

**THE USE OF PROFESSIONAL LEARNING COMMUNITIES TO MONITOR THE  
IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM**

**By**

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## DECLARATION

I, Ratsele Edward Rapeli, a student in the Faculty of Education at the University of Free State, hereby declare that this dissertation, **THE USE OF PROFESSIONAL LEARNING COMMUNITIES TO MONITOR THE IMPLEMENTATION OF LESOTHO INTEGRATED CURRICULUM**, is my own independent work, and has never been submitted by me at another university or faculty.

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## **DEDICATION**

This dissertation is dedicated

To My lovely family: 'Matsele, Lenyahla and Tsele.

To My mother: 'Me' 'MarapeliRatsele.

To My father-in-law: NtateTebaloSetofo.

To My sisters and brothers, and my sisters and brothers-in-law: BatloungebaMalise and Bakoenaba Mahlatsi.

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## ABSTRACT

In Lesotho, like in other countries where educational policies are reformed, the government of Lesotho, through the Ministry of Education and Training, developed and published the Curriculum and Assessment Policy 2009 (CAP2009). The new policy aimed to establish an integrated curriculum (Education for individual and social development) because the previous curriculum seemed to fail to address the challenges faced by the young Basotho generations. When this new policy was implemented in 2013, some of the important aspects, such as training of the School Management Teams, were not considered. Consequently, these people encountered several challenges when monitoring the implementation of the integrated curriculum.

Most current studies about integrated curricula are based on the challenges encountered by teachers and the strategies that can be applied. There is a limited study focused on the challenges faced by School Management Teams. The main function of the SMTs is to spend much of their time monitoring the implementation of the new policy so that they find and use suitable strategies such as professional learning communities.

This study aims to use the professional learning communities as a form of continuous professional development to enhance the monitoring of the Lesotho integrated curriculum. It seems that the SMTs, as people responsible for monitoring the implementation, have sufficient knowledge of monitoring the new policy. The literature indicates that the challenges encountered by the SMTs in Lesotho in monitoring CAP 2009 were encountered by other countries regionally and internationally when they were monitoring the implementation of the new educational reforms.

This participatory action research was conducted with a formulated team of school principal, deputy school principal, senior teacher and two teachers of the same school as people with ideas about implementing the integrated curriculum. The team scheduled the activities that needed to be performed to address the monitoring challenges. The findings provided that to address the challenges of monitoring the implementation of the Lesotho integrated curriculum; the SMTs should schedule suitable time, involve parents of learners in the education, assess learners as the policy provided, develop a shared vision amongst other stakeholders, make resources available, monitor and provide teachers with feedback after monitoring their work.

**Keywords:** Professional learning communities, Lesotho Integrated Curriculum, monitoring

## LIST OF ABBREVIATIONS

CAP 2009	Curriculum and Assessment Policy 2009
CASS	Continuous Assessment
CMT	Change Management Theory
DBE	Department of Basic Education
DEM	District Education Manager
DRT	District Resource Teacher
ESTF	Education Sector Task Force
FPE	Free Primary Education
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
PAR	Participatory Action Research
PLCs	Professional Learning Communities
SA	South Africa
SMTs	School Management Teams
SWOT	Strengths, Weaknesses, Opportunities and Threats
TSR	Teaching Service Regulation
UK	United Kingdom

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## **CHAPTER 1: OVERVIEW OF THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND**

Many countries, regionally and globally, are changing their educational reforms. Lesotho is no exception; it recently made a change in education reform. The educational history of Lesotho can be traced back to traditional education, where boys and girls were taught the traditional values separately. Raselimo and Mahau (2015:2) show that the Lesotho Ministry of Education had in 1971 announced the education policy for development as a response to the perceived limitation of the education system inherited from the colonial administration.

This was followed by a flurry of *lipitso* (public gathering) to solicit input towards designing a curriculum that would respond to the need of young nation (Raselimo & Mahau, 2015:2). The authors go on to write that the dialogue was held in 1978 for further consultation. The purpose of gathering, in part, was to relate education planning to overall national development plans and to inform any subsequent policy reforms.

Following the 1978 National Education Dialogue, the cabinet established an Education Sector Task Force to prepare a policy document to guide education processes. That was a multiplanar task force composed of Basotho and external consultants from other African countries (Khechane, 2016:2). The same authors point out that task force reports were used as a policy document guiding education reform processes up to the year 2000.

The Lesotho educational reforms may be organized into two reforms, namely, the first and the second reforms. The first educational reform was a subject-based curriculum which aimed to introduce practical subjects that targeted to improve self-reliance and the core subjects that included English as a medium of instruction (Ralebese, 2019:12). According to Raselimo and Mahau (2015:4), the second educational reform aimed at localizing O' level curriculum and examination although control was still under Cambridge University. The second Lesotho education reform functioned until 2000, when Free Primary Education was introduced. The change in the education reform resulted in the development of the new Lesotho education policy named Curriculum and Assessment Policy 2009.

### **1.2 Overview of Curriculum and Assessment Policy 2009**

Curriculum and Assessment Policy 2009 (Education for Individual and Social Development) is a new Lesotho educational curriculum that enacts the Lesotho education policy developed and published in 2009 by the government of Lesotho through the Ministry of Education and Training. Molise (2016:10) indicates that integrated is derived from the term integration, which refers to the holistic review and treatment of issues related to intelligence, maturity, and personal and social development of learners for survival purposes and economic development. The integrated curriculum is intended to integrate school life with community life and everyday experiences (Raselimo & Mahau, 2015:6).

CAP 2009 recognizes the pluralism of the Basotho nation and the existence of other languages besides the two official languages of Sesotho and English (Molise, 2016:8). CAP 2009 aimed to establish a very strong link between curriculum and assessment so that the feedback from the learning process can be used in the formulation of a strategy that would improve the teaching and learning process (Khechane, 2016:3). Selepe (2016:13) states that the new Lesotho policy espouses a learner-centred approach; it allows learners to become more responsible for their learning.

CAP 2009 is organized into curriculum aspects and learning areas that are juxtaposed to identify competencies to be promoted in different content (Ministry of Education and Training, 2009:12). The curriculum aspects act as a tool to assist in curriculum planning and organisation. They form an integral part of education for equipping learners with the necessary knowledge, skills, values, and attitudes, whereas the learning areas indicate the body of knowledge necessary to equip the learners with competencies necessary to address life's challenges.

According to MoET (2009:8-9), the Lesotho education system is organized into basic education, which is a foundation for secondary, technical and vocational education, and life-long learning. The review of the intended assessment policy is a very important issue as the assessment now has a great influence on the curriculum implementation (Selepe, 2016:14). Molise (2016:19) shows that the new policy prescribes the three strategies that will assess learning and teaching, namely formative, remedial and monitoring of educational progress. In this study, I focused on monitoring strategies because for any educational policy to be successful needs to be monitored. I concur with what Raselimo and Mahau (2015:10) pointed out: ensuring its effective implementation requires constant monitoring by the central inspectorate, perhaps through devolution of power to principals and heads of departments.

Khechane (2016:6) supported the point that in the implementation of this kind of policy which changes the aspects of teaching and learning, it is crucial to use monitoring techniques that provide evidence. According to Mongomezulu (2015:69), monitoring is about checking. It is about following people, checking what they are doing in the classroom and outside, taking their work and observing how it is done. Monitoring curriculum implementation gives a school principal an understanding of where the learners are and also help to understand the weakness and the strength of educators (Maringa, 2016:23). The school principals use different types of monitoring strategies such as assessment, feedback, teacher leadership development and leadership development strategies of monitoring (Mongomezulu, 2015:19). Oftensome challenges are experienced by the school principals when monitoring the implementation of the new curriculum.

This study aimed to use the Professional Learning Communities to monitor the Lesotho integrated curriculum. The SMTs used the professional learning communities as a strategy to enhance the monitoring of the policy because PLCs relate to teacher leadership development, one of the monitoring strategies that will be discussed in detail in chapter two. Teacher leadership is a process by which teachers individually and collectively influence their colleagues, principals and member of the community to improve teaching and learning practices in order to improve learning outcomes (Mongomezulu, 2015:52). This strategy is used in this study to address the challenges that emerged by the training of Lesotho integrated curriculum. The training in the implementation of CAP 2009 in Lesotho was done for a day or two (Selepe, 2016:18). This means that teachers and their principals have insufficient knowledge to monitor the implantation of CAP 2009, and this is what said by Raselimo and Mahau (2015:10) that school heads (SMTs) have insufficient knowledge to monitor the integrated curriculum due to the short time frame it placed. The role of the SMTs in this new policy is to monitor the teachers' files, such as teachers' lesson preparations, attendance registers, learners' exercise books, assessment books and classroom visits. When they were monitoring, they experienced various challenges. The professional learning communities are the structures that are expected to offer support to teachers and their school heads (Ceresto, 2015:7). This implies that, in this study, a structure or a group of teachers and their leaders (SMTs) worked together in a scheduled time and place to monitor the teachers' files.

### **1.3 THEORETICAL FRAMEWORK**

This study is guided by change management theory. The CMT is described as a process of transforming the school organization practices to new behaviors that support a shared vision and achieve the institutional goals (Hussain, 2016:2). Mestry (2017:3) indicated that CMT started in the 1900s and had been developed based on Kurt Lewis's force field model (1951). Lewis' force field model states that organisations are held in quasi-stationary equilibrium by a driving force (Mtapuri, 2014:342).

According to Mestry (2017:3), Kurt Lewis' force field model comprises three stages, namely;

Unfreezing (change is needed).

Movement (change is initiated).

Refreezing (equilibrium is established).

Change management theory is a popular theory in management because it supports the implementation of change, such as curricula, in every organization. It encourages the involvement of all the stakeholders in the implementation of a change and empowers the subordinates when implementation occurs. In other words, it is a bottom-up system for disseminating change. In relation to this study, it involved the teachers and their leaders in monitoring the teachers' files, and to do that, it empowered the teachers as subordinates to perform the task of their leaders.

#### **1.4 RESEARCH PROBLEM**

The recent Lesotho Curriculum and Assessment Policy 2009 that was introduced in Lesotho primary schools in 2013 was placed in primary schools in a short time (Raselimo *et al.*, 2015:10). Tafai (2017:14) supports that when it was introduced for the first time, the National Curriculum Development Center (NCDC) as the responsible body to design the curriculum and train teachers. They disseminated the curriculum to teachers using a panel of teachers to train others. They did not include the School Management Teams (SMTs) as in charge of the implementation of the policy. So this means that some significant issues that required attention were not attended to; as a result, teachers and their school heads are limited knowledge of monitoring the integrated curriculum. Ralebese (2019:98) confirms that principals have insufficient information about the implementation of the LCAP 2009, whether trained or not trained. The result of having little information makes them feel that their capacity to lead the implementation of the new curriculum is compromised. Attending this kind of problem requires the MoET to use Continuous Professional Development (CPD). As this model is very expensive for the government, the cheapest and best form of CPD that can be used in schools to equip the SMTs with the knowledge and skills to implement the Lesotho integrated curriculum is the use of Professional Learning Communities (PLCs). This strategy permits SMTs within a school to share knowledge and expertise without any cost. Ceresto (2015:7) asserts that PLCs assist teachers and their school leaders integrate their knowledge in curriculum documents, understand content, and use the curriculum resources.

##### **1.4.1 PRIMARY RESEARCH QUESTION**

How can the monitoring of the implementation of the Lesotho integrated curriculum be enhanced using Professional Learning Communities?

##### **1.4.2 SECONDARY RESEARCH QUESTIONS**

1. What are the challenges of monitoring the implementing of the Lesotho integrated curriculum?
2. How can the monitoring of the implementation of the Lesotho integrated curriculum be enhanced using PLCs?

3. What are the conditions conducive to using PLCs in successfully monitoring the implementation of the Lesotho integrated curriculum?
4. What are the possible threats that may hinder the monitoring of the implementation of the Lesotho integrated curriculum using PLCs?

### **1.4.3 AIM OF THE RESEARCH**

This study explores the use of professional learning communities to monitor the implementation of the Lesotho integrated curriculum.

### **1.4.4 OBJECTIVES OF THE RESEARCH**

To identify the challenges experienced by the school leaders (SMTs) in monitoring the implementation of the Lesotho integrated curriculum.

To indicate how monitoring the implementation of the Lesotho integrated curriculum can be enhanced by using Professional Learning Communities.

To understand the conducive conditions that are successful for the usage of the professional learning communities in monitoring the implementation of the Lesotho integrated curriculum.

To anticipate possible threats that may hinder the monitoring of the implementation of the Lesotho integrated curriculum using PLCs.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

Tichapondwa (2013:114) defines the research design as a plan or strategy that links the research approaches or philosophical foundation and methodology assumption to its research methods. This study is qualitative in nature. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups (Creswell, 2014:32).

A research methodology is a plan of action that shapes our choice and use of methods and links them to the desired outcomes. This study uses Participatory Action Research (PAR) as a research methodology (Loewen et al., 2014:39). PAR involves circles of planning a change, acting or observing and reflecting on the processes and consequences (Kemmis & Mc Taggart, 2007:277; Benjamin-Thomas, 2018:3). According to Gaffney (2008:10), PAR is an acronym for Planning, Acting and Reflection. Participatory Action Research is best conceptualized in collaboration (Kemmis *et al.*, 2007:277). This implies that the participants work as a team through all PAR circles.

The planning is crucial for informing members on how they relate to others in the situation (Kemmis, Mc Taggart and Nixon, 2014:105). In the planning of this study, as the research student is an acting principal, the research student proposed the idea of using PLCs in the school analysis meeting conducted by the staff when looking at the performance of learners. The idea was accepted shortly after the educational spot check revealed inadequate monitoring of implementing the Lesotho integrated curriculum. The staff agreed to formulate a PLCs team that functions as the SMTs to monitor the implementation of the Lesotho integrated curriculum as it enacts the Lesotho Curriculum and Assessment Policy 2009.

The staff agreed on a day, place and time for the debriefing meeting. During the debriefing meeting, the PLCs team was informed about the purpose of the study and the methodology of the study, its participative nature, which means the participants of this kind of study are considered co-researchers; they take part in the study as the researchers. The PLCs team was informed that ethical clearance and

permission from the authorities were requested and granted. The PLCs team was also informed about their rights as co-researchers to join this study voluntarily; no one was obliged to participate. Finally, they were informed of the anonymity and confidentiality of this study, which is also considered.

In the planning meeting, the participants developed the mission statement, "enhancing the monitoring of Lesotho integrated curriculum." They also drafted the housing code of conduct, such as "always be punctual, respecting each others' opinions and many more. The team scheduled the activities, indicating what they did, when, how, time frame, resources and responsible persons.

According to per Kemmis et al. (2014:106), after planning, a researcher and the co-researchers are just simply to go ahead with a plan; they act and observe the processes. The PLCs team enacted the plan by collecting the agreed documents to be monitored and providing feedback on reflection. Reflection is another significant process of PAR as it allows everyone to be involved, share and cooperate or interact with others (Jacobs, 2016:49). According to Kemmis *et al.* (2014:109), it is where the participants analyze, synthesize, interpret and draw the conclusion on what happened in relation to the action and observation.

### **1.5.1 SELECTION OF PARTICIPANTS**

Mac Donald (2012:39) writes that PAR starts with small cycles and groups and allows participants to build records while allowing participants to justify their social work to others. In this regard, we used a purposive sampling method to formulate a team. Purposive sampling is a strategy of selecting persons for information they can provide that cannot be gathered from other choices (Maxwell, 2012:235).

The following people took part in this study:

#### **School principal**

A school principal is a leader in the operation of a school and even in learner performance (Mbatha, 2018:72). MoET (2012:33) supports that s/he is not just an administrator but someone who ensures that teaching and learning take place effectively.

#### **Deputy principal**

A deputy principal is a person who acts as a principal whenever the principal is absent (Teaching Service Regulation, 2002:25). Norman (2019:39) posits that a deputy principal is the second-in-charge at a school. The position falls directly below the principal on the school organisation.

#### **Senior teacher**

A senior teacher is appointed as such in accordance with the provision of the award, who has demonstrated high skills and practice in teaching and participates as a team member in the development of the school (Lesotho Career Structure, 2019:8).

#### **Two teachers**

Teachers are seen as the central persons in the facilitation of assessment of learning and are the agent of change (MoET, 2012:34). Selepe (2016:7) describes them as the curriculum implementers; without them, the curriculum cannot be successful.

### **1.6 DATA COLLECTION**

Mac Donald (2012:41) also proves that PAR employs various methods to generate data, and it is up to the researchers' team to opt for the suitable method for data generation. This study used a focus group as data is generated by interaction with others. The audio-recorder was used to record discussions of the meetings, and the following documents were reviewed; lesson preparations, attendance registers, learners' exercise books, teachers' assessment books and classroom visits. The report of the review provided the reflection process to address the challenges of monitoring the implementation of the Lesotho integrated curriculum.

## **1.7 DATA ANALYSIS, INTERPRETATION AND REPORTING**

Data analysis is a process whereby raw data is ordered and organized so that useful information can be excerpted from it (Oliver, 2013:48). This study used thematic data analysis. Philander (2019:104) asserts that thematic analysis is a method for identifying themes and patterns of meaning across a database to answer the research questions. Thematic analysis is considered the most appropriate for any study that seeks to discover using interpretation (Ibrahim, 2012:2). Ibrahim goes that thematic analysis provides the opportunity to code and categorize data into themes. In this study, the audio-recorded words were transcribed, then coded, looking for the segment of data relevant to the research questions, and the coded segments were categorized and developed into themes. The teachers' files (lesson preparations, schemes of work, attendance registers, learners' exercise books and assessment books were reviewed and other relevant books to CAP 2009, as the policy is silent about school management, which is the discipline of this study. The reports were recorded in the monitoring book.

## **1.8 TRUSTWORTHINESS**

Panday and Parnail (2014:5746) contend that the trustworthiness of a research study is important for evaluating its work. They go that trustworthiness involves establishing credibility, transferability, dependability and conformability.

### **1.8.1 CREDIBILITY**

The credibility of the research depends on the ability and effort of the researcher. It is concerned with whether the constructed realities of the study are acknowledged as truth by the people in the study or whether the study participants agree that the study's findings reflect their social reality (Philander, 2019:108). To ensure credibility in this study, I requested permission from the relevant authorities. I informed my co-researchers about my study, which is participative in nature. I shared my study work with my supervisor, who advised me to reflect after every activity, and I took the data back from the co-researchers to confirm that my interpretation of what I captured was correct.

### **1.8.2 DEPENDABILITY**

According to Solms (2020:15), credibility cannot be ensured without dependability. He goes on to say that for a study to be dependable, the research process needs to be clearly documented and logical. A close link exists between dependability and credibility- to the extent that dependability can be achieved by also applying the credibility measures (Rakolobe 2017:14). To make this study dependable, I conducted reflection after each and every planned activity. The discussion of each and every reflection was audio recorded and taken as notes of the meeting.

### **1.8.3 CONFIRMABILITY**

Solms (2020:16) holds that confirmability is the extent to which the research findings are constant and repeatable at any time. The confirmability of a study largely depends on the extent that the study is

proven to be credible, transferable and dependable (Rakolobe, 2017:15). To ensure confirmability, I used the same contents that were used in the study of Mongomezulu (2015) in KwaZulu Natal South Africa which are often used by the SMTs in schools when monitoring teaching and learning.

