is done so that the Learning Facilitators and practicing teachers can acquire the appropriate content knowledge throughout the country. It is also for them to be able to access in both pre-service and in-service training programmes so that Learning Facilitators and teachers possessing equally weighed qualifications, cannot have different content knowledge, as per college where one acquired the qualification from. Without built-in programmes at college level, the system will forever leave Learning Facilitators at the dead end. This will result in them continuing not to offer effective support to teachers as required. Therefore, it is high time that higher educational institutions develop the uniform curriculum so that all Learning Facilitators

and teachers possess the same basic and structured basis, where all the basic methods to teaching and implementation will be dealt with in depth. Teaching qualification for Home languages can as well possess similar content knowledge with more justice being given to Sesotho Home Language curriculum in this country.

#### **6.3.5.3 Capacity building workshops**

Capacity building workshops are usually held on particular subjects for a specific target group on request and they should be regular to maintain consistency amongst colleagues (see Sections 3.7.3 and 5.6.3). A workshop programme has to be developed and subject matter experts and Learning Facilitators have to assist with the content outline (Citrus Academy, 2019: Online). Timely workshops can be organised by the department of education where the experts in Sesotho can be invited to enrich Learning Facilitators and teachers with content knowledge and other attached activities, such as teaching methods. Learning Facilitators, together with teachers, can as well be experts since they have pedagogic content knowledge, which can be used in school-based workshops where they can share such knowledge amongst themselves. Other teachers teaching Sesotho Home Language will be able to enhance and strengthen curriculum activities to improve learner performance. Sometimes waiting for the overloaded Learning Facilitator can compromise the Home language curriculum so much while the knowledge base is actually at the schools and can be considered and used effectively to enhance curriculum activities.

#### **6.3.5.4 Action plan**

An action plan provides a detailed layout of the tasks required to achieve a goal. It breaks down the method into actionable steps based on a stipulated timeline. An action plan also requires that all the stakeholders' roles and responsibilities be clear in terms of expectations and boundaries so that when things do not go according to the plan everyone in the school will account for their own shortcomings. An action plan should give a clear roadmap to arrive at one's destination. It can support affectivity and efficiency by linking it with the time lines. It makes it easy to track progress and not ignoring to keep the project on the budget. Having a written plan of action template

on a spread sheet can be a collaborative and execution platform that empowers individuals to effectively plan, manage and report better.

#### **6.4 PROPOSED FRAMEWORK TO ENHANCE THE ROLE OF LEARNING FACILITATORS IN SUPPORTING SESOTHO HOME LANGUAGE TEACHERS HOME LANGUAGE**

This section will focus on the formulation and presentation of the framework to enhance the role of Learning Facilitators in supporting teachers teaching Sesotho Home Language. The envisaged framework will be presented in the form of fragmented diagrams, which will later be converted into a single complete diagram to show interrelationship of all the components to indicate the importance of adherence in curriculum support. The framework will be formulated in three different diagrams, but related parts; the first inner part will be the part where all the components in the second part are attached, then the outer part will emerge as the form of pointers illustrating the outcomes of effective integration of all the components in curriculum support, and also to show that curriculum support needs to follow a cyclical process to ensure the improved learner performance in Sesotho Home Language. The next section will present and discuss all the components of the framework together with their roles in the framework.

##### **6.4.1 The inner part**



*Figure 6.1: Learning Facilitators*

Learning Facilitator “is a subject specialist who is based in a district office or circuit office and is tasked with facilitation of curriculum implementation, improvement of the teaching environment as well as the process of learning, whose duties are to visit schools, consult with and advise school principals and teachers on curriculum matters” (Stephen, 2018:6). Based on the findings, the researcher recommends that Learning Facilitators should offer effective support to teachers teaching Sesotho Home Language through mentoring, coaching, professional development and feedback upon lesson observations. Again Learning Facilitators must begin to give Sesotho Home Language the necessary prominence it deserves and needs to be equally protected and promoted accordingly. Their support should be done in such a way that it improves the quality of teaching and learning (Bantwini, King-McKenzie & Bogan, and 2013:30).

#### 6.4.2 The middle part



Figure 6.2: Training

Learning Facilitators should be trained on content knowledge and implementation skills so that they will reflect some competences in their work. Competence in this case involves the mobilisation of acquired knowledge, skills, attitudes and values to meet the varied teaching and learning needs (OECD, 2018:5). The researcher recommends that Learning Facilitators also need training in the form of intensive content-based

training, which will enhance adequate content knowledge, because inadequate content knowledge hampers the achievement of curriculum goals. When they possess adequate content knowledge they will be confident and would be able to support teachers teaching Sesotho Home Language in the most effective and efficient manner. This will have a positive effect on teachers who will then have a positive effect on student learning and development through their ability to deliver the curriculum. Sesotho as a Home language for various children is supposed to be laying a firm foundation for learners with regards to literacy skills, such as being able to read and write well. Learning Facilitators should also have good pedagogical, professional, communication and interpersonal skills to be able to play their expected roles at the schools (Kuncoro & Daribi, 2017:020043-1).