#### **1.8.4 TRANSFERABILITY**

Transferability is the degree to which one's research findings are applicable in theory, practice and future research (Solms, 2020:16). Rakolobe (2017:14) points out that transferability determines if the results from one study could be used to generalize what happens in the whole population. In this study, I secure transferability by selecting the member of SMTs to be the co-researchers as people who are knowledgeable about monitoring the curriculum; they can produce rich and detailed data about monitoring the implementation of the new policy of CAP2009.

#### **1.9 VALUE OF THE RESEARCH**

The Professional Learning Communities is a new model of teachers' and school leaders' development used to improve teachers' and school leaders' capacities in developed countries. This research was conducted in a rural school. Rural schools are usually disadvantaged in terms of teachers' and school leaders' capacities, so this research brought balance towards implementing and monitoring the Lesotho integrated curriculum as it enacts the Curriculum and Assessment Policy 2009. The curriculum developers can use this research because I have highlighted some of the silences in the policy. The study can also add to the debate in education management and leadership on the role of PLCs in monitoring the implementation of CAP 2009.

#### **1.10 ETHICAL CONSIDERATIONS**

Creswell (2014:34) and Chowdhary (2016:152) posit that research in social research starts with institutional ethical guidelines approved by an ethical committee of the respective institution. In this regard, I applied for ethical clearance from the ethical committee of UFS and was granted the clearance number UFS-HSD2020/1645/21. I also requested the Ministry of Education and the management of the school where the study was conducted. They were also approved and granted. The main ethical obligation of those doing research is to respect the persons involved and affected and to respect their integrity and humanity as persons (Kemmis *et al.*, 2014:159). With respect to this, I met with the organized team and briefed them about the purpose of the study, and informed them that no one is forced to participate but can participate voluntarily. Chowdhery (2016:152) states that the ethical principle is also related to anonymity and confidentiality. In this case, I informed them that their identities would not be known by people outside and the voice or video recordings and documents used would be kept in a locked cabinet.

#### **1.11 DEMARCATION OF THE STUDY**

The demarcation of a study is when an area of interest within the research context is isolated by the researcher in order for it to become manageable to achieve the research objective (Solms, 2020:18). In this study, the demarcation is based on the scientific and geographical.

##### **1.11.1 SCIENTIFIC DEMARCATION**

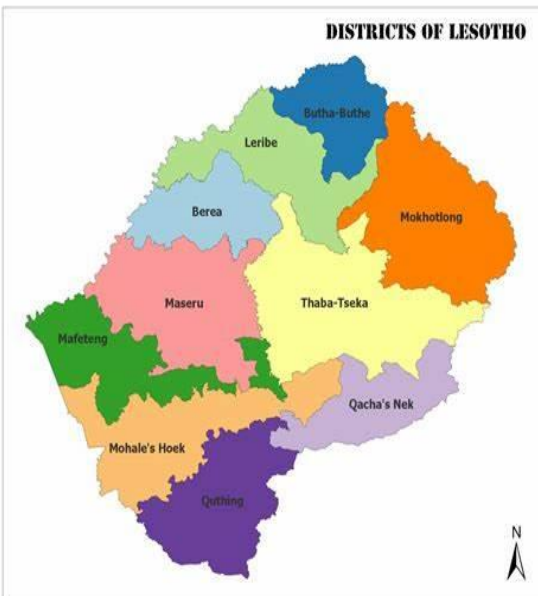
This study aimed to monitor the implementation of an integrated curriculum as enacted by CAP 2009. Molise (2016:16) asserts that CAP2009 is about the new way of teaching and learning, and is silent about curriculum management as the function of the SMTs or principals. As Fimyar (2014:9) explained, the interpretation of the policy is often complex because, at all stages of the policy process, the policy is

confronted with different interpretations. A policy does not exist in isolation from other policies. Rather one policy is influenced by another, and policy analysis should acknowledge that there is interdependence and interrelation between different policies (Rakolobe, 2017:71). In this study, CAP 2009 is analyzed in relation to other educational documents such as Lesotho Education Act no 3 of 2010 so that it is demarcated in the field of education management and leadership.

### 1.11.2 GEOGRAPHIC DEMARCATION

MoET (2006:1) describes Lesotho as a unitary state divided into ten administrative districts, and four ecological zones; lowland, foothills, Senqu valley and highland. This study was conducted in a rural Botha-Bothe school. Botha-Bothe is one of the ten districts of Lesotho and is found in the foothills between two districts, Leribe and Mokhotlong. This means that the findings may differ from the study conducted in other Lesotho regions and districts.

Figure: 1.1



### 1.12 LAYOUT OF CHAPTER

#### Chapter 1

This chapter provided a brief background of Lesotho education reforms up to the current Curriculum and Assessment Policy 2009. Change management theory was the theoretical framework that guided this study, the research problem, the primary research questions, the secondary research questions, the aim and the objectives of the research, the research methodology, the selection of the participants, the data collection and analysis, the value of the research and ethical consideration.

#### Chapter 2

This chapter described the theoretical framework, the principles of the theory of CMT, the strength and the weakness of CMT, the relation of CMT to the monitoring of Lesotho integrated curriculum, the concept of PLCs, the concept of an integrated curriculum, the background of Lesotho educational reforms, the critical analysis of Curriculum and Assessment Policy 2009, the concept of monitoring, the challenges of monitoring, the components of the solutions, the conducive conditions for the success for the policy and the possible threats that may hinder the implementation of the policy.

### **Chapter 3**

This chapter described the three world view paradigms, the relation of transformative paradigm with CMT, the research methodology, the origins of PAR, the philosophical assumptions of PAR, the principles of PAR, the relation of PAR with PLCs, the advantages of PAR, the challenges of PAR, the application and the cyclical of PAR, the data generation procedures, trustworthiness and ethical consideration.

### **Chapter 4**

This chapter analyzed, interpreted and discussed the challenges of monitoring the implementation of the Lesotho integrated curriculum, the components of the solutions, the conducive conditions for the successful implementation and the possible threats that may hinder the implementation of the policy in relation to the literature review of chapter two.

### **Chapter 5**

This chapter provided the findings on the challenges of monitoring the implementation of an integrated curriculum, the components of the solutions, the conducive conditions for the successful implementation and the possible threats that may hinder the implementation of the policy.

## **1.13 SUMMARY OF THE CHAPTER**

This chapter presented the background and the theoretical framework of the study. A chapter provided a brief description of the research problem and the primary and secondary research questions. They explained the aim and the objective of the study. It described, in brief, the research design and methodology, the participants, the data collection and the data analysis. The chapter concluded by describing the trustworthiness, the value of the study, the ethical consideration and the demarcation of the study.

## **CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW RELATED TO THE USE OF PLCs TO MONITOR THE IMPLEMENTATION OF INTEGRATED CURRICULUM**

### **2.1 INTRODUCTION**

This study aimed to develop a framework for using PLCs to monitor the implementation of an integrated curriculum. This chapter has two sections. The first chapter presents the theoretical framework of change management theory, its historical background, objectives or principles, strengths and weaknesses, CMT's relevance, and the conceptual framework (transformative paradigm). The second section presents the three concepts; the professional learning communities, the Lesotho Integrated Curriculum and Monitoring. The third section presents a literature review collected from three countries, namely, Lesotho, South Africa and the United Kingdom, that related to the challenges of monitoring the implementation of Lesotho's integrated curriculum, the components of the solutions for the challenges, the conditions conducive for the successful implementation of PLCs and the possible threats that may hinder the implementation of PLCs.

### **2.2 THEORETICAL FRAMEWORK**

A theoretical framework is a lens that informs a study that refers to us as the assumptions that guide and direct the thinking and action of co-researchers (Mertens, 2010:7). This study adopts CMT as the lens through which the aim of this study can be achieved. CMT as a theoretical framework can help PLCs as a strategy to function effectively.

#### **2.2.1 CHANGE MANAGEMENT THEORY**

The origins of change management theory can be traced back to the works of Kurt Lewin. According to Burnes (2004:978), Kurt Lewin is the intellectual father of contemporary theory. He was a German-American psychologist who studied human behaviors using change in three steps (Blomquist, 2017:27). As a theoretical framework, change management theory (CMT) comprises the elements of field theory, group dynamics, action research and three step model (Antwi *et al.*, 2014:4; Bakari *et al.*, 2017:2).

##### **2.2.1.1 Field Theory**

Burnes (2004: 982) posits that field theory is an approach to understanding group behaviors by trying to map out the totality and complexity of the field in which the behavior occurs. Lewin maintained that to understand any situation, one needed to view the present situation or the status quo as being maintained by certain conditions of forces (Antwi *et al.*, 2014:4). The authors continue that the components of these conditions and forces are group behaviors which are described as a set of symbolic interactions that affect group dynamics and overall group environment which represents behaviors.

##### **2.2.1.2 Group Dynamics**

Lewin was the first psychologist to write about group dynamics and the importance of a group in shaping the behaviors of its members. Baraki *et al.* (2017:2) view field theory and group

dynamics, answering the questions related to group formation, interdependence, motivation and maintenance of enduring relationships. Group dynamics stresses the group behaviors rather than the individuals and focuses on change (Burnes, 2004:982). Group dynamics involve the study of the cause, modifiers and consequences of forces at work within a group (Antwi *et al.*, 2014:5). They proceed that group dynamics look at the nature and the characteristics of dynamics that precipitate certain behavior and why these behaviors are chosen to counteract the force that impinges on the group, more specifically, the characteristics of interest when looking at group dynamics including group norms, roles, interaction and the socialization process used to create change.

### **2.2.1.3 Action Research**

However, field theory, group dynamics, action research and the three steps model of change are often treated as separate work. Lewin saw them as a unified whole, with each element supporting and reinforcing the others and all of them necessary to understand and bring about planned change, whether it be at the level of the individual, group organization or even society, all of his concepts whether root-metaphor they employ, comprise a single well-integrated system (Burnes, 2004:981). Action research emphasizes that change requires action and is directed at achieving this. Action research is a self-reflected process that first involves a change planning stage. It consists of acting and observing the process and consequences of change, reflecting on the processes and consequences and finding and re-planning to repeat the cycle (Antwi *et al.*, 2014:5). It recognizes that successful action is based on analyzing the situation correctly, identifying all the possible alternative solutions and choosing the most appropriate to the situation at hand (Burnes, 2004:984; Antwi *et al.*, 2014:5). He insists that to be successful through, there will also be 'feltneed'. Feltneed is an individual's inner realization that change is necessary. If the feltneed is low in the group or organization, introducing change becomes problematic.

### **2.2.1.4 Three-Step Model**

This is often cited as Lewin's key contribution to organizational change. However, it must be recognized that when he developed his 3-step model, Lewin was not thinking only of organizational issues, nor intended it to be seen separately from the other three elements comprising his planned approach to change (field theory, group dynamics and action research). Lewin's 3-step model provides a general explanation of how organizational change is actualized (Antwi *et al.*, 2014:5). Rather, Lewin saw the four concepts as forming an integrated approach to analyzing, understanding and bringing about change at the group, organizational and societal levels (Burnes, 2004:984). He continues that for a successful change project, Lewin (1947) involved three steps:

Step 1 Unfreezing: Lewin believed that the stability of human behavior was based on quasi-stationary.

Step 2 Moving: this echoes Lewin's view that any attempt to predict or identify a specific outcome from planned change is very difficult because of the force concerned.

Step 3 Refreezing: this is the final step in the 3-step model. Refreezing seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviors are safe from regression (Burnes, 2004:986).

This study is based on Lewin's model (1951), which is developing the 3-step model. Hossan (2015:58) claims that Lewin (1951) presents Lewin (1947). The fragment that would be developed into the change as three steps is from the article published in 1947 titled "Frontiers in group dynamic" (Camming *et al.*, 2016:36). The article presents Lewin's study as a physicist and as well as a social scientist.

### **2.2.2 LEWIN AS PHYSICIST**

Lewin used levels to explain the process of change (quasi-stationary). The quasi-stationary processes are not perfectly constant but show fluctuation around an average level of L. The level of quasi-stationary processes changes if and only if the numerical value of L changes for which the opposing forces are equal. If the resultant force field loses the structure of a centre field, the social process loses its quasi-stationary character (Lewin, 1947:17). A planned change consists of transplanting the force field, having its equilibrium at the desired level 2. It should be stressed that the total force field has to be changed, at least in the area between L1 and L2. The techniques of changing a force field cannot be fully deduced from the representation of the phase space (Lewin, 1947:32). Lewin (1947:32) ends that for changing a social equilibrium, too, one has to consider the total social field, group, and subgroup involves their relations, their value system, etc.

### **2.2.3 LEWIN AS SOCIAL SCIENTIST**

Lewin was a social scientist primarily concerned with the resolution of social conflict through altering behaviors (Bakari *et al.*, 2017:2). Lewin (1947:9) states that as a social scientist, the experimenter has to take into consideration factors such as the personality of the individual members, group structure, ideology and culture values. He insists that group experimentation is a form of social management, and to be successful, various factors that happen to be important have to be considered.

Lewin used the course of marriage to explain the resolution of social conflict. Lewin posits that the psychologist started by analyzing the husband's life space (H). This involves the relevant physical and social facts in the husband's surrounding that includes the expectation and characters of his wife (W) (Lewin, 1947:10).

The data about the life space of the husband is used to elaborate and determine the resultant force of the wife (W), but the resultant force does not indicate what the wife actually does but what the husband expects his wife to do. To derive the next conduct of the wife, her life space has to be analyzed. Usually, the wife would see the situation of herself and her husband somehow differently. If she sees that her husband is located in an area corresponding to her perception, the wife moves forward to another region (Lewin, 1947:11). Lewin (1947:12) provides that the analysis of the history of marriage proceeded in a series of three steps. First, a separate analysis of husband and wife is (Time1) with the purpose of driving the next behavior of each,

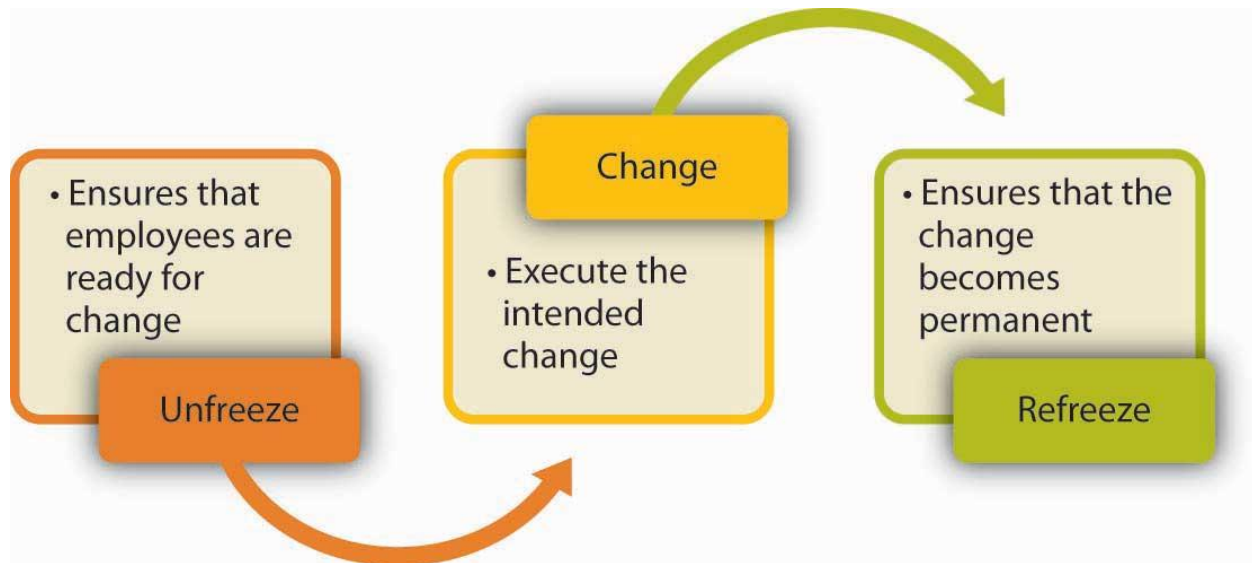
representing the resultant sociological situation at (Time 2) and deriving with the help of the laws of husband and wife at (Time 2). This means that the analysis of group interaction follows a three-step procedure.

#### **2.2.4 Change as Three Steps**

Lewin (1947:35) postulates that a change towards a higher group performance is frequently short-lived after a shot in the 'arm', and group life soon returns to the previous level. This indicates that it does not suffice to define the objective of a planned change in group performance as reaching a different level of permanency. The new level should be included in the objective. A successful change includes unfreezing (the present level 1), moving to the new level 2 and freezing group life on the new level. Since any level is determined by a force field. The author concludes that the 'unfreezing' of the present level may involve quite different problems in different cases.

#### **2.2.5 Kurt Lewin's Force Field (1951)**

The framework that is used in this study to examine the change process is Kurt Lewin's Force Field Model (1951). Hossan (2015:58) posits that Lewin (1951) is a pioneer in the study of planned change management. The model still continues to underpin many contemporary change methodologies in organizations. He continues that Lewin (1951) planned approach to change can be used to investigate change management and is an appropriate way to explain the implemented change. Kurt Lewin recognizes that driving forces and resisting forces need to be considered when implementing change (Mtapuri, 2014:2). Kritsonic (2004:1) adds that the driving forces facilitate change because they facilitate change they push employees in the desired direction. Resistance is any conduct that serves to maintain the status quo in the face of pressure to alter the status quo (Mtapuri, 2014:3). Hussain (2016:123) suggests that to change the quasi-stationary equilibrium stage, one may increase the striving forces for changes or decrease the status quo, or the combination of both forces. According to Mtapuri (2014:2), Kurt Lewin's Force Field Model (1951) comprises three stages:



**Figure 2.1. Force Field Model**

### 2.2.5.1 Unfreezing

The first step in the process of change behavior is unfreezing the existing situation or status-quo (Kristsonic, 2004:2). Unfreezing is when change is needed (Mitchell, 2013:32). Blomqvist (2017:28) posits that in the unfreezing stage, organizations conclude that a change is needed and necessary. The status-quo is considered the equilibrium state (Kritsonic, 2004:2). In this stage, the organizations should break down the existing state of affairs (status-quo) and begin to build new ways of doing things (Blomqvist, 2017:28). The use of three methods can achieve unfreezing:

Firstly, increase the driving forces that direct behaviors away from the situation or status quo.

Secondly, decrease the restraining forces that negatively affect the movement from the activities that assist in the unfreezing such as motivating participants to prepare for change.

Thirdly, build trust and recognize the need for change (Kritsonic, 2004:2). Unfreezing involves the distribution and balancing of social forces to increase the acceptance of the necessary change. During the unfreezing stage, the need for the proposed change should be explained, expressed and announced clearly (Asnan, 2015:317).

### 2.2.5.2 Change/Movement

Movement is the second step in the process of changing behaviors. As Mitchell (2013:32) posits, movement is when change is initiated. The people within the organizations start to act and believe the change and act according to the wanted direction. They take part in different change initiatives and need to understand the benefit of the change (Blomqvist, 2017:28). Kritsonic (2004:2) indicates that this step is necessary to move the target system to a new level of equilibrium and three actions that can assist in the movement step include: persuading employees to agree that the status-quo is not beneficial to them. Movement is a shift or transition from equilibrium to a new level. During this transition period, people experience various stages of

resistance and motion, such as denial, anger, abandonment and adjustment, before they fully accept the change (Asnan, 2015:317). Antwin et al. (2014:5) state that movement draws from field theory and group dynamics to identify what to change and develop an implementation strategy that will resonate with the change targets.

### **2.2.5.3 Refreezing**

The third step of Lewin's three-step change model is refreezing. Refreezing is the state when equilibrium is established (Mitchell, 2013:32). Antwi et al. (2014:5) show that refreezing occurs when an ideal state has been obtained through the change process and it stabilizes the group at a new quasi-stationary equilibrium. This step needs to take place after the change has been implemented in order for it to be sustained or 'stick' over time, the employees integrate new values into the community values and traditions, and the purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces (Kritsonic, 2004:2). The refreezing stage is crucial for not letting people get back to their old habit but continuing with the new ways of doing things. It is important to monitor that people do not fall into there and be aware of any indications of problems and solve them as they happen (Blomqvist, 2017:29).

## **2.2.6 The Principles or Assumptions or the Focus of the Theory**

### **2.2.6.1 Learning with culture**

According to Aguirre et al. (2014:3-4), leading with change is important for change initiatives to be successful. They claim that organizations should not change the existing culture but draw 'emotional energy from it, which implies that management needs to look into how the people already think, behave, work and feel in their organization and use those implications as guidelines encourage the change initiative. The authors continue that by searching for components in the culture aligned with the change and emphasizing them and attracting the people who go through the change, the organization can lead the change through the company culture, which is familiar to the employees from the beginning. Looking at culture is important in that, usually, when a new change takes place, people develop different attitudes toward the new change. Some people develop positive attitudes while others develop negative attitudes, which are resistant to change (Tafai, 2017:24). Kritsonic (2004-2005:1) writes that positive attitudes should be increased so that they oppress the negative attitudes and develop into a positive culture. Positive school culture should be shared among stakeholders and become a school vision. It impresses everybody to be devoted to a new change. Antiluama et al. (2018:77) view a positive school culture as conducive to satisfaction and effective morale to create an environment that maximizes student learning and fosters collegiality and collaboration in a school workplace, forming school teams that administrate remedial for weak learners.

### **2.2.6.2 Start at the top and involve every layer**

To successfully execute a change initiative, engaging all employees at every level of the organization is essential, starting from the top with a group of executives supported by the CEO (Aguirre *et al.*, 2014:3-4). They insist that this aspect can often be forgotten and can be why

change initiatives fail. The authors add that involving the mid-level staff and the frontline people early into the change is important because of the knowledge of technical and logistical issues or obstacles for the change and potential glitches. The employees want to feel included and are more motivated and invested in making the change when they feel they have had a hand in developing the 'change plan'. Blomqvist (2017:14) shows that the key aspect of change management is to focus on the people. Furthermore, as the goal of change management is to support each and everyone and every organization impacted by the change, it means that the key persons in charge of the change initiative must ensure that people who are expected to change and make the required change in their daily work. In regard to the school workplace, these people are the school leaders. They are very important to be involved as committed people as they are essential to assist the teachers in implementing the curriculum as a change initiative. The involvement of school leaders first in implementing a new policy helps to use them to support teachers in response to the curriculum challenges such as inadequate knowledge, as they will establish professional development for other stakeholders to improve skills, knowledge and attitudes.

### **2.2.6.3 Make the rational and emotional case together**

Aguirre et al. (2014:5-6) claim that change initiatives are often made on strategic business objectives, like increasing sales, making 20 per cent growth in the next few years or entering new markets. They further claim that these objectives are right to use but do not reach the emotional side of the people that are needed for them to make a solid commitment to change. Fostering an emotional connection with the employees is more likely to get them committed to the change than not fostering the connection (Aguirre et al., 2014:5-6). Several factors contribute to making employees committed to the change initiative. A shared vision is one of the significant factors that can help the employees to be devoted to a new change initiative. A vision needs to be translated into concrete, realistic and useful learning focus (SA Guideline, 2015:9). Professional training enables the employees to have new knowledge, skills and attitudes about a change; as a result, the employees will be able to respond to the challenges they may encounter during the implementation of the integrated curriculum.

### **2.2.6.4 Act your way into new thinking**

Implementing the new ways that the change initiative delivers is important for a change initiative to succeed. Leaders have to lead by example so that the rest of the employees can see that a change is happening and that the new ways are working and gives the possibility for employees to think about their day-to-day work in a new way (Aguirre *et al.*, 2014:6). The school leaders have clear roles that as members of the school heads are not just administrator but someone to support teaching and leading by inspiring, mobilizing, organizing and monitoring all the school activities (A Guide to Continuous Assessment, 2012:6). Raselimo *et al.* (2015:10) warns that as a new policy, this kind needs strong monitoring from regional inspectors down to the schools so that it is successful. Monitoring the implementation of the integrated curriculum is a crucial role that involves classroom visits by the school leaders (Khachane, 2016:7). The devotion of the school leaders to the implementation of the integrated curriculum will impress other school

stakeholders and develop positive attitudes towards the new policy as Heystek (2016:7) indicated that new policy cannot be achieved if leaders do not involve their followers.

#### **2.2.6.5 Engage, engage and engage**

Aguirre *et al.* (2014:6-7) posit that repeating the change vision frequently is needed for continual change. The common mistake leaders make is the misconception that a strong message at the beginning of a change initiative is enough for employees to understand and be committed to change. Ongoing communication efforts keep the vision alive and make the employees understand and believe in the change. In the case of schools, informing teachers about a change once is not enough but they need to be informed and involved several times to become committed to the change. A vision needs to be translated into a concrete, realistic and useful learning focus, which challenges teachers to question their current practice, make a change and inform their own learning needs (SA Guideline, 2015:9). This implies that much training and effective implementation are pivotal for the change to be successful. The importance of the change should be emphasized and shared among the teachers. It is when educators embrace the school vision and are highly involved in the development of the vision that a strong belief system is directly related to empowering teachers through others (Higgins, 2016:3). Blomqvist (2017:28) shows that people within the organization start to act and believe in change, they take part in different change initiatives and need to understand the benefit of the change, the same applies to the integrated curriculum aims, which should be clear, communicated, and put into practice by teachers so that they translate them into concrete, realistic and useful learning (SA Guideline, 2015:9).

#### **2.2.6.6 Leading outside the lines**

In addition to those who are the leaders in an organization, there are also those so-called informal leaders, “special forces”. These are those who promote the change and support the others in the company to be part of the change. Aguirre *et al.* (2014:7) argue that these people can be found at every level of an organization, from the receptionist, and supervisor to the manager. By identifying these special forces early, organizations can succeed and implement major change initiatives better. Usually, when a new change is implemented, people show different attitudes. In the case of the schools, Mandukwini (2016:30) states that some teachers may be willing to contribute to the process of new innovation while others may not easily accept change. There is bound to be resistance to (Mtapuri, 2014:3). Some become negative while others become positive, and those with negative attitudes turn to resist the change; therefore, there should be a balance of forces working in opposite directions (Kritsonic, 2004:1). Such people should not be ignored when change is implemented but should be regarded as special forces who should be used to implement the new change because they are important people in the organization. However, if they turn to criticize the implementation, their negative attitudes should be taken and converted to be positive and be used to promote the change.

#### **2.2.6.7 Leverage informal and formal solutions**

Successful change initiative execution needs different methods to support the change, like having informal and formal solutions. The formal solution is redesigning structure, reward systems,

operating systems, training and development in the organization, and preparing the employees to commit to the change. The formal solutions are about changing the organization's motto if the right mindset for the change. For example, changing a shipping company's motto from "ship by any means" to "if it is not right, do not ship it" (Aguirre *et al.*, 2014:7-8). Professional learning community may be regarded as one of the formal solutions aimed at improving organizational change, as explained by Nkengbeza (2014:20). It is usually practised by inclusive institutions that continuously question the status quo and for better means to improve their institutions. In such schools, all the stakeholders work together for the overall improvement of the school. In PLCs, formal structures change, and school leaders need to decentralize authority because not just one member is the leader of the PLC, but everyone takes up the leadership function (SA guideline, 2015:10). The system of working changes from working in isolation to working as a team or group where members share ideas and discuss the challenges they meet in their work together. In such an organization, training employees is regarded as an important of all strategies that can help to enhance the execution of change initiatives, so the principle of leveraging informal and formal solutions may allow the operation of monitoring the implementation of integrated curriculum to be successful in every school.

#### **2.2.6.8 Assess and adapt**

According to Aguirre *et al.* (2014:8), organizations do not measure their success in the change initiatives before moving on. By failing to do so, organizations lack the information about how to support the process of change and its sustainability. By analyzing what is working and what is not, required improvements can be made and make the change stick and be part of the company culture. Similar to the implementation of an integrated curriculum, the Ministry of Education realized the need for the new policy but failed to engage other levels of the school system, starting from the top with the school leaders down to the teachers. Instead, provide training to teachers in a day or two. As a result, when teachers encounter challenges in the implementation, school leaders as supporters of teachers lack knowledge and skills on how to support teachers (Selepe, 2016:18). Monitoring the implementation of any change, integrated curriculum as an example is crucial as it is a regular continuous and systematic process that collects data routinely to collect and improve the process through feedback (Changiz, 2019:2). Monitoring of curriculum implementation assists managers to learn about the needs of learners and obstacles encountered by the teachers and vice and verse, the information gathered through monitoring process it is used to select appropriate strategies and to assess progress achieved (Mongomezulu, 2015:14). Assessing and adapting the Lesotho integrated curriculum can help to improve the implementation of the integrated curriculum in Lesotho.

#### **2.2.7 Strength and weakness of the theory**

##### **2.2.7.1 Strength**

The three-step model, unfreezing, moving and refreezing, provide strong support for leadership intervention and managing employee perceptions during organizational change, and it also support the status quo in the main stage of driving and restraining forces where leaders and employees interact with each other as the former strives to break it and the latter to maintain it

(Bakari, 2007:2). Cumming et al. (2016:49) stresses that Lewin's three steps procedures provide a foundation for future action research and organizational change and development techniques. Lewin's model is planned and people are always at the root of the change. Hence, the model has a heavy focus on reducing resistance to change (Blomqvist, 2017:30). Calder (2013:8-10) shows that the model is very flexible. Because of its simplicity, it can be easy to implement and other models can be implemented to it.

Blomqvist (2017:31) cites Mills, Dye and Mills (2009:47-49), stating that the model is easily understood and simple to apply to a framework for managing change. Creating the motivation for change that moves the change ahead throughout the process and returns to a stable state in the end. The model benefits the team who is planning change when implementing a change initiative to visualize(ice-cube melting) to plan and manage each of the stages of change (Blomqvist, 2017:31). Calder (2013:14-19) advises that the Lewin model is good for beginners of change management but also for organizations that have problematic in resistance of change because the model emphasizes the urgency on how to get over the resistance. The Lewin 3-step model is more suitable for an individual change than a top management-led change initiative (Calder, 2013:14-19).

#### **2.2.7.2 Weakness**

According to Blomqvist (2017:29), the Lewin model is outdated and does not work in the constantly changing world. The model is too simple for complex change. The 3-step model only works in organizations that operate in a stable stage that does not constantly go through changes (Burnes, 2004:xx). Blomqvist (2017:30) continues that the model is suitable for small-scale projects, ignoring organizational power and politics and is managing from top management down. The 3-step model does not consider the personal factors that can affect the change (Kritsonic, 2004:5-6). Kritsonic (2004:6) concludes that the model looks good on paper but implementing it can have negative outcomes because of a lack of thought about peoples' feelings and experiences. Blomqvist (2017:31) concludes that the Lewin model is very time-consuming, so the model can be used in the contact change process or changes that have to be quickly and efficiently implemented or is it too slow to implement?

#### **2.2.8.1 Relation of the study to the unfreezing stage**

Many practitioners, such as Mitchell (2013:32), Antwi *et al.* (2014:2), Asnan *et al.* (2015:317) and Blomqvist (2017:28) indicate that usually, when a change is about to occur, there are social forces that either promote or inhibit change. Specifically, there are driving forces promoting change, and restraining forces opposite to change. In relation to this study of using PLCs to monitor the implementation of the Lesotho Integrated Curriculum, the Government of Lesotho, through the Ministry of Education and Training, changed the education system because the old examination-oriented curriculum system no longer responds to the needs of the Basotho nation. The driving forces are rapid growth in technology, unemployment, low economic growth, and global issues such as environmental degradation (Molise, 2016:7). The restraining forces in the implementation are factors such as Inadequate training, inconsistent 'assessment' mechanism,

teaching paradigm shift, etc. The Ministry of Education and Training is at the unfreezing stage, and therefore change is needed.

To overcome this stage, the organizations should break down the existing state of affairs (statusquo) and begin to build a new way of doing things (Blomqvist, 2017:28). According to Kritsonic (2004:2) and Hossain (2016:23), to change the quasi-stationary equilibrium stage, one may increase the driving forces that direct behavior away from the situation or status-quo or decrease the restraining forces that negatively affect the movement from the activities that assist in the unfreezing such as motivating participants, preparing for change and building trust to recognize the need for change. This evidence confirms that the situation that occurs with monitoring the integrated curriculum is similar to the situation experienced and studied by different researchers, so the study would take the same approaches and procedures employed in previous research. The change management principle showed that for the successful execution of a change initiative, it is essential to engage all employees at every level of the organization, starting from the top with a group of executives that are supported by CE (Aguirre *et al.*, 2014:3-4).

#### **2.2.8.2 Relation of the study to the movement stage**

The change management theory (CMT) is relevant to this study because it continues that when an organization experiences the unfreezing stage, which is the case of the school, the school leaders find it hard to monitor the implementation of the integrated curriculum, it is not the end. However, there should be a transition from equilibrium to a new level (Asnan *et al.*, 2015:317). Anwin *et al.* (2014:5) provide that people should identify what to change and then develop an implementation strategy that will resonate with the change targets. This implies that people organize meetings to discuss the problem they experience and suggest solutions to the problem. Then they take part in the different change initiatives and need to understand the benefit of the change (Blomqvist, 2017:28). This is exactly what is posited by the CMT principle, that leaders have to lead by example so that the rest of the employees can see that change is happening. The new ways are working and give the possibility for employees to think about their day-to-day work in a new way (Aguirre *et al.*, 2014:6).

#### **2.2.8.3 Relation of the study to the refreezing stage**

The refreezing stage occurs when an ideal stage has been obtained through the change process and it stabilized the group at a new quasi-stationary equilibrium (Antwin *et al.*, 2014:5). The running of a professional learning community in the school to enhance monitoring of the integrated curriculum should be sustained and kept intact by turning the vision into concrete, realistic and useful learning focus, which challenges school heads and teachers to question their current practice, make a change and inform their own learning need (SA Guideline, 2015:9). Blomqvist (2017:28) avers that people within the organization start to act and believe the in change, they take part in different change initiatives and need to understand the benefit of change. This would happen to the school leaders with insufficient knowledge of monitoring integrated curriculum; they see that they support teachers to implement the integrated curriculum effectively.

#### **2.2.8.4 Relation of the theoretical framework and the methodology**

Change Management Theory is relevant to this study because it comprises the elements of action research. Action research is performed by researchers who collaborate with members of a community or an organization to produce knowledge while taking action to improve the situation of that community or organization (Saija, 2014:191). The study of using PLC to monitor the implementation of an integrated curriculum is aimed at employing participatory action research (PAR). PAR allows the involvement of the people who are the research participants in the planning, conducting, analyzing, interpretation and use of the research (Mertens, 2010:33; Creswell, 2014:3). Kemmis (2014:8) refers to as Lewinian spiral of circles of self-reflection or the self-reflective spiral, an individual step of planning, acting, observing, reflection, re-planning and so on. This proves the relationship of CMT with methodology and methods like semi-structured interviews, focus groups and many more (Kendon, 2007:1).

### **2.3 CONCEPTUALISATION OF ISSUES**

#### **2.3.1 Concept of Professional Learning Communities**

Professional learning communities are ‘structures for continuous learning’ (Keely, 2009:9), ‘Professional Learning Communities as structures that are expected to offer support to teachers and their school leaders’ (Ceresto, 2015:7), ‘teachers clusters’ (Jita & Mokhele, 2014:3), ‘networking’ (Maringa, 2016:39) ‘communities of practices,’ (Philader, 2018:8). The definitions have similar meaning although many authors describe PLCs in different ways. This concurs with Hord (1997:10); Stroll (2006:222); Antiluoma (2018:77) that there is no universal definition of PLC because PLCs have an interpretation of different contexts, but there is international consensus that it is a group of people sharing and critically interrogating their practices in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Stroll, 2006:223; Watson, 2014:19; Christ, 2016:2; Mahimuang, 2018:229). The PLCs assist teachers and their leaders in integrating their knowledge, helping teachers interpret the curriculum documents, understand the content, and use the curriculum resources (Ceresto, 2015:7).

The author continues that PLCs have their roots in the ideas of Senge’s *The fifth discipline: The art and practice of learning organization* (1990), where he states that “the organizations that will truly excel in the future will be the organization that discovers how to tap people’s commitment and capacity to learn at all levels in an organization.” Senge’s vision of a learning organization is of learning continuously by using the information to change actions to improve results. This is done by asking questions like “why are we doing this? He saw organizations developing the skills to examine their performance and identify helpful and damaging factors. Although some people understand that PLCs are used to assist teachers in their areas of weakness, I use this strategy in this study to understand Nkengbeza (2014:20), inclusive institutions that continuously question the status quo and for better means to improve their institutions. Hord (2003:1) explained that, in such a school, all the stakeholders (teachers, parents, administrators, students, the communities and the government) work together for the overall improvement of the school.

Therefore, I use it in this study to support school heads in monitoring the implementation of the new Lesotho Integrated Curriculum. It is apparent that PLCs help teachers and school leaders

work collaboratively, and there is much evidence from different occasions. For example, Knox (2015), when he was a head of school and local authority member, was a head teacher PLC, fitting into an authority-wide PLC. That proves that PLC can be a model for staff development at all levels, where staff creates professional learning opportunities by shaping and evolving their own learning based on their own needs. This would be a powerful approach to targeting meaningful, focused learning goals generated by the staff involved (Knox, 2015:2).

In South Africa, PLCs are supported by the Department of Basic Education on different occasions, such as during the implementation of CAPS in 2011, PLCs were conducted for teachers who mostly serve students from low-income areas (Feldman, 2016:12). On other occasions, used by the universities as in services courses and research projects such as Mpumalanga Secondary Science Initiative, Stellenbosch University Center for Pedagogy (Jita & Mokhele, 2014:2; Philander, 2019:4). In some countries, such as Canada, China and Turkey, PLCs are centralized and mandated by the Ministries of Education, and teachers are sharing and discussing effective practices. These are often used during the introduction of major curriculum reforms in order to support teacher curriculum and pedagogical knowledge (Tam, 2014:4; Bellibas et al., 2017:354; Campbell, 2017:10). Much literature reveals that PLCs are used to support teachers and school heads to work collaboratively as a team in regard to content knowledge pedagogy and curriculum reform understanding by working closely together to reduce isolation in teachers (Campbell, 2017:10; Ceresto, 2015:7; Tam, 2014:4). To conclude, the literature shows that PLCs take different forms and durations. Some take forms of in-service training and support by universities, and others through meetings on weekends, evenings and holidays (Campbell, 2017:10; Feldman, 2016:12; Fataar & Feldman, 2016:99).