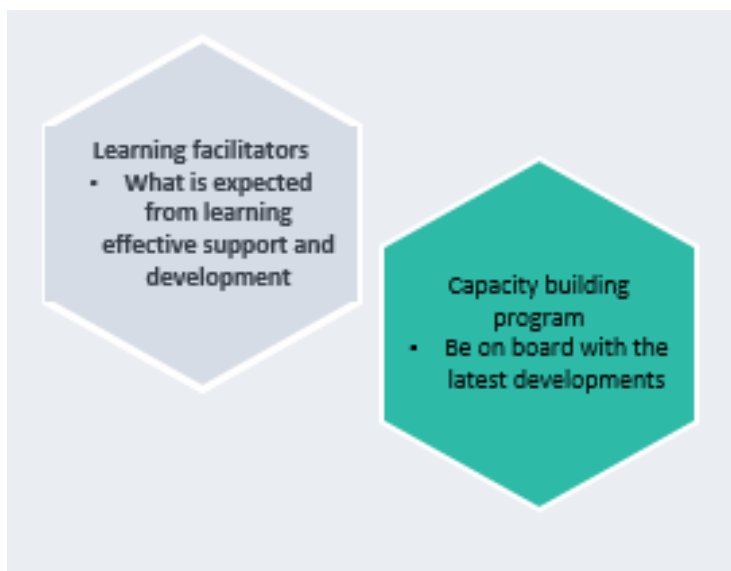


Figure 6.3: Capacity building programmes

The National Policy on the Organisation, Roles, as well as Responsibilities of Education Districts stipulates that education districts and circuit offices should conduct “school visits, classroom supervision, consultation, cluster meetings, suitable framework reports and other means”, in order to provide support to Learning Facilitators to be able to account for their performance (National Education & Development Unit, 2013:15). This recommendation is based on the finding on emphasising how parental choice and policies marginalise Sesotho Home Language, with regards to capacity building. It can be argued by the researcher that from the top-down perspective, National policies do not support Sesotho Home Language enough, because more attention is still given to English therefore, more support needs

to be given to the language and capable language policy specialists need to be allocated to work with Sesotho Home Language to increase capacity.



Figure 6.4: Induction

Induction is a process of describing the roles and responsibilities of Learning Facilitators, to be able to understand what they must do in order to support teachers effectively. It can be argued by the researcher that induction for Sesotho Home Language requires that Learning Facilitators be trained and developed on their roles and expectations; application of practical skills and the practices they need to apply in order to interact with other colleagues and teachers teaching Sesotho Home Language at the schools during support. The researcher recommends that the training as a means of induction, aims to build quality Learning Facilitators who are supporting Sesotho Home Language, who will portray in-depth theoretical and practical knowledge of school curriculum and principles attached to their, roles, responsibilities and practices. Thus, unclear roles and responsibilities bring some confusion regarding

priorities of Learning Facilitators, supporting Sesotho Home Language. With a bottom-up approach, parents still think that it is better if their children use English in the Foundation phase as the language of teaching and learning (LOLT), which hampers the progress of the language, therefore it is advised as part of the induction, for Learning Facilitators and teachers to work with parents in making them aware of the fact that Sesotho is also a serious language subject.