### **2.3.2 Concept of the Lesotho Integrated Curriculum**

Lesotho Integrated Curriculum is a new Lesotho educational curriculum that enacted the Lesotho Education policy that was developed in 2009 called Curriculum and Assessment Policy 2009 (Education for Individual and Social Development). Molise (2016:10) shows that integration is derived from the term integration, which refers to the holistic review and treatment of issues related to the learner's intelligence, maturity, and personal and social development for survival purposes and economic development. The integrated curriculum draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas (MoET 2015:1). In a nutshell, the integrated curriculum intended to integrate school life with community life and everyday experiences (Raselimo et al., 2015:6).

#### **2.3.2.1 Background of Lesotho education**

The curriculum and assessment policy is not the first Lesotho education reform in the education history of Lesotho, but Lesotho education history can be traced back to before the arrival of the missionaries when boys and girls were taught separately to instill traditional values into them (Phosisi, 2019:1). The formal education in Lesotho started as the results after the coming of the missionaries in the 1830s. However, the main purpose of missionary education was to teach the gospel in order to instil Christian values; the missionary schools focused on giving Basotho

literacy and numerical skills which were seen as essential, then to produce interpreters and clerks for the colonial administration (Selepe, 2016:2). Molise (2016:1) indicates that during missionary education, the curriculum development was not the responsibility of the Ministry of Education and Training. However, the head of churches was solely responsible until 1868, when Lesotho became a British colony. Even in the colonial rule, the education of Lesotho was mainly the responsibility of churches, and the British fostered the aspirations of the colonizers by ensuring that English became the language of education and also used English as the language of the colonizers as a strategy to convert Basotho people to their religious beliefs and culture. This confirms that missionary education strongly opposed the Basotho cultural practices, including initiation and polygamous marriage, as they were considered against Christianity. British and colonial education existed until 1966, when Lesotho gained independence from British rule.

In an attempt to make education relevant in addressing the needs of the nation, a number of unsuccessful reforms were adopted in the early 1970s (Selepe, 2016:3). The first attempt occurred in 1971, the Ministry of Education and Training announced the education for development as a response to the perceived limitation of the education of colonial administration. In response to the announcement, a flurry of Lipitso public gatherings were conducted to solicit input towards designing a curriculum that would respond to the young nation's needs (Mahau & Raselimo, 2015:2).

The authors go on to say that the consultation ran from 1977 to 1978. Following this consultation process, a national education dialogue was held in 1978 for further consultation. The second attempt that followed the 1978 national education dialogue was a multi-disciplinary task force which is composed of the Basotho national and external consultants from South Africa was established by the cabinet to prepare policy documents that would guide the education process.

The task force report was presented and adopted in 1982 as a policy document guiding the education reform process up to the year 2000, and the policy document of 1982 resulted in several reforms (Raselimo *et al.*, 2015:2, Khechane, 2016:2).

#### **2.3.2.2 Curriculum diversification**

The authors above posit that the first reform was curriculum diversification, which introduced new practical subjects such as agriculture, technical subjects and home economics. That reform aimed at achieving self-reliance through education with production but not ignoring the goals of further education.

#### **2.3.2.3 Core curriculum**

These go that the second reform was core curriculum reform which was intended to increase efficiency in the operation of secondary and high school by reorganizing the curriculum into six groups of subjects, namely, English, Mathematics and Science as core subjects, and English was regarded as a medium of instruction and a passing subject for all examinations.

#### **2.3.2.4 O' levels localization**

Raselimo et al. (2015:3) indicate that the third curriculum was the O' levels localization reform which aimed to localize the 'O levels curriculum and examination. It was brought by the weakness of the Joint Matriculation Examination, which South Africa administered. It adopted the Cambridge Overseas School Certificate (COSC), which is administered by the University of the United Kingdom. O' levels curriculum in Lesotho resulted from the local marking of examination scripts and review of subjects at junior secondary, although overall control still remains with Cambridge University.

### **2.3.2.5 Free Primary Education**

Free primary education is also the Lesotho policy education introduced in Lesotho in 2000. Khechane (2016:2) posits that FPE is an effort of Lesotho to realize universal primary education and as a strategy for achieving all goals. FPE intended to provide young Basotho children who enroll in public schools and proprietor schools with free primary education, food and stationery. It succeeded in accommodating a high percentage of Basotho boys and girls attending primary schools. The success of FPE mandated that the government of Lesotho, through the Ministry of Education and Training, formulate education act number 20 of 2010 to make FPE free and compulsory education.

These changes that occurred in the Lesotho education curriculum reforms resulted in the reform of the new Lesotho education policy of Curriculum and Assessment Policy 2009 (CAP 2009).

### **2.3.3 Critical Analysis of Curriculum and Assessment Policy 2009**

Ng Ding Jie (2016:1-3) explains that policy analysis is a study of what the government does, why and with what effects, recognizing that institutions at all levels of the education system are effectively part of a public system. The author continues that one of the processes of analyzing policy is to analyze the content of the policy as this assists one in understanding questions such as what does a policy articulate and frame? What does the policy aim to do? What are the values contained within the policy? In this regard, the new Lesotho education policy is analyzed in comparison to the phased-out Lesotho education curriculum.

#### **2.3.3.1 RATIONALE**

CAP 2009 policy was developed and published by the Government of Lesotho through the Ministry of Education and Training (MOET) in 2009 (Khechane 2016:4). According to Selepe (2016:4), it was for the first time since Lesotho attained independence from British colonial rule the MOET produced the policy which the major aim was to provide education for individual and social development. This could be achieved by transforming the teaching and learning as well as the assessment procedures to align with the emerging needs of individuals and the nation at large (Khechane, 2016:4).

#### **2.3.3.2 PHILOSOPHY OF EDUCATION**

According to Molise (2016:1), Lesotho was a colony of the British in 1868, so this implies that Lesotho inherited the education of the colonizers whose education aim was to create a new class of persons who formed an aristocratic, privileged and loyal group to act as interpreters between

them and the people at large, not to create a Mosotho who is equipped with skills to combat life challenges. In other words, their education was not created based on the Basotho philosophical statement of justice, equity, peace, prosperity and co-existence, which underpin their way of life. But the new Lesotho Curriculum and Assessment Policy 2009 was formulated in consideration of the Basotho philosophical statement. CAP derived from Basotho's philosophical statement of justice, equality, peace, prosperity, participatory democracy and mutual co-existence, which underpins their way of life (Molise, 2016:7).

Education should be directed towards individual and social development; education should help an individual to lead a full life as an individual and a member of the community and cherish the principles of justice, peace, equality, equity, integrity, and human right as prescribed by the law of the land (MoET, 2009:5).

### **2.3.3.3 LANGUAGE POLICY**

In the Lesotho traditional based subjects curriculum, English was considered as the medium of instruction and passing subject for all examinations, meaning that the phased-out Lesotho education curriculum did not consider the learner's mother tongue in the education of learners, whereas the new Lesotho curriculum and assessment 2009 learners mother tongue highly considered and permitted from Grade 1-3. English has been used as a medium of instruction from Grade 4. Molise (2016:8) shows that the framework recognizes the pluralism of the Basotho nation and the existence of other languages besides the two official languages of Sesotho and English.

Regarding CAP 2009, MoET (2009:7) stipulates that, while acknowledging, as the Lesotho constitution states, that Sesotho and English are the two official languages, and in recognition of the fact that there are other languages besides Sesotho and English, the mother tongue will be used as a medium of instruction up to class 3 while English will be taught as a subject at this and other levels. From Grade 4, English shall deign to be used as a medium of instruction and taught as a subject as well.

### **2.3.3.4 CURRICULUM AND ASSESSMENT**

The literature reveals that many tasks about curriculum reforms in Lesotho from 1974up to 1999 were based on subjects and examinations. There was no attempt to link the curriculum and assessment (Raselimo & Mahau, 2015:3). MoET (2009:4) provides that curriculum content distortion by examinations does not seem to tally well with the goals of expanded access to vocational skills. But Curriculum and Assessment Policy 2009 aimed to establish a strong link between curriculum and assessment so that the feedback from the learning process can be used to formulate a strategy that would improve the teaching and learning process (Khechane, 2016:3).

Preamble:Education provision should be directed towards personnel and social development. This could be achieved by a balanced and flexible curriculum. A curriculum should respond to the needs of learners and society as a whole and enable learners to participate actively and responsibly in their communities (MoET, 2009:10).

Khechane (2016:15) defines assessment as the process teachers use to collect data about their teaching and their learners' learning. The Lesotho previous curriculum was examination-oriented as it was said to emphasize summative examination (Raselimo et al., 2015:9). This became clear during O' levels localization reform. The main focus was on the localization of the examination at the end of the year, regardless of the effectiveness of the assessment. MoET (2008:7), Raselimo *et al.* (2015:7), Khechane (2016:15), and Selepe (2016:17) reflect that the old curriculum where cognitive attainment was the only one tested through a summative assessment, which is a one-time assessment done at the end of the unit, quarter or year for accountability, and selection of better certification. According to Selepe (2016:14), reviewing the intended assessment in the current Lesotho curriculum and assessment policy is a very important issue as the assessment greatly influences curriculum implementation. The new policy prescribes the three strategies that will assess learning and teaching. These are formative, remedial and monitoring of educational progress (Molise, 2016:19). The summative assessment is provided in the form of a public examination at the end of Grades 10 and 12, which will still be used for certification and selecting learners for higher education (Raselimo *et al.*, 2015:9).

With respect to CAP2009, the assessment will evaluate the attainment of education and curriculum aims of educational programmes at all levels; the assessment will fulfill different purposes, such as formative, which will be used in schools at all levels of education to check the learning progress.

Monitoring will be used to monitor the curriculum and the summative at the end of Grade 10 (junior certification) and Grade 12 (senior secondary and will be in the form of an examination (MoET, 2009:20).

### **2.3.3.5 PEDAGOGY**

According to Nhlapo, (2019:92), the Lesotho education system had been using an examination-oriented curriculum, which had been described as a 'pen and paper activity' characterized by small-scale practical work by learners, so this implies that it was a teacher-centred approach method of teaching and learning did not provide learners a room for solving the problem for themselves. In contrast, the new Lesotho curriculum and assessment policy 2009 espouses a learner-centred approach, the learning method in which learners find things for themselves without being imposed by teachers. The new policy allows learners to become more responsible for their learning process and this should be able to identify, formulate and solve problems which is currently the dominant paradigm in Africa where education is aimed to shift from the colonial education system that serves as an enabler of democracy (Raselimo *et al.*, 2015:7; Molise, 2016:15; Selepe, 2016:13)

The CAP 2009 provides that the focus has shifted to teaching and learning methods that can support further development, creativity, independence and survival skills. Learners are to become responsible for their own learning (MoET, 2009:18).

### **2.3.3.6 CURRICULUM ORGANISATION**

The previous curriculum of Lesotho was a product of curriculum diversification, corecurriculum, O' levels localization reform which focused on introducing new practical subjects and subject grouping that intended to make other subjects the core subject and consider English as a medium of instruction. Raselimo (2015:6) shows that this previous curriculum structure emphasized disciplinary knowledge, whereas the integrated curriculum is organized into curriculum aspects and learning areas. The curriculum aspects and learning areas are juxtaposed to identify competencies to be promoted in different contexts (MoET, 2009:12).

Preamble; integration here refers to the holistic view and treatment of issues related to intelligence, maturity, and personal and social development of learners for survival purposes and economic development of the nation as opposed to the compartmentalized subject-based form of instruction (MoET, 2009:12). To achieve the goals of curriculum integration organization elements have been identified, and encompass life challenges and issues facing Basotho as a nation and members of the global villages.

### **2.3.3.7 CURRICULUM ASPECTS, LEARNING AREAS AND CORE COMPETENCIES**

Molise (2016:11) posits that curriculum aspects advanced here are intended to act as a tool to assist in curriculum planning and organization, they form an integral part of education for equipping learners with necessary knowledge, skills, values and attitudes, and they enable learners to face and cope with the challenges they meet in their daily lives. These are effective communication, awareness of self and others, environmental adaptation and sustainable development, health and healthy living and production of work-related competencies (MoET, 2009:18-20).

Preamble; education is central to the survival of both an individual and society; it should equip individuals with competencies necessary for the advancement of their respective societies in different spheres of operation, such as political, social-economical, technological and economical, and cope with the challenges posed thereof (MoET, 2009:13).

MoET (2009:12) describes that learning areas indicate the body of knowledge necessary to equip the learners with the competencies necessary to address life challenges. The learning areas are seen as chunks used as filtering mechanisms meant to select concepts and principles derived from subject areas that address real issues and challenges (Raselimo *et al.*, 2015:5).

Preamble: The learning areas facilitate in designing of adequate coordinated learning programmes. They also serve as quality control necessary, ensuring relevance and coverage of key competencies in curriculum planning and organizing. The identified areas are linguistic and literacy, numerical and mathematical, personal, spiritual and social, and scientific and technological (MoET, 2009:15).

MoET (2009:12) explains that the curriculum aspects and learning areas are juxtaposed to identify the co-competencies to be promoted in different contexts focused on. The identified co-competencies are effective and functional communication, problem-solving etc.

CAP 2009 stipulates that the competencies indicate the capabilities learners acquire as they go through the education system and different levels. They indicate the ability of learners to apply

knowledge and skills and to demonstrate values and attitudes to address current and new situations (MoET, 2009:16).

### **2.3.3.8 ORGANIZATION OF SCHOOL CURRICULUM**

MoET (2008:5) describes that the Lesotho education system consists of seven years of primary education, five years of secondary, two years of senior secondary and four years to six years of higher education. The purpose of primary education is to serve as the foundation for providing reading, and arithmetic skills as well as respect for the environment and acquisition of necessary life skills, whereas secondary takes two years of schooling and serves as preparation for tertiary education, further personality development as well as preparation for the world (Khechane, 2016:5).

CAP 2009 provides that basic education forms the basic foundation for secondary, technical and vocational education and life-long learning (MoET, 2009:8-9). Secondary education builds upon Basic education and continues to prepare learners for further education, training, and work. Secondary takes two years of schooling after completion of basic education.

### **2.3.3.9 AIMS OF BASIC AND SECONDARY EDUCATION**

After ten years of basic education, learners should have acquired communication skills of listening, speaking, reading and writing in Sesotho and English and apply them in every life (MoET, 2009:8), whereas secondary education aims at building on basic education for preparing learning for higher learning locally and outside the country, and to equip learners with the knowledge, attitudes, and skills which enable them to respond to socio-economic and technological changes (MoET, 2009:9).

## **2.3.4 Monitoring**

Monitoring is about checking; it is about following people, checking what exactly they are doing in the classrooms and even outside, taking their work and observing how it is done (Mongomezulu, 2015:69). The author stresses that teaching and learning must be monitored in order to obtain feedback on its specific impacts to learning. Maringa, (2016:27) adds that monitoring curriculum is important because it gives the principal an understanding of where the learners are and helps the principal understand the weaknesses and strengths of educators and learners. Mongomezulu, (2015:14) shows that the information gathered through the monitoring process is used to select appropriate strategies and assess progress achieved.

The school principals use different monitoring strategies such as; assessment, feedback, teacher development strategy and leadership development strategy of monitoring (Mongomezulu, 2015:19).

### **2.3.4.1 Assessment monitoring strategy**

Assessment is a process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what learners know, understand, and can do with their knowledge as a result of their educational experience (Khechane, 2016:21). Mongomezulu, (2015:19) posits that assessment as a strategy of monitoring teaching and

learning provide good information to leaders and other stakeholders to make informed decisions. As per MoET (2009:19), assessment evaluates the attainment of educational programmes at all levels. It fulfils three purposes: formative (continuous assessment), which is used in schools at all levels of education to check the learning progress.

Monitoring of educational progress, where national educational assessment is used to monitor the curriculum attainment at different levels such as grades 4, 7 and 9 (FormB).

Summative assessment, which takes the form of examination and selection, is made for learners of higher education levels. In summative assessment, examinations take various modes such as; paper and pencil texts, coursework, practical tests and projects to practical paper.

#### **2.3.4.2 Feedback monitoring strategy**

Ndungu *et al.*(2015:10) assert that a school principal is responsible for monitoring at the school level to ensure effective teaching and learning. The authors continue that, in schools with a large population, deputies, heads of departments, and heads of subjects have a role in monitoring the teaching and learning process and reporting their findings every fortnight.

In Lesotho, where this study was conducted, the Lesotho education Act no 20 of 2010 section 21 clause (f) confirms that a school principal is responsible for ensuring that there is meaningful teaching and learning that take place in the school s/he is leading. The Lesotho Teaching Service Regulations 2002 section 23 sub-section (4) authorizes the deputy school principal to be responsible for the school in the absence of the school principal, which implies that monitoring of teaching and learning is delegated from the school principal's position to the lower positions or subordinates. Similarly, in this case of monitoring the new Lesotho Curriculum and Assessment Policy 2009, the crucial activity of monitoring must be monitored by the school principal, deputy, heads of departments and heads of subjects or senior teachers in smaller schools. This is confirmed by Raselimo and Mahao somewhere (2015:10) that a new policy of this kind needs strong monitoring from regional inspectors to succeed. Khechane (2016:7) stresses the importance of monitoring the implementation of the integrated curriculum, which should involve classroom visits by the school leaders. Oliva (2013:27) stresses that monitoring involves professional observation of teaching and learning events and ensures the improvement of teachers' abilities with a view to offering professional development. Monitoring should be done to assist teachers, offer advice, and share alternative strategies that can improve teachers' curriculum delivery (Mandikwini, 2016:36).

#### **2.3.4.3 Teacher leadership**

Teacher leadership is defined as a process by which teachers individually and collectively influence their colleagues, principal and members of the community to improve teaching and learning practices in order to improve learning outcomes (Mongomezulu, 2015:25). In this study, teacher leadership is used in the sense of empowering teachers to perform the task of the head of the department and senior teachers of monitoring lesson preparations, schemes of work, attendance registers, learners exercise books and assessments. Kenneth (2021:3) asserts that teacher leadership as a form of sharing leadership fosters more respect, trust, collegiality and

responsibility to the groups, and that groups that share power become more successful and become high-performing groups.

Rakolobe (2017:87) indicates that policy implementation is not without challenges, so this study explores the challenges of monitoring the Lesotho integrated curriculum as it enacts the Lesotho Curriculum and Assessment Policy 2009, the components of solutions for the challenges, the conditions that are conducive for successful policy implementation and the silences of the policy.

## **2.4 THE CHALLENGES OF MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM**

### **2.4.1 Absence of scheduled time**

The integrated curriculum aims to shift towards methodologies that can develop creativity, independence and survival of learners (MoET, 2008:9), so this requires adequate time to be implemented, and the role of the school principal as a leader is not just an administrator but someone to support teaching and learning by monitoring the implementation of this new educational policy (MoET 2012:33). In some schools, implementation of the integrated curriculum is affected by time. There is an absence of a designed time to implement the policy. This challenge is realized by Ralebese (2019:45) in his study conducted in Maseru, the capital of Lesotho where principals are found to have the propensity to spend little time on curriculum and instructional tasks but they dedicate more time towards managerial tasks. Time has also been a challenge in South Africa during the implementation of the Curriculum and Assessment Policy Statement; teachers did not get adequate time to collectively participate in implementation, practice what they have learned through the process and translate their learning effectively into the classroom (Samantha, 2018:3). Henry et al. (2022:96) confirmed that instructional leadership as the role of the school heads is shaped by time. Douglas and Carolyn (2018:1) show that among the challenges that novice school principals encounter in the United Kingdom is balancing between time to complete their paperwork and monitoring teaching and learning.

### **2.4.2 Learners' absenteeism**

Lesotho Education Act no 20 of 2010, section 6 sub-section 2, stresses the importance of attendance of learners at school, which reflects the country's commitment to the education of learners. MoET (2009:6), as a document of the Curriculum and Assessment Policy, also encourages learners to attend school because the new policy targeted teaching and learning methods that can develop creativity, independence and survival of learners, although, in some schools, there is learners' absenteeism which affects monitoring of the implementation of the integrated curriculum. Children do not attend regularly, so the aim of delivering CAP 2009 is affected. Pierre du Plessis and Mastry (2019:2), in their study conducted in rural South African schools, posit that one of the challenges in South African rural schools is children who do not attend school regularly as they are forced to work on farms and are not encouraged to attend school. As a result, learners who do not attend school often find the curriculum not relevant to their lives. In the United Kingdom, Esther, Vanneste, Frans, Mathisen and Rijk (2021:2) indicate that absenteeism contributes to lower educational achievement; however, studies indicate that it occurs in secondary schools as it frequently occurs in primary education.

### **2.4.3 Inconsistent assessment mechanism**

MoET (2009:19) provides that assessment will evaluate the attainment of education and curriculum aim of educational programmes at all levels. CAP2009 emphasizes continuous assessment (CASS), which takes place daily, during the lessons, after lessons, weekly, fortnightly and quarterly, but there is still a challenge in the way assessment is conducted in some schools. Some grades have assessment packages while others do not have packages, those with packages comprise low-order questions, and teachers' items questions are not moderated and serve more cognitively than other skills (Molise, 2016:20). Khechane (2016:66) supports the point that most used assessment strategies are observation, group work, oral work, written tests and homework. This challenge is observed by Mazibuko (2019:49) in South Africa in that assessment makes challenges with gaps in curriculum coverage, and it is easy to detect and manage, and HODs must moderate the assessment and marking of learners' work. In the United Kingdom, the challenge with assessment is the understanding of the formative assessment; teachers do not understand it in the context of a theory of pedagogy (Black & William, 2018:2).

### **2.4.4 Large class size**

It was indicated that the policy's textuality means that it is related to other documents, such as Lesotho Education Act no 20 of 2010 section 21 (a), which specifies that school principals must monitor the learners' exercise books. MoET (2012:24) goes that teachers should provide positive comments when marking learners' exercise books and clearly state the identified problems. The challenge in monitoring learners' exercise books is the teacher's class size; if there are many learners in class, meaning there will be many numbers of exercise books that should be marked, it will not be easy to monitor all the exercise books. This challenge was predicted by Raselimo and Mahao (2015:110) that a large class size might make monitoring individual learner progress difficult. A high number of learners in one class makes it difficult for the teachers to guide and support the individual learners and to add also to mark and monitor the work of learners (Phosisi, 2019:27). This challenge indicated by Nkozi (2014:18) in South Africa that large class size is a factor that constraint implementation of the CAPS, as it is needed to train and prepare teachers to implement the new curriculum. Douglas and Carolyn (2018:1) show that the location of the school determines the challenge of large class sizes in the United Kingdom. For illustration, the principals' work in the rural school is conducted within tight social communities that require them to fulfill multiple roles and unique responsibilities that encompass the school and the communities.

### **2.4.5 Teachers' reactions towards class visits**

Lesotho Teaching Service Regulation 2002 section 24 sub-section (1), as it is also relevant to CAP2009, provides school principals authority to allocate teachers the classroom and observe teachers while teaching, but during class visits, the SMTs experience different reactions from teachers. These reactions make SMTs reluctant to visit teachers in the classroom while they are teaching. Teachers feel that they are being tortured. This challenge is also viewed by Ralebese (2019:49), that during classroom visits or classroom observation, the school principals or SMTs encountered negative perceptions from teachers. Teachers primarily do not view them as having

the capacity to instructional curriculum learning. Classroom visits are a challenge to even attempt to determine how many visits were to be conducted, and the participants were shown that they are reluctant to conduct class visits because teachers always view it as being monitored as if they are infringing on their rights, which implies that they are reluctant to conduct class visit as a result of the negative feedback conveyed for instance through the body language of teachers when SMTs members interact with them (Mongomezulu 2015:56-57). Inga, Kirsti and Karen (2018:185) assert that it is still a challenge in the UK to prepare teachers for 21st-century classrooms.

## **2.5 THE WAYS IN WHICH MONITORING THE IMPLEMENTATION OF LESOTHO INTEGRATED CURRICULUM BE ENHANCE USING PLCs**

### **2.5.1 Scheduled Suitable time**

MoET (2015:5), as one of the referral documents of CAP 2009, provides that the introduction of the new curriculum in Lesotho involves teachers, parents, community members and many other stakeholders getting used to a new way of teaching, learning and assessment with time; this will produce very positive results both for individuals' learners and for the country as a whole. This important time for monitoring the implementation of the integrated curriculum is supported by Molise (2016:26) that teachers should be given enough time to prepare and deliver the new curriculum. Mandakwini (2016:32) asserts that time is not crucial for teachers only but also the SMTs (principal, deputy principal, heads of departments and senior teachers); otherwise, these people will lead through poor lesson planning, scheming, administrating attendance registers, assessment books and learner exercise books. As said by Douglas and Carolyn (2018:1) in the United Kingdom, school principals must learn to balance time between their paperwork and monitoring of teaching and learning.

### **2.5.2 Parents' involvement**

Parents have sent their learners to school to be educated, and given a large number of learners in the classrooms, and parents have to know how their learners perform and assist where possible (MoET, 2012:35). Besides encouragement of CAP2009, parents of learners are also obliged by the Lesotho Education Act no 20 of 2010 section 6 sub-section 2 that it is their responsibility to ensure that their learners attend school and report the absence of their learners to the school principal. Otherwise, a learner's parent is guilty of an offence and liable on conviction to do community service or a fine of not less than M1000.00 or imprisonment for a term not less than one year or both. This implies that parents' involvement in their learners' education would help reduce absenteeism, which is a challenge in monitoring the implementation of an integrated curriculum. In South Africa, Mbatha (2018:134) shows that parental involvement is the collaboration between the working as partners in education, which the South African Council for Education highly supports to promote a harmonious relationship within the workplace. In the United Kingdom, Michael, Elizabeth, Nathan and Eva (2019:3) confirm that parents play a critical role in facilitating or undermining the learning that takes place among children in the classroom.

### **2.5.3 Consistent assessment mechanism**

MoET (2009:19) stipulates that assessment is used to evaluate the attainment of education and curriculum aim of educational programs at all levels, and CAP 2009 stresses Continuous Assessment (CASS), which is a means of assessment that requires a learner to be assessed daily during the lessons, after the lessons, weekly, fortnightly and quarterly. So some initiatives such as assessing together as teams or groups at the school level and centre level and delivery of assessment packages in schools are good ways to overcome inconsistencies in assessment as teachers are able to share skills and knowledge about assessing integrated curriculum. Oliva (2013:32) and Mandukwini (2016:32), in their study about the implementation of Curriculum and Assessment Policy statements in South Africa, found that implementing the curriculum requires that each team member is well-versed with skills, expertise and knowledge of the curriculum. In the UK, Black and William (2018:2) assert that any approach to improving classroom practice focused on assessment must deal with all aspects of the evaluation as the assessment is used to determine the degree to which students have achieved intended learning outcomes.

#### **2.5.4 Collaboration**

In order for the Lesotho integrated curriculum to be successful, all the stakeholders should work hand in hand to ensure the smooth running of the school (MoET, 2012:33). This implies that the policy encourages collaboration amongst the principals, deputy principal, head of departments, senior teachers and teachers. The school stakeholders must collaborate in monitoring the official books used by teachers so that teachers share and support each other. The collaboration would establish reflection and dialogue where teachers would agree on matters such as the number of learners' exercise books that should be monitored. In South Africa, Rammuda (2019:48) supports that the collaboration of teachers and other school stakeholders is a powerful tool to improve outcomes for all learners. Paul, Chris and Christopher (2021:321) show that school collaboration in the United Kingdom was created as a result of the 2002 Educational Act legislated for the creation of a joint governing body across two or more schools. The authors go on to say that these collaborative arrangements were known as federation-agreed partnerships between two or more schools.

#### **2.5.5 Frequency of classroom visits**

MoET (2012:33) requires the school principal to no longer be a school administrator who works in the office but someone who provides support to teachers while they are teaching in the classrooms. Section 21 clause (f) of Lesotho Education Act no 20 of 2010 shifted the school principal from the office to the classroom where s/he would see that there is meaningful teaching and learning. Apparently, these documents encourage regular classroom visits, which is a mechanism to reduce the challenge of negative responses of teachers and learners as collegial, collaboration, trust and respect, which are the features of a professional learning community. In South Africa, Bush and Glover (2016:15) advise that SMTs must spend most of their time monitoring teaching and learning. This implies that monitoring teaching and learning should be conducted frequently by the SMTs as people responsible for monitoring. In the UK, Inga, Kirsti and Karen (2018:185) suggest that preparing teachers for 21st-century classrooms requires turning teacher education upside down so that practice becomes the base for learning to teach.

## **2.6 THE CONDITIONS CONDUCTIVE TO USE PLCs IN THE SUCCESSFUL MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM**

### **2.6.1 Shared vision**

The vision is the particular belief of certain people. It is a belief that something should happen in such a way that is in line with their customs, values and beliefs. The beliefs originated from the philosophical understanding of how good things can be achieved in life. The vision should be shared among others because it addresses the direction the school wants to go in educating students, as the students are at the central theme of achieving the vision (Higgins, 2016:3). In regard to the Curriculum and Assessment Policy 2009, the vision of integrated curriculum is derived from the Basotho philosophical statement of justice, equality, peace, prosperity (MoET, 2009:3). This means anything to Basotho that is regarded as good if it is in line with their slogan which says *khotso, pula* and *nala*. This is a very strong belief of Basotho and any policy based on this is regarded successful. A shared vision is essential means focusing attention on what matters most and accomplishing in a joint venture by partners supports that all experts from different spheres collaborating or working together need to share a common vision (Mbatha, 2018:118).

### **2.6.2 Leadership support**

Leadership is the way someone influences others to achieve set goals. The Curriculum and Assessment Policy 2009, generally known as the integrated curriculum, supports the idea that leadership is pivotal for the successful implementation of Lesotho's new education policy. The policy posits that the role of the school principal as a member of the school heads is not just administrative but someone to support teaching and learning by inspiring, mobilizing, organizing and monitoring (MoET, 2012:33). Antinluama et al. (2018:77) show that leadership is the second successful condition of school quality of leadership and has a significant influence on the nature of school culture. Leaders teach members of the organization important ideas so that others within the organization can also learn the same information (Higgins, 2016:2). Leadership is significant in every organization as it provides much support for the success of any policy. Leadership provides many things, such as materials, facilitation and all kinds of support.

### **2.6.3 Suitable time**

MoET (2008:9; 2009:4) postulate that unlike in the past, when traditional school subjects were used as organized elements to achieve curriculum integration, the framework used curriculum aspects and learning areas that are juxtaposed to identify competencies to promote in a different context. This is done to reduce work and save teachers time to prepare for eleven subjects. They were arranged into seven learning areas. This implies that time is a crucial factor when implementing any change. Campbell (2017:17) indicated that effective professional learning that changes thinking and knowledge requires consideration of time, the time used to meet regularly as a team. The importance of time is stressed by Mandakwin (2016:32) in South Africa that time is needed for the SMTs to monitor the official books; otherwise, they lead through poor lesson preparations. This is the idea in the UK by Douglas et al. (2018:1) that SMTs must balance their time between doing paperwork and monitoring official books.

#### **2.6.4 Resources**

Resources imply all the teaching and learning materials essential for a policy's successful implementation. Lesotho Sector Plan (2016-2026:32) also proves that delivering the assessment package to the school and teachers is crucial for CAP 2009. The resources should be provided because the new policy emphasizes the learner-centred approach. This learning approach requires materials for learners as learners are responsible for their learning and should solve problems for themselves (MoET, 2009:18). This is confirmed by Molise (2016:26) that adequate resources should be available for the implementation of the new curriculum. The significance of the resource during the implementation of the new policy was also recognized by Mandukwini (2016:28) in South Africa that resources are essential when implementing a new policy; otherwise, the aims of the new policy would not be achieved.

#### **2.6.5 Monitoring and evaluation**

Monitoring is about, it is about following people, checking what is exactly are doing in the classrooms and even outside, taking their work and observing how it is done (Mongomezulu, 2015:69). In regard to the integrated curriculum as enacted by the Curriculum and Assessment Policy 2009, MoET (2009:11) reflects that to ensure the quality of learning and teaching evaluation and monitoring mechanism, including assessment, principles, and strategies should provide feedback on the learning progress. This implies all sorts of checking that this new policy is functioning towards the national aims. In South Africa, Mkhize and Bhengu (2014:377) contend that monitoring and discussing assessment issues with staff and parents and using assessment analysis to evaluate teaching and learning processes are pivotal for CAPS' success and should occur through frequent meetings in which to discuss learner progress.

#### **2.6.6 Provision of feedback**

Feedback is any report that reflects the success or the failure of the interested programme. Feedback is provided in different ways, such as assessments, tests, examinations and action research reports. For the successful implementation of an integrated curriculum, MoET (2009:11) provides that to ensure teaching and learning, evaluation and monitoring mechanisms, including assessment, principles and strategies, should provide feedback on the learning project. In South Africa, Rammbudu (2019:48) contends that productive feedback and follow-up initiatives are important for supporting teachers, implying that SMTs should provide their feedback after monitoring the documents.

#### **2.6.7 Facilitation**

In line with the framework, there is a need to move from teaching to facilitation learning, from the transfer of facts to learners' construction of knowledge (MoET, 2008:9). This change should take place in teaching and learning because CAP 2009 aimed to shift towards methods that can develop creativity, independence and survival skills. Facilitation is the teacher or principal support during teaching and learning. The facilitation of a school principal is the support that s/he provides during the implementation of a new education policy. Facilitation is one of the features of PLCs, as this study is aimed to use PLCs to monitor the implementation of the

integrated curriculum. During the implementation of CAPS in South Africa, Raharajh, Nkozi and Mkize (2014:379) realized that changing from one curriculum to another requires facilitation as teachers need to integrate; otherwise, it could be difficult to implement the new policy.

## **2.7 THE POSSIBLE THREATS THAT MAY HINDER MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM USING PLCs**

The researchers and practitioners stress the conducive conditions necessary for the successful implementation of the Curriculum and Assessment Policy 2009; this implies that in the absence of conducive conditions or minimally present, the implementation may be unlikely to function effectively. Some below here may hinder the implementation of CAP 2009.

### **2.7.1 Lack of suitable time for monitoring the implementation**

Unlike in the past, where the traditional subject was used as an organizing element to achieve curriculum integration, the framework uses curriculum aspects and learning areas that are juxtaposed to identify competencies to be promoted in a different context (MoET 2008:9). This was done in order to save time for teachers to teach many subjects which were about eleven before the development of integrated curriculum. Jane et al. (2015:7) described that one of the constructs that hinder the PLCs is the absence of time. This implies that time is crucial for the successful implementation of the PLCs, implying that lack of time may hinder the implementation of PLCs. Easter (2015:28) shows that a lack of sufficient time to meet and collaborate is often mentioned as a barrier to implementing PLCs. As per the change management theory, the absence of time becomes the resistance force that goes in the opposite direction (Kritsonic, 2004-2005:7). In other words, it resists the implementation of PLC.

### **2.7.2 Inadequate resources**

MoET (2009:6) emphasizes that monitoring the educational progress of the policy is important. Monitoring of the integrated curriculum should be done by the school leaders and involves classroom visits (Khachane, 2016:7). Their support should also include the provision of resources that help to improve the PLC as research on innovative schools with effective PLC, which suggests that lack of resources is regarded as one of the factors that hinder the implementation of the PLCs (De Methew, 2014:178). The resources are necessary for the successful implementation of CAP 2009 as the policy emphasizes the learner-centred approach. The learner-centred approach requires the use of materials as learners are responsible for their learning and should solve the problem for themselves (MoET, 2009:18). The school principal should provide the team with extra materials in order to balance the social forces to increase the acceptance towards necessary change (Asnan, 2015:317).

### **2.7.3 Lack of providing feedback**

MoET (2009:11) provides that to ensure the quality of learning, teaching, evaluating and monitoring mechanisms, including assessment principles and strategies, should provide feedback on learning progress. So lack of feedback could hinder the monitoring of the implementation.

Lack of providing feedback is a threat that hinders this study of using PLCs to monitor the implementation of an integrated curriculum, as some members would not consider this study as important. Consequently, the aim of the study is not achieved. The PLC team should alter the lack of providing feedback as it is a resisting force that pushes to the wrong side of the change (Kritsonic, 2004:1).

#### **2.7.4 Lack of shared vision**

According to MoET (2009:3), CAP 2009 derived from the Basotho philosophical statement of justice, equality, peace, prosperity, participation, democracy and mutual co-existence underpin their way of life. The policy goes on that philosophy of education serves as a radar that guides a given education system towards an intended vision. The vision gives direction and should be shared amongst the members because the shared vision is one of the characteristics of PLCs. Implementation and evaluation fail when there is no clear vision to guide the whole process. As a result, curriculum development becomes unsystematic (Raselimo & Mahau 2015:4). So, unclear school vision creates isolation and contradicts the features of PLCs, which are collaboration, collection and collegiality (Higgins, 2016:3). In regard to CMT for change to be successful, the stakeholders must develop a vision of the new system and have a sense of ownership and empowerment (Queen Mary & Mtapuri, 2014:3).

#### **2.7.5 Absence of mutual trust and respect**

MoET (2012:33) shows that all stakeholders should work hand-in-hand to ensure the smooth running of a school. Each stakeholder should play an important role in ensuring continuous assessment of learners. Bellibas et al. (2017:356) write that PLCs require stakeholders to work collaboratively as a team, and collaboration refers to a characteristic of PLCs. The collaboration develops mutual trust, respect, collegiality and responsibility (Kenneth *et al.*, 2021:3). Raselimo and Mahau (2015:4) show that lack of coordination among different stakeholders involved in curriculum policy-making is one of the factors hindering the implementation of a new curriculum. This sometimes occurs because of the absence of mutual trust and respect. The absence of mutual trust and respect hinders collaboration as a feature of PLC and the same members may be reluctant to participate in the discussion and become less confident. As a result, the purpose of PLC fails (Knox, 2015:7). Absence of mutual trust and respect hinders collaboration as features of PLC and some members may be reluctant to participate in the discussion and become less confident, as a result, the purpose of PLC fails (Knox, 2015:7). As this threat rises after undergoing several steps of Change Management Theory, Blomqvist (2017:14) says that it is crucial for not letting people get back to their old habit but continuing with the new ways of doing things. It is important to monitor that people do not fall into their previous behaviors. This means it is up to the PLC team to work collaboratively again.