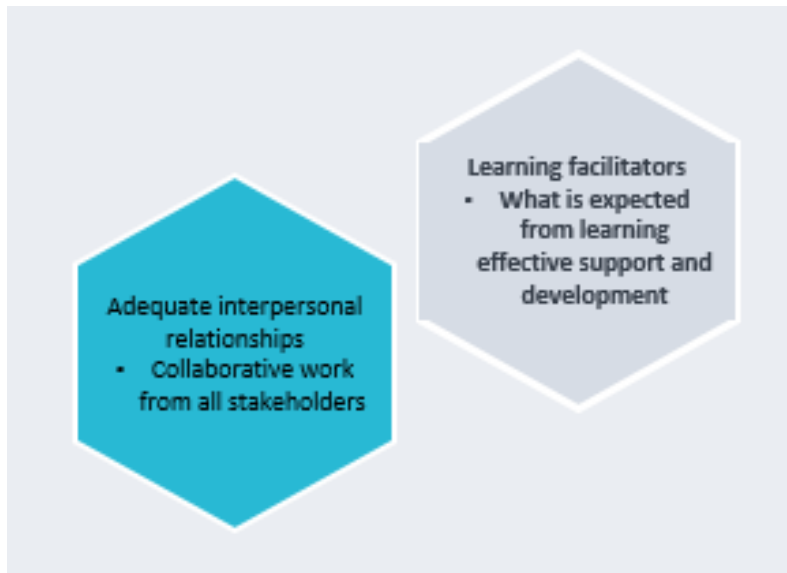


Figure 6.5: Interpersonal relationships

An interpersonal relationship is the most important skill, which endeavours to improve performance at the schools, as well as to enhance teacher practices so as to achieve educational goals. This is the skill which the Learning Facilitators should portray and utilise during support at the schools (Chambers, 2018:407-408). It is recommended by the researcher that for Learning Facilitators supporting Sesotho Home Language to maintain good communication, interpersonal relationships are very important, because it encompasses concepts such as communication, engagement and decision-making processes. The researcher argues that in as far as Learning Facilitators' roles are concerned, Learning Facilitators supporting Sesotho Home Language have to engage with teachers; therefore, they need to maintain good communication skills, which will lead to trusting interactive relationships through the involvement of teachers in matters that are of concern to them. This practice will motivate teachers teaching Sesotho Home Language to accommodate the support suggestions and put them into practice for the improved learner performance in Sesotho Home Language.

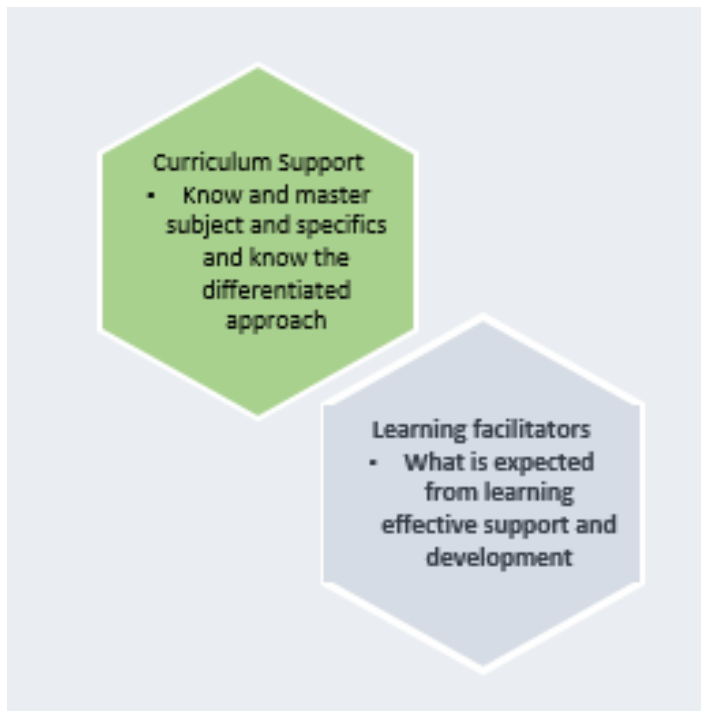


Figure 6.6: Curriculum support

Curriculum support should be given to teachers to be able to adapt and adjust to the curriculum changes (Govender, 2018:S1).The researcher recommends that Learning Facilitators supporting teachers teaching Sesotho should therefore be flexible to embrace the teachers' ideas and innovations, in relation to the subject specifics/characteristics and differentiated teaching approaches, as long as such innovations are aligned with the context and curriculum goals. The researcher also recommends that they should help teachers to develop skills that will prepare and help them to teach the Sesotho content towards the needs of the Fourth Industrial Revolution (FIR) for both teachers and learners to be able to move with the changing times, as they are living in the world which is technology-consciousness and the dynamic world by exposing them to E-learning education. E-learning can be used to expose and assist Learning Facilitators and teachers with content development, learner management and digital media productions. This can take place everywhere, using ICT (gadgets) or accessible multimedia learning keys (eLearning Industry, 2019:Online). Therefore, teachers can utilize these platforms to support teachers with, training, capacity building, resource allocation and utilization, awareness of the importance of the language and so forth with regards to curriculum support.

### **6.4.3 The outer part**

The outer part consists of the following outcomes: professional development, conducive working conditions and improved learner performance and are discussed herein.

#### *Professional development*

Professional development in the context of education refers to a variety of training, intended to equip all stakeholders involved in education with professional knowledge, skills and competences. Professional development encompasses important elements such as the way teachers, Learning Facilitators, administrators and other stakeholders learn and how they apply the knowledge and skills acquired in practice, so that they can support learning effectively (Postholm, 2012:405). It is argued by the researcher that teachers can be developed professionally from different settings, whether formal or informal. More focus should be placed on the needs analysis of teachers teaching Sesotho. These settings may include workshops per clusters, based on specific areas of development, PLCs and lesson study approaches to encourage and promote the culture of accountability, commitment, responsiveness and self-regulation. The researcher also recommends participation in various empowering courses, whether for certification or not, as well as classroom supervision or co-teaching according to expertise with other colleagues from the same school or different nearby schools.

#### *Conducive working conditions*

The conducive working environment provides comfort and security for all schools' stakeholders, teachers, learners, as well as Learning Facilitators in performing their distinctive duties/roles. The conducive working environment enables all the stakeholders to perform their tasks to the best of their abilities, which will in turn help the learners to achieve educational goals, hence improved learner performance (Kuncoro & Dardiri, 2017:43). Based on the findings, the researcher argues that poor working conditions for teachers, such as improper leadership and inadequate support from the Learning Facilitators supporting Sesotho Home Language, due to unsuitable goals, which are aimed too high or irrelevant, may hinder the teachers' performance, thereby impacting negatively on learner performance in Sesotho Home Language.

#### *Improved learner performance*

Improved learner performance is secured when learners master the learning content and show confidence in their abilities to perform what is required by the curriculum goals, and also when they show improvement in terms of learning content acquisition, advancing from one learning outcome to another (Teacher Ready, 2017: Online). The researcher recommends that Sesotho as a Home language for various children is supposed to be laying a firm foundation for learners with regard to literacy skills, such as being able to read and write in Sesotho Home Language. As of now, that is not the case for various reasons, one of which is that, the manner of offering Sesotho Home Language is greatly influenced by the manner in which English is taught to learners at different phases. This leads to Sesotho Home Language being compromised and learner performance being affected. Given that the skills of reading and writing are critical to the success of teaching and learning in Sesotho, as well as laying a firm foundation for teaching of other subjects. It is evident that a learner can think and construct a sentence faster using a Home language. The review of literature affirms that reading and writing, especially in one's Home language help the teacher to examine learners' abilities to present ideas in a sequential order (INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE), 2017). Therefore, the development of such skills need not be done by teachers alone at schools. Learning Facilitators supporting Sesotho have to take full responsibility to give assistance in this regard.

## 6.5 PRESENTATION OF THE FRAMEWORK TO ENHANCE THE ROLE OF LEARNING FACILITATORS IN SUPPORTING TEACHERS OF SESOTHO HOME LANGUAGE