### **2.8 THE SILENCE OF THE POLICY**

According to (Ng Ding Jie, 2016:4), silence means what the policy does not say, like policy management. The recent CAP 2009 focuses on new ways of teaching and learning that can help learners' survival and creativity. The Lesotho Curriculum and Assessment Policy 2009 is silent

about school management, which is the focus of this study. It is necessary for successful implementation of the Lesotho Integrated Curriculum as promulgated by CAP 2009.

### **2.8.1 Programmes**

One of the silences of the policy is that the educational programmes shall incorporate cultural values and activities that are compatible with individual and social development, and it insists that the role of the family and community in school activities will be expanded. But it ends there. It does not specify the family and community activities that will be expanded, and no section explains and continues more about them (MoET, 2009:7).

### **2.8.2 Duration**

However, the policy indicates that the education structure is ten years of basic education, two years of secondary education and further education training (MoET, 2009:19). It is silent about the years to be completed for further education. Further education may include vocational schools, colleges, and universities with different durations.

### **2.8.3 Language policy**

The education will be provided in the mother tongue from grades 1-3, while the second language will be used as a medium of instruction in grades 4 and upwards. The policy is not clear whose mother tongue will be used as a medium of instruction, whether the mother tongue of teachers or learners (MoET, 2009:7).

## **2.9 SUMMARY OF THE CHAPTER**

This chapter describes the theoretical framework of change management theory, the elements of the theory, and the stages and principles in relation to the theory of the study. The chapter defined the three main concepts of professional learning communities and the Lesotho Integrated Curriculum and Monitoring. The description of the integrated curriculum included the historical background of Lesotho educational reforms and the critical analysis of Lesotho Curriculum and Assessment Policy 2009. The chapter also described the literature in relation to the challenges of monitoring the implementation of an integrated curriculum, the components of the solutions, the conditions conducive to the implementation of the policy and the possible threats that hinder the implementation of the policy.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter comprises two sections. The first section presents the three world paradigms; positivism, constructivists and transformative). The second section presents the methodology of this study (participatory action research) and its relation to the transformative paradigm as a philosophical assumption that guides this study. The chapter also explains the origins of participatory action research (PAR), the principles or objective of PAR, the relevance of PAR with CMT and PLC in this study, the advantages of PAR, the challenges of PAR and the practical form of PAR through cyclical processes.

### **3.2 PARADIGM/ PHILOSOPHICAL ASSUMPTION**

According to (Mertens 2010:6), a paradigm is a way of looking at the world, which is composed of certain philosophical assumptions that guide and direct thinking. Creswell (2014:35) explains more clearly that it is the nature of research that a researcher brings to a study. A paradigm consists of axiology, the ethics such as confidentiality and respect provided to the participants in the research; ontology, how reality can be obtained and epistemology, which is about knowledge and methodology, which is about a process of collecting data. Three main paradigms are discussed in this study to make this chapter clear and understandable, namely, positivism, constructivism and transformative paradigm.

#### **3.2.1 TRANSFORMATIVE PARADIGM**

As per Mertens (2015:80), the philosophical roots of the transformative paradigm and the social justice branch are eclectic, reflecting early work by Kant (1781/1966) and Hegel (1812/1929) regarding the importance of critically interrogating subjugation and the master-slave relationship in order to address issues of power and inequities. This position arose from individuals who felt that the post positivists assumptions imposed structural laws and theories that did not fit marginalized individuals in our society or issues of power and justice, discrimination, and oppression needed to be addressed (Creswell, 2014:38). Mertens (2010:470) claims that transformative paradigm a framework of belief systems that directly engage members of culturally diverse groups with a focus on increased social justice. This group includes critical theorists, participatory action researchers, Marxists, feminists, racial and ethnic minorities and persons with disabilities (Mertens, 2010:21). Mertens (2010:8) shows that critical theory is one theory that is appropriately included under the umbrella of the transformative paradigm, the

change is made in the second edition to emphasize that the agency for change rest in the persons in the community working side by side with the researcher towards the goal of social transformative. The transformative paradigm is characterized as placing central importance on the lives and experiences of marginalized groups such as women, ethnic /racial minorities, people with disabilities, and poor people (Romm, 2015:412). This research also assumes that the inquiry will proceed collaboratively so as not to further marginalize the participants due to the inquiry. In this sense, the participants may help design questions, collect data, analyze information, or reap the rewards of the research (Creswell, 2014:38). He adds that the transformative allows the cyclic of research.

The transformative ontological assumption recognizes the multi-faced nature of reality, human beings often believe that they know what is real, but each concept of what is real is influenced by the positionality of the person (Mertens, 2015:81). Mertens(2010:470) avers that ontological assumption that there is one reality leads us to delve deeply into understanding factors that lead us to accept one version of reality over another. Mertens (2010:32) asserts that transformative, like the constructivist paradigm, multiple versions of what is perceived to be real are recognized, and the transformative ontological belief emphasizes that which seems real may instead be reified structures that are taken to be real because of historical situations. Romm (2015:413) claims that the transformative paradigm, the ontological question of what is the nature of reality and, by extension, truth, is not answered as in post positivists. However, the ontological question is answered by placing various viewpoints within a political, cultural and economic value system to understand the basis for the difference.

The transformative paradigm prioritizes the axiological assumption as a guiding force for conceptualizing subsequent beliefs and research decisions (Mertens, 2010:30). She goes on to say that the starting point for transformative researchers is the territory that encompasses human rights and social justice. Greater concern about the rights and welfare of research participants generally leads to greater involvement of the participants themselves in the research process – one of the basic tenets of the transformative paradigm. Mertens (2015:8) provides that the transformative axiological assumption reflects an awareness of the pervasiveness of discrimination that occurs in many communities and the ethical responsibility of the evaluator to understand critical dimensions of diversity in order to challenge societal processes that

perpetuate an oppressive status quo; thus the transformative ethical assumptions extend on the ethical principles explicated in the Belmont Report (discussed earlier in this article). Romm (2015:415) points out that axiology is added to the layout of the paradigm in order to make value (the branch of philosophy dealing with ethics, aesthetics and religion). These enable us to better identify critical theorists concerned with liberation from oppression and freeing the human spirit. Romm continues that as far as ethical issues are concerned, the transformative paradigm exhorts researchers to make an explicit connection between the process and outcomes of the research and the furtherance of the social justice agenda. Romm concludes that with an understanding of ethical accountability, the axiological belief is of primary importance in the transformative paradigm and drives the formulation of the three other belief systems (ontology, epistemology and methodology).

Mertens (2010:33) writes that transformative researchers are pluralistic and evolving in their methodologies as some use quantitative methods; however, he emphasizes a need for more care in following existing methods associated with the post-positivist paradigm to avoid sexist, racist while others use a wide diversity of methods of qualitative methods such as interviews, observations and document review within a transformative framework, it viewed as essential to involve the people who are the research participants in the planning, conduct, analysis, interpretation and use of the research. Mertens adds that transformative methodology focuses on methods that allow personal and systematic transformation opportunities and use a cyclical model for the research process. The cyclical research begins with three months of the group meeting to determine the focus of the research. Transformative methodological decisions are aimed at determining the approach that will best facilitate the use of the process and findings to enhance social justice (Mertens, 2015:82). Mertens proceeds that mixed methods are often used in transformative evaluations because of the need to establish a dialogic relationship and a deep contextual understanding.

Scotland (2012:13) argues that critical methodology is directed at interrogating values and assumptions, exposing hegemony and injustice, challenging conventional social structures and engaging in social action. Researchers embrace their ideology as they recognize that no research methodology is value-free; therefore, critical researchers are often preconceived. Scotland (2012:14) continues that participants and researchers are both subjects in the dialectical task of

unveiling reality implies that Participants are involved in the research process, for example, designing questions, collecting data, analyzing information and benefiting from the research, the critical methodologies include; critical discourse analysis (examines how social and political domination is realized in the text and talk. Scotland also explains that critical methods enable realities to be critically examined from a cultural, historical and political stance; examples include open-ended interviews, focus groups, open-ended questionnaires, open-ended observations and journals. Romm (2015:414) indicates that what is specific about the transformative paradigm is that it might involve quantitative, qualitative or mixed methods, but the community that is most impacted by the research needs to be involved to some degree in the methodologies decisions. Again, Romm shows that what is important methodologically is that when conducting research underpinned by a transformative paradigm, researchers confer with key participants in defining which methods to use and how.

### **3.3 RESEARCH DESIGN**

According to Tichapondwa (2013:114), a research design is a plan or strategy that links the research approach's philosophical foundation and methodology assumption to its research methods. This study is qualitative in nature. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups (Creswell, 2014:32). Creswell points out that the process of research in qualitative involves emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and researcher makes interpretations of the meaning of the data. Jita and Mokhele (2014:126) contend that the qualitative approach enables the researcher to capture the verbal description, analysis and interpretation of the participants. This implies that the qualitative research data is in the form of words and the participants are subjective and take roles in the research process.

### **3.4 RESEARCH METHODOLOGY**

According to Loeweson *et al.* (2014:39), a research methodology is a strategy or plan of action that shapes our choice and use of methods and links them to the desired outcomes. This study is informed by Participatory Action Research (PAR). PAR allows the involvement of people who are research participants in the design questions, collection of data, analysis of information and interpretation (Mertens, 2010:33; Creswell, 2014:31). Jacobs (2016:49) defines PAR as a process that develops practical knowledge while pursuing worthwhile human purpose, combines theory and practice, action and reflection.

### **3.4.1 The origins of participatory action research**

According to McDonald (2012:37), the origins of PAR can be traced to Kurt Lewin (1944), a Prussian Psychologist and a Jewish refugee from Nazi Germany who introduced a new approach to research called action research. Action research focuses on people who are affected by a problem and a solution to their problem (Laurel, Hogstedt, Ambrose & Shroff, 2014:16). Antwin et al. (2014:5) describe that action research as a self-reflected process that first involves a change planning stage, and consists of observing the process and consequences of change reflecting on the process and consequence and find, re planning to repeat the circle. Kemmis et al. (2014:8) write that action research is linked to the work of bomber squadrons in the war. The time that Kurt Lewin played a crucial role in encouraging American civilians to eat more offals so that the best cuts of meat could be reserved for soldiers. At that time, American civilians were obliged to work together as one person to help those in war. Action research is performed by researchers who collaborate with community members or organizations (Saija, 2014:191).

Action research lost value around the 1950s and 1960s by the criticism that it conducted by the teachers who were amateur researchers; that was when participatory action research as a research design gained use and legitimacy (Jacobs, 2016:51). Kemmis et al. (2014:11) describe that participatory action research has roots in liberation theology and neo-Marxist approach to community development but also has rather liberal origins in human right activism. Benjamin-Thomas, Carrado, Migrath, Rudman and Hand (2018:2) support that PAR has links with feminist theories and indigenous epistemologies that embody an emancipator agenda for individuals and collectives experiencing marginalization and oppression.

PAR emerged in the connection between critical emancipator action research and participatory action research that developed in the context of social movement in the developing world, championed by people such as Paulo Freire, Orlando Falls, Borda, RajeskTondonetc (Kemmis *et al.*, 2012:272). Paulo Freire believed critical reflection was crucial for personal and social change (MacDonald, 2012:37). In Latin America, this Brazilian educator, Paulo Freire, gave deeper structure to this demand for emancipator knowledge in the 1970s. He engaged a marginalized population of researchers and activities (Loewenson *et al.*, 2014:17). In Africa, Loewenson and his colleagues insist that later Freire and Hall assisted the Tanzanian government in designing their educational programme and Hall, with other colleagues, spreading participatory action research.

### **3.4.2 The philosophical assumptions of PAR**

The philosophical assumptions are the general philosophical orientation about the world and the nature of the research the researcher brings to the study (Creswell, 2014:35). These philosophical assumptions comprise ontology, epistemology, axiology and methodology. PAR as a research methodology consists of philosophical assumptions.

### **3.4.3 PAR Ontology**

Siti Soraya Lin Binti Abdullah (2019:1390) describes ontology as concerned with the nature of existence or reality. PAR ontology recognizes that participative reality is subjective and co-created; it can be apprehended through subjective experience and action (Loeweson et al., 2014:20). This view concurs with that of the transformative paradigm, which postulates that what the nature of reality or truth is answered by placing various viewpoint within political cultural and economic value system to understand the basis for the difference (Romm, 2015:413). As per MacDonald (2012:36), PAR embraces a dialectic of shifting understanding where objectivity is impossible, but multiple or shared realities exist. PAR holds ontological commitments to historical realism, where reality is constantly changing over time and shaped by various contextual forces that situate certain individuals and collectives to experience injustice (Benjamin-Thomas, 2018:2).

#### **3.4.4 PAR Epistemology**

Abdullah Kamal (2019:1390) defines epistemology as the sufficient and valid kinds of knowledge and epistemology examine the relationship between the inquirer and the inquired. Benjamin-Thomas, (2018:2) sees epistemology stance as transaction and subjectivist, where researcher values are central to the research process and outcomes. PAR believes that knowledge is rooted in the experiences and lives of individuals, and knowledge is created through collaboration between researchers and co-researchers. All these support MacDonald's(2012:36) concept that people have a right to determine their own development and recognize the need for local people to participate meaningfully in the process of analyzing their own solutions.

#### **3.4.5 PAR methodology**

Methodology has been defined as the method used in conducting the investigation (Abdulla Kamal, 2019:1391). Mertens (2015:77) explains that methodology intertwines with axiology as a researcher has ethical obligations. PAR methodology recognizes political participation in collaborative action inquiry, the primacy of practical use of language grounded in shared experience context (Lincoln and Guba, 2011:168); Loeweson *et al.*(2014:21) write that method in participatory action research can affect the location of power as every stage of the research process is sensitive to context and shifts power towards those affected by the problem in terms of how they collectively know, problematize, understanding, act and on. These are the methods that allow opportunities for personal and systematic transformation, as well as by using a cyclical mode for the research process, and the cyclical research began with three months of group meetings (Mertens, 2010:33).

### **3.5 The principles or the objectives of PAR**

#### **3.5.1 PAR is a democratic process**

PAR is democratic, thus enabling the participation of all people equitable as it acknowledges equity of people's worth, liberating in that it provides freedom from an oppressive, debilitating

condition, and life enhancement which enables the expression of people's full human potential (MacDonald, 2012:39). Jacobs (2016:49) affirms that the democratic aspect of PAR ensures that all stakeholders act as co-researchers; thus the involvement and active participation of the purposively selected team of school heads, teachers and education officials in all research process holds a democratic value of participatory action research. A non-hierarchical democratic environment creates, generates and constructs knowledge, discovery and understanding together, resulting in rich explanations and interpretations (Jacobs, 2016:50).

### **3.5.2 Participatory action research is emancipator.**

PAR aims to help people recover and release themselves from the constraints of irrational, unproductive, unjust and unsatisfying social structure that limits their self-development and self-determination (Kemmis *et al.*, 2012:282). Benjamin Thomas (2018:2) views PAR as dismantling unequal power relations, both within research and society, to simultaneously enact an emancipator agenda; thus emancipator agenda addressed through the democratic collaboration of researchers with people experiencing injustice locates PAR within a critical paradigm. The emancipator approach was ideologically and theoretically motivated, with more relations, consciousness and collective organization that influenced the production of new knowledge and change (Loeweson *et al.*, 2014:15).

### **3.5.3 Participatory action research is transformative**

It transforms both theory and practice. It does not regard either theory or practice as preeminent in the relationship between theory and practice (Kemmis *et al.*, 2012:283). Jacobs (2016:49) describes PAR as transformative because it is based on the assumption that humans are social animals and that knowledge is socially created through a constructivist approach. In PAR, practical experience is an important source of knowledge that can be transformed into scientific knowledge through different procedures to systematize and validate the experience (Loeweson *et al.*, 2014:14).

### **3.5.4 Participatory action research is reflexive**

PAR aims to help people investigate reality in order to change it, and it is a deliberate process through which people aim to transform their practice through a spiral of cycles of critical and self-critic (Kemmis *et al.*, 2012:283), which in Kemmis *et al.* (2014:18) describe the spiral of self-reflection in terms of a spiral of self or reflective cycles of planning a change, acting and observing the process and consequences of the change reflecting on these processes, re-planning, acting and observing so on.

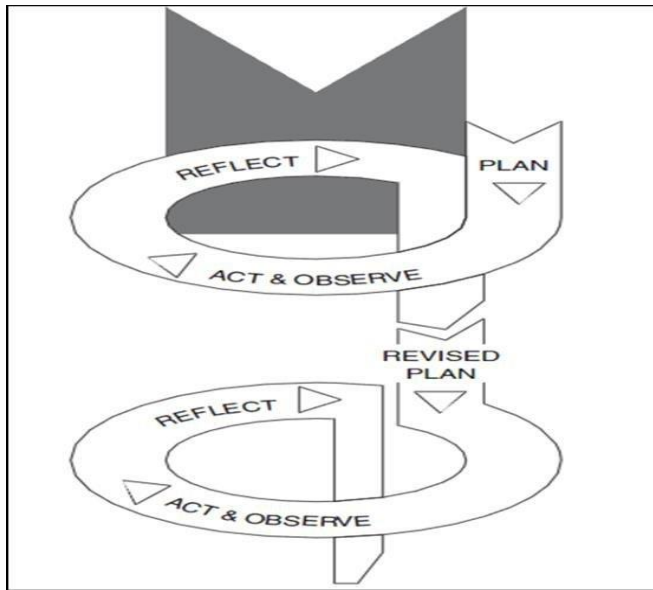


Figure 3.1

### 3.6 The relevance of PAR with the philosophical assumptions and the PLCs as a strategy in this study

The origins of CMT and PAR can be traced back to social psychology Kurt Lewin (Saija, 2014:191; Mestry, 2017:4; Blomqvist, 2017:27). MacDonald (2012:35; Antwin et al., 2014:5) posit that CMT and PAR belong to action research family. Action research is a research methodology that is used to involve people affected by a problem in a cyclical process of fact-finding, action and evaluation (Loeweson 2014:16). This implies that action research includes all stakeholders in all aspects of the research process to work collaboratively as a team (Jacobs, 2016:48; Bellibas, 2017:356).

Transformative, as relevant to change management theory, assumes that the inquiry processes collaboratively to not further marginalize the participants. As a result, the participants are involved in the design questions, collect data, analyze information, or reap the record of the research (Creswell, 2014:38). This is reflected in collaboration which is one of the features of PLCs because, according to Bellibas *et al.* (2017:356) PLC requires stakeholders to work collaboratively as teams in which members try hard to contribute to students learning.

In CMT status quo is the main stage of driving and resisting forces where leaders and employees interact with each other as the former strives to break it and later to maintain it (Bakari 2017:2). PLC is used by the inclusive institutions that continuously question the status quo. Likewise, the PAR agenda develop from a meeting (Mertens 2010:33; S A guideline 2015:11). Tshelane (2014:288) avers that most teachers in the cluster meetings prefer PAR. The meetings help everyone to be clear about the goals, be aware of the purpose of the meetings, and discuss, evaluate and plan their teaching in light of feedback evidence (Knox, 2015:2).

The issue of using PLC as a strategy to monitor the integrated curriculum will arise in the meeting of school analysis as it is for several times the staff realized that there is a lack of monitoring the integrated curriculum. PAR, CMT and PLC start with small cycles and groups, which allow participants to build records (MacDonald, 2012:39; Antwi *et al.*, 2014:5). Mahimuang (2018:229) adds that a group of people in PLC share and critically interrogate their practices in an on-going, reflective, collaborative, inclusive learning. A selected purposive coordinating team will be a small team or group which will participate in all aspects of research and share their practices critically.

PAR is a social process of collective learning for the sake of individual and collective self-formation realized by groups of people who join together in changing the practice through which they interact in a shared social world (Kemmis, 2014:20). This means that PAR is relevant PLC as according to Mahimuang (2018:229) PLC is defined as a group of people sharing and critically interrogating their practices in an ongoing, reflective, collaborative, inclusive and learning-oriented. With regard to this study, a coordinating team will collectively look at their practices in an ongoing, learning-oriented, growth and reflective way to improve the monitoring of the integrated curriculum as a new policy that gives the school leaders challenges.

Benjamin-Thomas (2018:3) provides that PAR embodies circles of planning, acting, observing and reflection. This implies that when using PAR planning, a change is very significant as it gives direction on how the strategy can be implemented and shows important aspects such as time, place resources and facilitators. Planning a change is a high-level approach that keeps that one should view the present situation (the status quo) as being maintained by certain conditions of forces (Antwin *et al.*, 2014:4). Hossan (2015:58) posits that a planned approach to change is an appropriate way to explain how to implement change and uses to investigate change.

PAR requires time, knowledge of the community and sensitivity on the part of the researcher to participate agenda. Moreover, there may be consensus for determining what social issues require attention and the timeframe anticipated for the change might thus be difficult (MacDonald, 2012:40). Time is not only vital in PAR but also in PLC, this stresses by Campbell (2017:11) that the effective professional learning that changes thinking, knowledge and practices require consideration of time. The time to meet regularly as a team and meeting location are two main factors in the initiation process of Professional Learning Communities (Higgins, 2016:4). Knox (2015:4) supports this by saying that staff has protected time to develop PLC and collaborate on the area of inquiry that is relevant, before the start of the session each school creates the time and space for staff to meet.

In this study, the coordinating team agreed on a time and place to meet to initiate monitoring of the integrated curriculum. They met Wednesday after school to discuss the challenges, agree with the activity, observe the process, and then, after four weeks, have a reflection on the process in one of the selected classrooms.

PAR is characterized by the direct involvement of non-professional researchers as co-researchers in the process of knowledge production (Saija, 2014:191). Co-researchers are people with ideas about what is studied, help to generate knowledge and consider social oppression during the study (Tanner, 2018:2). Jacobs (2016:49) adds that this involvement ensures that everybody takes some responsibility during the research process. Furthermore, participation by all co-researchers allows easy facilitation, as facilitation has a crucial role in PLCs. It motivates, builds trust, simplifies the discussion and helps to guard outcomes (SA guideline, 2015:18). . PLC functions best when there is effective facilitation and facilitators' roles are clear (Cereseto, 2014:27). Christ *et al.* (2016:3) posit that facilitators are important resources for teachers because they provide information, insight and guidance for thinking about pedagogy. In this regard, the education officers and district resource teachers' presence in this study functioned as facilitators in some areas of difficulty.

PAR includes the process of reflection. The reflection is a light of planning a change, putting the plan into action, observing what happens and reformulating (Kemmis, 2014:18). Similarly, PLC involves this crucial aspect of reflection (Mahimuang, 2018:229). The reflective process is directly linked to action, influenced by an understanding of custody, culture and local context (Baum, 2006:854). In this respect, the coordinating team looked through the feedback in reflections on the consequences, re-plan, and change, among others (Kemmis, 2014:9).

### **3.7 The advantage of PAR**

#### **3.7.1 Collaborative**

PAR recognizes and values that people are social beings within political, economic and social contexts, which, in other words are human-oriented and above all (MacDonald, 2012:39; Tshelane, 2014:288). Loeweson *et al.* (2014:13) show that the community members bring to the processes of the knowledge, creating knowledge and acting on that knowledge to bring change. That means the participants contribute to the creation of knowledge by taking part in all research processes; design questions, collection of data, analysis of information and interpretation as described in (Creswell, 2014:33; Mertens, 2010:33). The coordinating team in this study is represented by other school stakeholders they are considered as crucial people to conduct this research; therefore, they will participate in all the research processes. This confirms that PAR is preferred by researchers who collaborate with members of a community or organization to produce knowledge while taking action to improve the situation of that community or organization (Saija, 2014:191). In doing this, Loeweson *et al.* 2014:13 indicated that PAR is researching and answering questions that are important to the communities and that help us to understand the social determinants of health.

#### **3.7.2 Relationship**

PAR combines theory and practice, action and reflection with the participation of stakeholders who seek practical solutions to concerns and issues, allowing the flourishing of those

stakeholders and their communities as a result of the research process (Jacobs, 2016:49). This implies that PAR will permit the coordinating team of the school stakeholders to review the theory of the integrated curriculum and then, convert the theory into practice to find the solutions for the mentioned challenge of an integrated curriculum. As a research method, PAR will operate the PLC strategy to function as it aims to monitor the implementation of the new policy. This may occur as PAR involves learning about the real materials, concrete, and particular practices of particular people in a particular place (Kemmis, 2012:278). MacDonald (2012:40) shows that learning by doing strengthens the belief, abilities and resources as well as skills in conducting, and analyzing the research.

### **3.8 The challenges of PAR**

#### **3.8.1 Time-consuming**

PAR requires more time as there may be a misunderstanding regarding the participants' perceptions and the social issue to be addressed, as well as conflict about the interpretation and analysis of the research (MacDonald, 2012:40). The author adds that there may be a lack of agreement regarding the direction and overall purpose of the inquiry, which can lead to the wrong questions being asked, or the wrong direction is taken, resulting in irrelevant data. For example, while the study went on, some participants considered this study a workload and became bored. In this study, we avoided the time consuming constraints by attending one planned activity for four weeks. During reflection, we allowed the responsible participants for a particular activity to present their findings. It was where from that raw data, we realized the core consistencies. So that strategy reduced constraints such as workload during data analysis.

#### **3.8.2 Inadequate training for co-researchers**

MacDonald (2012:41) indicates that education is required for all to participate in enabling full community participation in all the cyclical processes to proceed as intended. Training is essential in this research because PAR is a kind of research that needs participants to find a solution for the problem that is facing them, so they need training on research processes such as data collection, analysis and interpretation as they need to perform them all in collaboration as a team. In this study, to address the challenge of necessary training to the participants, I consulted my supervisor regularly to guide me with how to explain this research methodology of PAR to the participants. I conducted three-hour session explaining PAR to the participants. As it was the new methodology, that was their first time of hearing the participants looked at my guidance severally as indicated in the last paragraph of section 3.10, that I had been allocated to guide how the study progresses.

#### **3.8.3 Weak research relationship**

According to Loeweson et al. (2014:24), cited in Maduka (2019:72), posit that it was discovered that researchers from outside the community might find it difficult to surrender power to the

community and give them the latitude to take control of the PAR process. In this study, the challenge of weak research relationship was limited because the participants were members of the same school whose monitoring activity is their responsibility, so this study turned a refreshment of the core work.

### **3.9 The application of a cyclical and spiral process of PAR for the implementation of PLC**

As the above section provided a PAR theory, this section provides the practical form of PAR. Loeweson et al. show that practical experience is an important source of knowledge that can be transformed into scientific knowledge through different procedures. This section gives the cyclical or spiral process of PAR, which are; planning a change, acting and observing, reflecting on these processes and consequences, re-planning, acting and observing again, reflecting again and so on (Kemmis, 2012:274; Benjamin Thomas, 2018:1). Kemmis gives that each step of the spiral of self-reflection undertaken collaboratively by co-participants therefore, this study went through steps because participatory action research as a subset of action research it linked to the work of bomber squadrons in the war which were plan, act, observe, reflect, and as a result, re-plan again.

#### **3.9.1 The situation analysis**

The study is conducted in a rural Botha-Bothe primary school in Lesotho. The school consists of 198 students, seven teachers, a principal and a deputy principal. The integrated curriculum was introduced in primary schools in 2013. However, due to the short time frame, the Lesotho National Curriculum Development Centre (LNCDC), as the responsible body for curriculum design and training teachers, used a panel of teachers in a week or less than that to train teachers to implement the integrated curriculum, in doing so some important aspects of the curriculum were not attained (Tafai, 2017:14). According to Raselimo *et al.* (2015:10) the new policy of this kind needs strong monitoring from inspectorate down to the school level where monitoring is the responsibility of the school heads (principals and deputy principal). Monitoring teaching and learning provide feedback and support to the teachers; this help to find out whether the implementation of the new policy is successful or failing.

As stated at the beginning of this section that due to the short time frame, teachers did not receive adequate training for effective implementation. This also happened to the school heads as responsible people for monitoring the implementation of the new policy at the school level; as a result, the school situation was unsatisfactory, and the school heads encountered challenges when monitoring the integrated curriculum. Reference to the theory of change management as it guides this study. The school was at unfreezing stage. Mitchell (2013:32) explains unfreezing as when change is needed. The forces that resist the monitoring of the implementation of the integrated curriculum need to be reduced (Kritsonic, 2004-2005:2). Blomqvist (2017:28) provides that it is

at this time when the organizational stakeholders should break the existing situation (status quo) and begin to build the new way of doing things, which in other words planning for a new change.

### **3.9.2 Planning a change**

Mertens (2010:33) posits that the cyclical process of PAR begins in a group meeting. So, the idea of using PLCs as a strategy to monitor the implementation of the integrated curriculum was proposed by the student researcher in the school analysis meeting, which is usually conducted quarterly by the staff looking at the performance of learners. The staff agreed to the idea because shortly after the education supervisors' report spot checks revealed inadequate monitoring of the implementation of the integrated curriculum, so the issue that affects the school should be discussed in a school meeting as other school stakeholders were present. In that meeting, the school stakeholders were informed about the challenges encountered when monitoring the implementation of the integrated curriculum. Raselimo and Mahao (2015:10) advised that a policy of this kind needs strong monitoring from regional inspectors down to the school level, where this is the responsibility of the school principal, deputy principal, head of department and senior teachers in the case of primary schools.

### **3.9.3 The formulation of a team**

MacDonald (2012:39) writes that PAR starts with small cycles and groups and allows participants to build records while allowing participants to justify their social work to others. Bellibas et al. (2017:356) indicate that PLC requires stakeholders to work collaboratively as a team in which members try hard to contribute to students learning, so this implies that in order to operate PAR, there should be a formulation of a coordinated research team. For these reasons, we used a purposive sampling method to formula a team. Purposive sampling is a strategy in which particular settings, persons, or events are selected for the important information they can provide that cannot be gathered from other choices (Maxwell, 2012:235). The problem of school leaders' insufficient knowledge to monitor the implementation of the integrated curriculum does not affect only the school heads and teachers but also other school stakeholders who are affected and need to be involved, such as department officials. The following people were contacted through letters and face-to-face to ask them to take part in this research study.

#### **3.9.3.1 Educational officer**

An educational officer is a person in the education office. An educational officer provides teaching services for schools. They make arrangements for courses, programmes and meetings that develop educational objectives. The education officer ensures that education programmes meet standards and quality education performance. This officer prepares training and staff development.

#### **3.9.3.2 District resource teacher**

The DRT provides district leadership in the provision of services for learners at the elementary and secondary levels. District Resource Teacher works with School Based Resource Teacher, classroom teacher, administrator, and district personnel to provide support to learner.

### **3.9.3.3 School principal**

Peters (2007:107), cited in Mbatha (2018:72), explains that the school principal is a leader in the operation of the school and even in learners' achievement. The principal is not just an administrator but someone who supports teaching and learning by inspiring, mobilizing, organizing and monitoring all the school activities and has an impact on the performance of the teacher and learners (MoET, 2012:33).

### **3.9.3.4 School deputy principal**

A deputy principal is a teacher appointed as such who is the deputy to the principal in a school and who acts as a substitute in the absence of the principal and is required to assist generally in the management of the school and, as required, in the special duties of the principal (Teaching Service Regulations, 2002:25; Teacher Career Structure, 2019:7).

### **3.9.3.5 Senior teacher**

A senior teacher is appointed, according to the provision of this award, who has demonstrated high-level skills and practice in teaching and participates as a team member in the development of the school (Lesotho Career Structure, 2019:8).

### **3.9.3.6 Two teachers**

MoET (2012) describes a teacher as the central person in facilitating learning assessment and being an agent of change. Therefore, the teacher has to work effectively and harmoniously in liaising with other stakeholders to support the learning process.

A team is formulated in this way to put into practice a democratic principle of PAR which allows participants to work collaboratively as the co-generation of knowledge to address a specific problem (Jacobs, 2016:48). Jacobs continues that the democratic aspect of PAR ensures that all stakeholders act as co-researchers. In reference to this author, it is believed that the people explained above would work as co-researchers in order to find a solution to the research problem.

## **3.10 The research meetings**

### **(a) The briefing meeting**

According to Maduka (2019:78), the briefing meeting is to brief the research team about the purpose of the study because not all members are part of the initial forum. Reitch and Lewin (2003:66) showed that a briefing meeting is an important part of the research design, and there is

a need for a briefing meeting at which the whole team is introduced to the topic, objective and overall design of the study.

In this study, firstly, the school principal welcomed and introduced members who were not part of the school but the research team members, such as the district education manager and district resource teacher, so that everybody knows each other. Then the research student introduced the members to the study title, the research problem, and the research questions. I also informed them that this study is participative in nature.

Secondly, as Loeweson et al. (2014:24) indicate, PAR shifts power to those affected by the problem in terms of how they collectively know, problematise, understand, act and on. So, the team members were briefed about the research methodology as participants took part fully in this study, from research design, data collection, analysis and interpretation.

Thirdly, the team members were given a chance to say something; if they responded that they were interested in being part of the study, the members were informed about the ethical clearance that is applied and received from the UFS, the permission is requested and replied by the District Education office and the principal of the school where the research is coming to be conducted is informed.

Fourthly, Nicolls and Ormson (2013:92) provide that in any research project, the participants must sign the informed consent after provided with information about the purpose of the research, how data is collected, analyzed and be used if they are interested in taking part in the study, participants should take part voluntarily. They sign the informed consent form to show that they are not obligated to participate in the study. In this study, the participants agreed to sign the consent forms after being informed and satisfied.

Rietch et al. (2003:67) write that conditions for anonymity and confidentiality should be given particular thought and clarified to participants. They describe anonymity as the identity of those taking part not being known outside the research team and confidentiality as avoiding the attribution of comments in a report or presentation. Regarding these, the team members are assured of anonymity and that their identities will be protected and kept confidential.

Lastly, the team members signed the declaration of secrecy, in which all vowed to refrain from divulging information about this study until the study was published. The briefing meeting ended here then the team members agreed to meet in the next meeting.

#### (b) The planning meeting

As it is indicated by Kemmis (2015:105); Maduka (2019:80) that the purpose of the mission statement is to guide the activities of the research team. Our research team developed the mission statement that is based on the research problem "The enhancing of the monitoring of Lesotho integrated curriculum."

The code of conduct for the research team is a crucial tool for the coordinating team to work collaboratively as the team should agree on how they work and what they should refrain from, as well as the place for holding meetings, the day of the week and the time to start meetings (Maduka, 2019:79).

In respect to these, we drafted the code of good practices such as “punctuality, respecting other opinions. The team scheduled the activities, indicating what they did, when, how, time frame, resources and responsible persons. The table below shows the activities, the person responsible, the attendees, the time spent and the performance indicator. After scheduling the activities, we shared the roles for the next meetings. We selected a teacher who chairs meetings, a teacher who takes the minutes, a teacher who records the sound, and a teacher who collects the documents and submit them to the monitors. I decided to provide guidance on how to go way forward. We agreed that the rest would take part in the reflection meetings. We then scheduled the days, places and times that we shall meet.

**Table: 3.1: TEMPLATE OF PRIORITISED ACTIVITIES**

ACTIVITY	PERSONS RESPONSIBLE	ATTENDEES	DURATION	PERFORMANCE INDICATOR
Checking of teachers' files	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Reflection on checking teachers' files	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Checking attendance registers	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Reflection on checking attendance register	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Moderation on assessment task	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Reflection on moderation of assessment task	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Checking on learners' exercise books	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting
Reflection on checking learners' exercise books	SMTs & Education officer	Teachers, Senior teachers, SMTS	45 minutes	Attendance register/minutes of the meeting
Conducting class visits	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/meeting of the minutes
Reflection on class visits	SMTs & Education officer	Teachers, Senior teachers, SMTs	45 minutes	Attendance register/minutes of the meeting

We also agreed to monitor one document at a time on Friday and have a reflection after each document. We agreed to monitor the documents one by one until we have completed the five. We agreed to take three weeks to monitor one document and have a reflection on the fourth week of the month. The acting and observing process

After planning, a researcher and the co-researchers just simply go ahead with a plan (Kemmis et al., 2014:106). According to Blomqvist (2017:28), people within the organization start to act, believe in change, and act according to the desired direction. The explanation below shows how the PLCs team enacted the plan and conducted the reflections as. Jacobs (2016:49) indicates that another significant process is reflection, as it allows everyone to be involved, share and interact with others. It is where the participants analyzed, synthesized, interpreted and drew conclusions on what happened in the acting and observing (Kemmis et al., 2014:109).

### **First month**

Kemmis et al. (2014:106) show that the researcher and co-researchers go ahead with a plan after the planning sessions. The Lesotho Education Act no 20 of 2010, as a document for referral, stipulates that the school principal, as the responsible person to monitor, should ensure that meaningful teaching and learning take place in the school. This is supported by the MoET (2012:33) that in the new policy, the school principal's role as a member of the school heads is no longer just the school administrator but someone who supports teaching and learning by monitoring all the school activities. To trace whether teachers are doing their work, and check the lesson preparations. In this study, every Friday at 10 a.m. morning, a selected member of the PLCs team collected the lesson preparation of teachers and the scheme of work, then submitted it to the PLCs team for monitoring. This activity occurred for three weeks a month. On the fourth week of the month, the PLC team conducted the reflection on checking the lesson preparation and scheme of work.

### **Second month**

The Lesotho Education Act no 20 of 2010 section 6 sub-section 2 provides that where a learner is enrolled at school on each day, for such part of each day, should always attend. A learner should often be present at school because the policy targets the teaching and learning methods that develop learners' creativity, independence and survival (MoET, 2009:6). One of the official documents that are used to check the attendance of learners at school is the attendance register. So this month, a selected PLC team member collected the attendance registers and submitted them to the team for monitoring. Again the activity took three weeks a month. On the fourth, the PLCs conducted the reflection on attendance registers.

### **Third month**

MoET (2009:19) provides that assessment evaluates the attainment of the education and curriculum and the aims of education programmes at all levels. However, the findings of Molise (2016:20) are still a challenge in many schools in that the assessment packages do not take

teachers' effort to scheme jointly and comprise low-order questions. This led to the decision that the next month a selected member of the PLCs team collected the teachers' assessment books which contained a package of questions that teachers ask learners at the end of a week. The PLCs team monitored the assessment books for a period of three weeks, and on the fourth week, the PLCs team conducted the reflection on the assessment books.