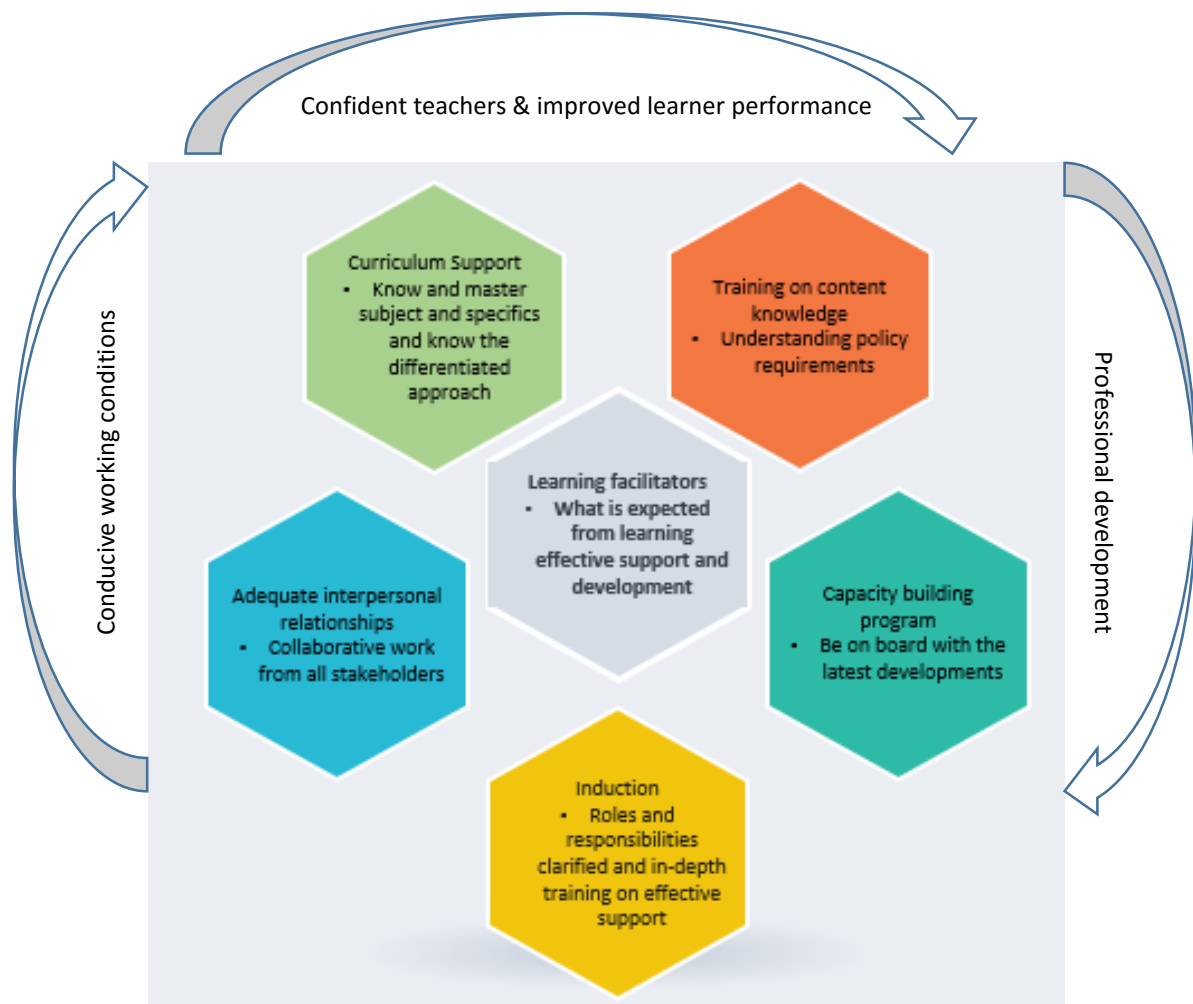


Figure 6.7: Proposed framework

Figure 6.7 presents the complete proposed framework as discussed in the foregoing sections of the particular chapter. As indicated in the figure, Learning Facilitators are located at the centre, because it is the main source of curriculum support. All the other components presented in the middle part are the measures important to ensure that teachers are supported to be able to practice curriculum activities effectively. Both the middle part's components, namely training and capacity building programmes will ensure that the Learning Facilitators are professionally developed in terms of professional knowledge, skills, values and attitudes to employ when supporting teachers at the schools. The other two related parts also placed at the middle are

induction and interpersonal relationships, which when considered, can contribute to the conducive working conditions. The last component in the middle part is curriculum support, which should be given to teachers so that they are able to implement the curriculum effectively; this will lead to the most important aspect in teaching and learning, namely the improved learner performance.

The components of this framework are differently coloured to show that each has a specific contribution to ensure in curriculum implementation, though none should be treated separately. The framework therefore proposes that if all the components can be considered as a continual process, Learning Facilitators' role will be enhanced through provision of adequate content knowledge, clarified roles and responsibilities, ability to create conducive working environment and accommodative interpersonal relationships, so as to support curriculum implementation.

## **6.6 LIMITATIONS OF THE STUDY**

This study does not generalise, but is subjective. Recommendations to be given here will not necessarily address everyone's problem, instead it will only concentrate on the affected people.

## **6.7 RECOMMENDATIONS FOR FURTHER RESEARCH**

The Learning Facilitators are tasked with the facilitation and advisory role for the specific subjects they have expertise on. Their role is to facilitate and support curriculum implementation and to monitor that the curriculum is practiced, following the subjects' specifications, in order to achieve educational goals. This means that Learning Facilitators are required to monitor teachers' performance based on the curriculum requirements. However, this study found that Learning Facilitators need to be empowered on content knowledge, skills, attitudes, values and competences. The aspect of Learning Facilitators' empowerment, following the findings of this study calls for further research in this regard.

## **6.8 SUMMARY OF THE CHAPTER**

This chapter presented the background of the study, which includes a statement of the problem, the research question, aim and the four objectives of the study. Furthermore, it presented the findings, conclusion and recommendations relating to the formulation and implementation of the framework, based on the four objectives outlined in Chapter 1 of this study, as well as findings on challenges that justify the need for a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers were addressed. Solutions proposed to address the challenges identified, were discussed. The conditions required for the successful implementation of the framework were outlined, as well as the threats that face it. Lastly the framework, which serves as a recommendation to address all the challenges that surfaced during the research period was formulated.

Furthermore this study has addresses its aim of formulating a framework given the problem statement that “there was insufficient, uncoordinated curriculum support given to native languages, particularly Sesotho as a South African home language”. Moreover, Bricolage as method was used holistically. Critical Discourse Analysis and Participatory Action Research as tools of research were utilised as the main components of the study. This study has therefore highlighted that South African Education Government is in need of quality language teaching and training in the African languages, particularly in Sesotho as a home language so that teachers may effectively and efficiently facilitate learning for their pupils linguistically (Wildsmith-Cromarty & Balfour, 2019:296-317). There need to be well-built constituents and resources and the development of reading norms and standard for Sesotho Home Language. This therefore requires an active, flexible attitude from teachers and Learning Facilitators so that maximum learning outcomes are achieved, like exceptional learner performance. It emphasised the needed tools, strategies and framework necessary to ensure that there is adequate support given to teachers by Learning Facilitators with regards to Sesotho Home Language.

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## ANNEXURE A: INFORMED CONSENT FORM (PRINCIPAL)

**Supervisor:** Dr B Moreeng  
University of Free State  
Nelson Mandela Drive  
Bloemfontein  
9323  
University of Free State  
[Boitumelo.moreeng@spu.ac.za](mailto:Boitumelo.moreeng@spu.ac.za)

Date: 05/05/2016

**Researcher:**

DA MALIEHE  
0825445785  
makimatutle@gmail.com

INFORMED CONSENT:

Dear Co- researcher: Teacher/principal and departmental officials

You are hereby invited to take part in this research Project titled:

**Designing a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers.**

My name is Dimakatso Ann Maliehe, and I am an M ED student at the University of the Free State Main Campus in Bloemfontein. I am currently studying towards a master's degree in

education (M. Ed) with University of the Free State. I have secured permission from Free State Department of Education to conduct research.

The main aim of the study is enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers.

The reason for this invitation is to solicit your general experience and knowledge on the support given to Sesotho Home Language teachers which will contribute positively to this study. All the stakeholders involved will benefit as the study will empower Learning Facilitators to communicate, learn new knowledge, skills and approaches relevant to Sesotho as a subject.

The research methodology employed in this study is Participatory Action Research (PAR) which enables researchers to work in partnerships with communities in a manner that leads to action and change. As a departmental official learning and all stake holders in education and co researcher in this study your role will be to use your own experiences of the support given to Sesotho Home Language and to identify factors which lead to their improved relevant support.

As a learning facilitator you will work hand in hand with other stakeholders to develop a framework that will enhance the role of Learning Facilitators in supporting. The research will also be a platform which fosters an opportunity for your own empowerment in the field of effective and relevant support at school level. The research will take place from April to August and will be conducted in 6 sessions of 30 minutes each twice on the dates agreed upon.

Please take note that I appreciate your willingness to be part of this study but your participation is completely voluntary and you are under no compulsion to take part in this study. If you do choose to take part, and an issue arises which may result in misunderstandings, you may at any time stop your participation with no further repercussions. You are going to be assigned a pseudonym to protect your identity and maintain confidentiality.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

D.A Maliehe

Please fill in and return this page. Keep the letter above for future reference

Study: **Designing a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers.**

Researcher: D.A MALIEHE

Name and Surname: \_\_\_\_\_

Age: \_\_\_\_\_

Contact number: \_\_\_\_\_

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ANNEXURE B: REQUEST TO CONDUCT RESEARCH IN SCHOOLS**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

14 October 2015

The Director

Strategic planning, policy Developments & Research

Room 301/ 109/110

Old CNA Building

Charlotte Maxeke

Bloemfontein

9300

## **REQUEST FOR PERMISSION TO CONDUCT RESEACH IN SCHOOLS**

**Dear Sir/Madam**

My name is Dimakatso Maliehe and I am a curriculum student at the University of Free State. The research I wish to conduct for my Masters` dissertation involves the following officials: Circuit managers, Learning facilitator, Learning Facilitators and Sesotho Home Language teachers. My title is enhancing the role of Learning Facilitators in supporting Sesotho teachers. The project will be conducted under the supervision of Dr Tshelane from the University of Free State.

I am hereby seeking your permission to conduct a research together with the officials and teachers. Upon my completion of the study. I undertake to provide the Department with a full copy of the research report .If you require any further information, please do not hesitate to

conduct me on maliehe@fseducation.gov.za. Thank for your time and consideration in this matter.

Yours sincerely

---

Dimakatso Maliehe

## **ANNEXURE C 1: INFORMED CONSENT FORM (LEARNING FACILITATORS)**

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

14 October 2015

The Director

Strategic planning, policy Developments & Research  
Room 301/ 109/110  
Old CNA Building  
Charlotte Maxeke  
Bloemfontein  
9300

### **REQUEST FOR PERMISSION TO CONDUCT RESEACH IN SCHOOLS**

**Dear Sir/Madam**

My name is Dimakatso Maliehe and I am a curriculum student at the University of Free State. The research I wish to conduct for my Masters` dissertation involves the following officials: Circuit managers, Learning facilitator, Learning Facilitators and teacher. My title is enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers. The project will be conducted under the supervision of Dr Tshelane from the University of Free State.

I am hereby seeking your permission to conduct a research together with the officials and teachers. Upon my completion of the study, I will provide the Department with a full copy of the research report .If you require any further information, please do not hesitate to contact me on [maliehe@fseducation.gov.za](mailto:maliehe@fseducation.gov.za).

Thank for your time and consideration in this matter.

Yours sincerely

---

Dimakatso Maliehe

## ANNEXURE C 2: INFORMED CONSENT FORM (TEACHERS)

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

15 November 2015

The Co-researcher/s

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam

My name is Dimakatso Ann Maliehe, and I am an M ED student at the University of the Free State Main Campus in Bloemfontein. I am currently studying towards a master's degree in education (M. Ed) with University of the Free State. I have secured permission from Free State Department of Education to conduct research.

**The main aim of the study is enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers.**

The participation in the research will be voluntary and I promise to treat all the information gathered and used in this study with confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. The contact sessions and meetings of the study will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 twice on the dates agreed upon.

Yours faithfully

Dimakatso Ann Maliehe

### ANNEXURE C 3: INFORMED CONSENT FORM (SGB MEMBERS)

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

15 November 2015

The Co-researcher/s

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam

My name is Dimakatso Ann Maliehe, and I am an M ED student at the University of the Free State Main Campus in Bloemfontein. I am currently studying towards a master's degree in education (M. Ed) with University of the Free State. I have secured permission from Free State Department of Education to conduct research.

**The main aim of the study is enhancing the role of Learning Facilitators in supporting Sesotho Home Language teachers.**

The participation in the research will be voluntary and I promise to treat all the information gathered and used in this study with confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. The contact sessions and meetings of the study will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 twice on the dates agreed upon.

Yours Faithfully

Dimakatso Ann Maliehe

## ANNEXURE D: MEETING INVITATION

RESEARCHER: [REDACTED]

Email: [REDACTED] [tshelanemd@ufs.ac.za](mailto:tshelanemd@ufs.ac.za)

Cell no: [REDACTED]

University of the Free State

BLOEMFONTEIN

9300

DATE: 12 June 2016

Dear: Co-researchers.

You are hereby invited to attend the forum/ meeting regarding the research that I am conducting for my studies. The research is intended to improve the support given to teachers teaching Sesotho.

The research title is:

**Designing a framework to enhance the role of Learning Facilitators in supporting Sesotho Home Language teachers.**

The details for the meeting are as follow:

Time: [REDACTED]

Day: 18 June 2016

Venue: [REDACTED]

## AGENDA

1. Introduction and purpose of the forum or meeting to all participants. (5 minutes)
2. Presentation of the study (20 minutes)
  - 2.1 research title
  - 2.2 research question
  - 2.3 research problem
  - 2.4 data generating process
3. Questions session (10minutes)
4. Buy- in to the research problem and election of the representatives (8 minutes)
5. Closure

The aim of the research study is to design a framework that will assist teachers with teaching Sesotho to get the relevant support based on their needs. Your participation is highly appreciated as you will be sharing your expertise and knowledge with other participants.

Yours in education.

---

Dimakatso Maliehe

**ANNEXURE E: 'THE CONFIDENTIALITY DECLARATION' FORM**

**LETTER OF CONSENT TO CO-RESECHERS**

No 9B Johan Van Wyk Str  
Langenhovenpark  
Bloemfontein  
9333

15 November 2015

The Co-researcher/s

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam

My name is Dimakatso Ann Maliehe, and I am an M ED student at the University of the Free State Main Campus in Bloemfontein. I am currently studying towards a master's degree in education (M. Ed) with University of the Free State. I have secured permission from Free State Department of Education to conduct research.

**The main aim of the study is to enhance the role of subject advisors in supporting Sesotho Home Language teachers**

The participation in the research will be voluntary and I promise to treat all the information gathered and used in this study with confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. The contact sessions and meetings of the study will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 twice on the dates agreed upon.

Yours Faithfully

-----  
Dimakatso Ann Maliehe

## **ANNEXURE F: INVITATION TO A MEMBER OF RESEARCH TEAM**

Enquiries: D.A Maliehe (0825445785)

**TO: INVITATION TO MEMBERS OF THE RESEACH TEAM**

You are cordially invited to attend the second core researcher `s meeting which is scheduled as follows:

<b>DATE</b>	<b>VENUE</b>	<b>TIME</b>
<b>22/07/2016</b>	<b>Majwe Masweu primary school</b>	<b>14h00</b>

### **AGENDA**

**Opening and welcome**

**Introductions**

**Reading of previous meeting**

**Purpose of the day**

**Return of the consent forms**

**Discussions on the research question? (How can the role of Learning Facilitators be enhanced to support Sesotho Home Language teachers?).**

**Closure**

**Your presence will be highly appreciated.**

**Yours in service.**

---

**D.A MALIEHE**

**DATE: 22/07/2016**

**ANNEXURE G: RESEARCH MEETING PROGRAMME**

**PROGRAMME FOR RESEACH MEETING**

**DATE: 20 AUGUST 2016**

**TIME: 15H00**

<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>
Opening and Welcome	[REDACTED]
Purpose of the day	[REDACTED]
Feedback on Progress	[REDACTED]
Questions and Comments	[REDACTED] [REDACTED]
Way forward	[REDACTED]
<b>CLOSURE</b>	

**Our education system**

**“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”**







**Albert Einstein**

**ANNEXURE H: RESEARCH PHOTOS**



## ANNEXURE I: POWER POINT PRESENTATION ON PAR

<p style="text-align: center;"><b>DIMAKATSO MALIEHE</b></p> <p style="text-align: center;">Masters Student</p> 	<p style="text-align: center;"><b>What is PAR ?</b></p> <ul style="list-style-type: none"><li>▶ PAR is a Participatory Action Research</li><li>▶ It is used as a methodology and is deliberate therefore it can be applied in a planned way.</li><li>▶ It is applicable where a researcher works together with co-researchers to gather information.</li><li>▶ Every teacher can research their practice of obtaining information.</li></ul> 
<p style="text-align: center;"><b>Participatory Action Research</b></p> <ul style="list-style-type: none"><li>▶ PAR was used as a methodology for collecting data in this study.(Enhancing the role of Subject Advisors in supporting teachers).</li><li>▶ Mostly its definition opens door for controversy and disagreements.</li><li>▶ This method is goal driven and structured.</li><li>▶ There is a belief that by arguing the way one thinks or the manner in which one sees things and being heard, their situation will be improved.</li></ul> 	<p style="text-align: center;"><b>What are identified challenges ?</b></p> <ul style="list-style-type: none"><li>▶ Low level of support to teachers on curriculum issues is a challenge in South African schools.</li><li>▶ It is evident that Subject Advisors still needs to be capacitated on knowing clearly how to support and approach teachers. This challenge leads to the following research question: How can the role of subject advisors be enhanced in supporting teachers</li></ul> 
<p style="text-align: center;"><b>The aims and the objectives of the study</b></p> <ul style="list-style-type: none"><li>▶ The main aim of the study is to develop a framework to enhance the role of subject advisors in supporting teachers.</li></ul> 	<p style="text-align: center;"><b>Why this team/group ?</b></p> <ul style="list-style-type: none"><li>▶ Based on the experience we believe we will work together well</li><li>▶ Colleagues come from different angles/schools.</li><li>▶ Believe you are going to offer active participation as well as cooperation.</li><li>▶ Expertise and commitment in your subjects</li><li>▶ Team spirit and sharing of ideas.</li></ul> 

<h3 style="text-align: center;">Findings</h3> <ul style="list-style-type: none"> <li>▶ Educational records indicates that teachers are not supported effectively by Subject Advisors</li> <li>▶ Through conversations with different teachers in different schools.</li> <li>▶ Observations also shows that there is still a gap between the two levels, which lead to us missing each other.</li> <li>▶ <b>Purpose:</b> To bring the two groups together to work collectively.</li> <li>▶ Request to work together towards reaching consensus (fruitful and meaningful way).</li> </ul> 	<h3 style="text-align: center;">What is in it for co researchers.</h3> <ul style="list-style-type: none"> <li>▶ To expose them to Participatory Action Research.(unity is strength)</li> <li>▶ Students are recruiting teachers to register for their masters degree.</li> <li>▶ There is a shortage of Black PhD graduates therefore the University is providing bursaries for teachers to attain their PhD's.</li> <li>▶ Value every community member`s contribution( Parents, teachers and learners).</li> </ul> 
<h3 style="text-align: center;">What is the role of co re-seachers</h3> <ul style="list-style-type: none"> <li>▶ Working committee (No specified roles).</li> <li>▶ Recognition of each other`s contributions</li> <li>▶ Respect and good relationships</li> <li>▶ One of us has to take a lead of this discussions.</li> <li>▶ Reflection (Did we achieve what we wanted to achieve).</li> </ul> 	<h3 style="text-align: center;">Action plan</h3> <ul style="list-style-type: none"> <li>▶ Develop it collectively.</li> <li>▶ Dates of the next meeting based on availability of the team members.</li> <li>▶ NB: There will be emergency meetings</li> <li>▶ How often can we meet, How long will the programme be. (Five meetings)</li> <li>▶ What is going to happen afterwards</li> </ul> 
<p>Thank You for;</p> <p style="text-align: center;">Availing yourself your time and co-operation</p> <p>May God bless you</p> 	

## ANNEXURE J: EXAMPLE OF AN ATTENDANCE REGISTER

### Meeting of the Research Team

Date .....

<b>NO</b>	<b>Name of the participant</b>	<b>Signatures</b>	<b>Consent letter received</b>
1	Doctor (UFS)		Yes
2	Circuit Manager 1		Yes
3	Principal 1		Yes
4	Principal 2		Yes
5	Learning facilitator 1		Yes
6	Learning facilitator 2		Yes
7	Departmental Head 1		Yes
8	Departmental Head 2		Yes
9	Teacher 1		Yes
10	Teacher 2		Yes
11	Teacher 3		Yes
12	Teacher 4		Yes
13	Union Rep		Yes
14	Researcher		Yes

## ANNEXURE J: TURN IT IN REPORT



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ENHANCING THE ROLE OF LEARNERS FACILITATORS IN SUPPORTING  
TEACHERS TEACHING SESOTHO HOME LANGUAGE

by

OSWAKATSO ANN MALIEHE

PG Diploma: Gender Studies (2015, 2014)  
Bachelor of Education Honours: Management and Leadership (BEd, 2000)

Dissertation in full breach of the requirements for the degree

## DISSERTATION

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STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Rosemary Wildsmith-Cromarty, Robert J. Balfour. "Language learning and teaching in South African primary schools", Language Teaching, 2019</b> Publication	<b>1%</b>
<b>2</b>	<b>www.naptosa.org.za</b> Internet Source	<b>1%</b>
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