**Fourth month**

As per MoET (2012:24), the new policy expected teachers to provide positive comments when marking learners' exercise books, clearly state the identified problems, and give advice on improving. The Lesotho Education Act no 20 of 2010 shows that the school principal is responsible for managing the school's day-to-day running, which implies checking learners' exercise books. That is why the following month, the PLCs team used to monitor the learner exercise books. The learner exercise books are the normal exercise books that learners use to respond to daily classroom work. The PLCs team monitored the learner exercise books for three weeks, and on the fourth week, held a reflection on checking of learners' exercise books.

**Fifth month**

MoET (2012:33) contends that the new policy of CAP 2009 requires the school principal to monitor teachers while teaching in the classrooms to provide teachers support in implementing the integrated curriculum. However, this is a crucial task. The SMTs become reluctant to visit teachers in the classrooms while they are teaching (Ralebese, 2019:49). To address this challenge, the fifth month is used to monitor teachers while teaching in the classrooms. It is a crucial process, especially when monitoring the implementation of the new policy, which gives teachers and their leaders challenges. It helps to see the strength of teachers and the weakness of learners. This activity of classroom visits was also held for three months. On the fourth week, Friday, the PLCs team conducted the reflection on classroom visits.

(c) The SWOT analysis meeting

The SWOT analysis provides direction to the activities of the team and guides activities toward solving the research problem based on the skills, knowledge and resources that were already in the pool (Sekwena, 2014:56). Winzer (2005:32) affirms that the SWOT analysis classifies the strengths, weaknesses, opportunities and threats of the implementing strategy.

In this respect, the research team observed how the strategy of a professional learning community functions in the study.

**Table: 3.2**

ACTIVITY	RESOURCE	STRENGTHS	WEAKNESS	OPPORTUNITY	THREATS
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Checking lesson preparation	Lesson preparations	Teachers were willing to prepare because books were checked.	They were not reaching the PLCs in time.	Did one activity a day.	Absence of time.
Checking attendance registers	Attendance registers	They were up to date.	They were not considered official by teachers.	Teachers were familiar with the given instruction on how to use them.	There was absenteeism
Checking assessment books	Assessment books	They had assessment books	The assessment was not based on Bloom's taxonomy.	Learners were assessed formatively	There was inconsistency in the assessing ways.
Checking learner exercise books	Learners' exercise books	Learners were marked according to the CAP 2009	Learners changed handwriting as they went up the grades	Learners' exercise books show different dates to confirm that they are marked.	Large class size influence marking
Visiting classrooms	Diaries/ monitoring books	Classrooms looked like classrooms, not church halls.	Infrequent classroom visits made teachers and learners have reactions	Teachers changed as classroom visits went on	Teachers' and learners' reactions toward classroom visits.

### 3.10.1 Data generation procedures

#### 3.10.1.1 Research setting

The research was conducted in a small rural primary school in the Botha-Bothe district of Lesotho. The school provides basic education from grades 1-7. The study was held at this school

because it is where the problem of insufficient monitoring of the integrated curriculum was identified and where most co-researchers were found (the principal, deputy principal, student research and teachers). The outsider co-researchers were the educational officers and the district resource teachers. These outside co-researchers aimed to use one transport to attend meetings the same way as they do when they come to spot checks or school inspections, although they did not attend due to work-related issues. This was a kind of research that they support because they often encourage schools to convey school induction workshops when they encounter challenges in their workplace as Loeweson *et al.*(2014:16) stated that PAR involves affected people of the community in the problem to find the solution for their community.

### **3.10.1.2 Data generation**

MacDonald (2012:41) provides that as PAR employs various methods to generate data, the research and co-researchers choose the suitable method of data generation. As the strategy of the professional learning community (PLC) means cluster (group), the focus group technique is the crucial method for studying ideas generated by a group of people who are experiencing the same problem but who have different experiences and knowledge (Fusch & Ness, 2014:1410). Ritchie and Lewis (2013:171) show that the focus group approach is a process that is quite different from interviews, as data is generated by the interaction between the team members when they present their views and experiences though they also make room to listen to others. Furthermore, focus groups do not always follow the same procedures as group discussion and sharing of experiences; in some instances, this study occurred in the form of workshops as the participants analyzed the documents and performed different activities in order to enact monitoring the implementation of the integrated curriculum.

In this study, the research PLC team had discussed monitoring the implementation of the integrated curriculum as school heads lack the knowledge to monitor the integrated curriculum. Monitoring the implementation of the integrated curriculum is the main role of school heads for the success of Lesotho's new education policy. The research PLC team commenced with a discussion on the challenges encountered by the school heads in monitoring the integrated curriculum. They then performed the planned activities as they aimed to provide solutions for the mentioned challenges. The PLC team conducted the reflections to find the conditions conducive to successfully implementing the strategy. They also conducted the reflection to find the possible threats that hindered the monitoring of the integrated curriculum. The PLC team viewed the integrated curriculum and other educational documents related to CAP2009 as it is silent about school management and leadership. This was done to determine the consequences of the research team re-planning the change (Kemmis *et al.*, 2014:9). The research team used the open discussion using the language of choice, which was later translated into English for analysis.

### **3.10.1.3 Instrumentation**

Cohen et al. (2007:377) reveal that a focus group is suitable for triangulating with other forms such as observation, participants' diaries, documents review etc. In this study, the team audio-recorded the discussion of the meetings during reflection sessions. Then the team reviewed all printed and electronic integrated curriculum documents. Lastly, the research team also used diaries to record the notes taken during classroom visits and conducted reflections on lesson preparations, schemes and records of work done, learner's exercise books, attendance registers, assessments books and classroom visits.

#### **3.10.1.4 Data analysis**

Oliva (2013:48) defines data analysis as a process whereby raw data is ordered and organized so that useful information can be excerpted from it. This process is inductive and involves sorting the data into categories so patterns and themes can emerge and the relationship between categories can be identified and studied (Mc Milan and Schumacher, 2014:395). Philander (2019:100) shows that a sound framework is needed for the process of data analysis. It consists of data presentation and organization, re-organization, or restructuring of the data, data coding, establishing categories and themes, and analyzing and interpreting the data before finally presenting the data and findings. In this study, to analyze the data, the research team transcribed the audio recorded then read each transcribe several times to find the meaning from large data analysis. The raw data was coded to develop themes.

#### **3.10.1.5 Thematic analysis**

The thematic data analysis approach is a process of breaking up the text into manageable themes, patterns and relationships (Babbies & Mouton, 2001: 72 cited in Olivia, 2013:48). Philander (2019:104) posits that thematic is a reductive and sense-making an effort that tries to find core consistencies and meaning from large data analysis.

This study used thematic data analysis, which means that the data is organized and prepared into predetermined categories by careful line-by-line reading and re-reading of the data to get a sense of the whole (Creswell, 2014:268). Then the raw data is coded in order to emerge themes. Coding is a process of organizing the data by bracketing chunks or text, and segments; the coding enables the researcher to create a small number of themes that appear as major findings and are often used as headings in the findings section or findings of the dissertation or thesis (Creswell, 2014:268).

#### **3.10.2 Trustworthiness**

Pandey and Patnaik (2014:5746 cites Lincoln and Cuba, 1985), that the trustworthiness of a research study is important to evaluate its worth. They continue that trustworthiness involves establishing credibility, transferability, dependability and conformability.

##### **3.10.2.1 Credibility**

Pandey *et al.* (2014:5746) describe that the credibility of the research depends on the ability and effort of the researcher. It is concerned with whether the constructed realities of the study are acknowledged as truth by the people in the study or whether the study participants agree that the study's findings reflect their social reality (Teddie & Tashakkori, 2009: 296 in Philander, 2019:108). The research student and the co-researchers bond to work together in all research processes; research design, data collection, data analysis and interpretation( Creswell, 2014:31) will see to it that they agree to each other until the findings of the research study.

### **3.10.2.2 Transferability**

Pandey *et al.* (2014:5746) posit that transferability is showing that the findings have applicability in other contexts, which in Babbie and Mouton (2011:277) means the inclusive of research findings could be applied or generalized to other similar settings or populations with the purpose of sharing knowledge. The research team will attempt to base it on the literature of the previous studies. However, the challenge is the subjectivity in the methodology of this study.

### **3.10.2.3 Dependability**

Dependability shows that the findings are consistent and could be repeated (Pandey *et al.*, 2014:5747). Philader (2019:114) explains that this is the consistency of observing the same findings under similar circumstances. The research team will use suitable research instruments that match the data analysis. However, Merriam (1998:206) shows that it is impossible because the multiple realities of this methodology contrast with the replication.

### **3.10.2.4 Confirmability**

Conformability refers to the degree that the research conclusions are related to the core of the study (Babbie *et al.*, 2011:277, in Philander, 2019:116). McMillian *et al.* (2014:356) explain that conformability addresses whether other researchers could confirm the findings of the study and whether researcher bias can be excluded in the context of the research findings. As the research team struggles for credibility, they will ensure that other researchers can corroborate the study. However, Mc Millian *et al.* (2014:356) reveal that the challenge is for the researcher account to use various strategies.

## **3.11 Ethical consideration**

According to Sanders *et al.* (2009:183), research ethics refers to the appropriate behavior concerning the right of those who become the research participants. In this study, the ethical considerations that need to be anticipated are extensive, and they are reflected throughout the research processes, such as in 3.8.4, as suggested by (Creswell, 2014:132). To conduct this study, permission will be requested from the ethical committee of the University of the Free State, and the study will commence only when the university is offered ethical clearance. Permission will also be requested from the District Education Office and the school board where

the research is coming to be conducted. As Cohen *et al.* (2011:75) postulate, researchers in all fields of research, specifically in social science, where the focus is on people, must always be aware of the moral issues implicit in their work and affect their investigation or those who are involved. So the research participants should not be forced to participate in this study, but they will join this study voluntarily and complete the informed consent after being informed of the purpose of this study that it would be likely to influence their decisions.

### **3.12 SUMMARY OF THE CHAPTER**

This chapter presented the three world paradigms that constituted the research and the one that guided this study. The chapter described the paradigm's relation to the study's theoretical framework. Next, the chapter discussed the research design and methodology of Participatory Action Research, its origin, principles, objectives, advantages and disadvantages, and the challenges of PAR. The chapter also explained the cyclical planning, acting/observing and reflection process. The chapter concluded with a description of data generation, data analysis, ethical consideration and trustworthiness employed in this study.

## **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

This study is designed to use PLC as a strategy for the implementation of the Lesotho integrated curriculum. To achieve the aim of the study and respond to the research questions, the data generated by the research team will be analyzed and interpreted. The data in the form of voice recording be transcribed, reorganized into pre-determined categories, coded and prepared into themes.

### **4.2 CHALLENGES THAT JUSTIFY THE FRAMEWORK**

- This section presented the themes that emerged from the data collection that was stated in chapter 3. The chapter provided the empirical data that was collected by the team during the observation of the agreed documents. The data was presented as the following themes: time, absenteeism, learners' assessment, class size and classroom visits.

#### **4.2.1 Time**

Most participants in this study agreed that the challenges encountered by the principals when implementing Lesotho integrated curriculum is the need for time. Time is crucial for the SMTs to check the implementation of the Lesotho integrated curriculum as a recent education policy; without the schedule of time, there is no successful implementation. However, the education act 2010 section 21 (f) stipulates that the school principal is the responsible person to monitor and should ensure that meaningful teaching and learning occur in the school, and MOET (2012:33) supports that the role of the principal as a member of school heads is not just an administrator but someone to support teaching and learning by inspiring, mobilizing, organizing and monitoring all the school activities. Time is still a challenge.

The excerpts below confirm the participants' response;

(STG 3) "It is fine that we check, but the lesson preparations and schemes of work are submitted too early in the morning while we have not already recorded the week's work in the record book. Besides that, there is no assessment book when it is time for assessment. The assessment book is submitted to the monitors."

(STG 2) "It is like they may be submitted during the day around ten o'clock (10:00) morning."

The excerpts above show that, however, the PLC team is monitoring the lesson preparations and the schemes of work done. They confronted a challenge of time when they began monitoring the lesson preparations and scheme of work. As per to STG3 statement, the lesson preparations and schemes of work are submitted too early in the morning. While they have not already recorded the work of the week in the record books, it seems that the time that they begin monitoring the books interferes with other school activities such recording of the work of the week and assessment of learners, so this is a challenge that the PLC team encounter. For this reason, the PLC team discussed and agreed on the right time to monitor the books.

#### **4.2.2 Absenteeism**

The Lesotho Education Act no 20 of 2010 section 6, sub-section 2 shows that where a learner is enrolled at a school, a learner shall attend that school each day and for such part of each day as instruction is provided valid at school for the learner. The act is apparent that a learner's attendance is essential as that contributes to the success of the new policy, whereas it rejects the absenteeism of learners at school. The act points out that the school principal should consider the attendance of learners and include the attendance register among the professional books they are monitoring. MoET(2009:6) adds that learners should always be present at school because the new policy targeted teaching and learning methods that can develop learners' creativity, independence and survival. But In this study of using PLCs to implement the integrated curriculum, the PLCs research team experiences that absenteeism is a challenge during the implementation of the Lesotho integrated curriculum. This challenge of absenteeism reflects in these participants' responses:

(STG 3) “In my classroom, there is the absenteeism of one child who, since grade 1 used to be absent; I tried to talk to his parent but he did not change. He still disappears.”

(TG 5) I, too, have a child who used to be absent called Uzi man and Polo man, and also another whom I do not know.

(TG 7) “There is a tall boy in grade 7 who also disappears along a week and that affects teaching and learning. As a result, the production will be bad at grade 7 end of the level assessment.”

The excerpts above reveal that teachers experience the challenge of absenteeism, which may negatively impact the implementation of the Lesotho integrated curriculum. According to the statement of STG3, there was a learner who used to be absent since grade 1 and his/her parent requested to assist, but did not implies that the performance of such was affected.

#### **4.2.3 Assessment**

MoET (2009:19) provides that assessment will evaluate the attainment of education and curriculum aim of educational programmes at all levels. Assessment will fulfill different purposes, such as formative or continuous assessment, monitoring of educational progress and summative (selection of certification). This means that monitoring the assessment (tests and projects) that are asked learners is significant as CAP 2009 emphasizes the continuous assessment (CASS), which takes place daily during and after lessons, end of the week and so on.

The excerpts below prove that assessment challenges the SMTs during the implementation of the Lesotho integrated curriculum.

(T4) “I organize the questions while learners are doing a task, but because they are weekly, I try to vary the questions and use different levels.”

(STG3) “We are still using something like item bank; we use the questions that we use along the week for weekly assessment although at weekly assessment we try to change the wording of the instruction and most questions are relevant to those we use along the week as some of the learners are slow learners and may still find hard to respond correctly even though it is not their first time to meet the same questions.”

(T1) “I give them the same questions I asked them throughout the week; I just vary somewhere to see how much they learned.”

The excerpts above reflect that the participants are using the same techniques for composing the assessment. However, they are different in how they explain themselves. It seems that the way they compose the assessment for learners may lack the use of Bloom's taxonomy, which is the criteria for using the low order and high-order questions. This finding is similar to what Molise (2016:20) found in his study about the assessment of the integrated curriculum: some Grades have assessment packages while others do not. Those with packages comprised of low-order questions and teacher items questions are not moderated and serve more cognitive than other skills. The assessment packages do not take teachers' effort to scheme jointly since they cover what teachers have not schemed. In most cases, there is no collaboration between the Examination Council of Lesotho, the National Curriculum Development Centre, and the District Education office.

#### **4.2.4 Class size**

A school principal is responsible for the organization, management and day-to-day running and leadership of a school (Lesotho Education Act no 20 of 2010 section 21(a)). One of the management functions of a school principal is to monitor learners' exercise books. This activity is performed differently in schools. In some schools it is performed by the school principal alone,

while in other schools it is delegated to the deputy school principal, heads of department and senior teachers. Monitoring learners' exercises is a crucial activity in order to see that learners are marked according to the expectations of the Lesotho integrated curriculum. MOET (2012:24) indicates that teachers should provide positive comments when marking learners' exercise books and, clearly state the identified problems, and give advice on how to improve, avoid statements such as 'good' or 'can do better' as they do not show the strength or weakness of learners.

In this study of using PLCs to implement the Lesotho integrated curriculum, when the participants reviewed the implementation of the Lesotho Curriculum and Assessment Policy 2009 encountered the challenge of large class size. Some participants responded that:

(STG2) "We continue to check them, including the lesson preparations, but after increasing their number to five, I realized that they become many when I monitor them together with the teachers' files."

(STG6) "There is no exact number; sometimes, I see four, other times I check five of them, so they become many learners."

In the above excerpts, STG3 confirms that the research team monitors learners' exercises to check whether learners are marked, although the main challenge is the many number of exercise books that should be monitored. The statement of STG6 makes clear that the exercise books become many due to many learners in the classroom, so it implies that the PLC team should agree with the exact number of exercise books; otherwise, the activity increases the workload to the monitors. Class size increases the number of learners' exercise books that should be monitored, so it is a challenge that is encountered by the PLC team when monitoring the learners' exercise books. The challenge realized by Raselimo and Mahao (2015:10) is that monitoring individual learners' progress would be constrained by large class sizes as there are many learners in some schools.

#### **4.2.5 Class visits**

Classroom visit is a strategy for monitoring teaching and learning. Lesotho Teaching Service Regulation 2002 section 24 sub-section (1) allows the school principal to allocate teachers classes to instruct any subject appropriately according to their qualifications and experience. This is not adequate for a school principal to allocate teachers the classes to teach and end there, but should also visit teachers while they are teaching to provide them with support and feedback as a person who is responsible for day to day running of the school (Lesotho Education Act no 20 of 2010 section 21 clause a).

Normally in Lesotho schools, the principal monitors teachers in the classrooms, who may distribute authority to the deputy school principal, heads of departments and senior teachers.

In this study, during the implementation of the Lesotho integrated curriculum, the PLC team experienced the challenge when visiting teachers while teaching. The challenge was reflected by the participants who said:

(STG2) “I have seen teachers become rough during class visits.”

(STG3) “Learners lose concentration as it was their first time seeing us in their classrooms.”

The excerpts above show that monitoring teachers while they are teaching is not a common strategy in the school where the research was conducted. Teachers and learners respond differently, so, as stated by Mongomezulu (2015:56), teachers would be visited while performing their tasks in the classroom because classroom visit is a serious challenge. In some schools, there is no policy articulating the frequency and procedure to be followed during class visits. It is also difficult to determine how many visits were to be conducted.

### **4.3 THE WAYS IN WHICH MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM BE ENHANCED USING PLCs**

It was indicated in section 4.1, the challenges encountered by the SMTs when implementing the Lesotho integrated curriculum. This section provides the crucial factors that are successful for the implementation of the Lesotho integrated curriculum using PLCs. The following factors can make the implementation of CAP 2009 successful using PLCs.

#### **4.3.1 Schedule of suitable time**

MoET (2015:5) provides that the introduction of the new curriculum in Lesotho involves teachers, parents, community members and many other stakeholders getting used to the new way of teaching, learning and assessment; with time, this will produce very positive results both for the individual learner and for the country as a whole. This statement emphasizes the importance of a designated time for the success of the policy and implies that the clashing of teaching activities that occur during the implementation of the lesson preparations and schemes of work in 4.1.1 can be abolished if the SMTs schedule a suitable time for checking whether the implementation is successful. The excerpts below show how they came up with a solution.

(STG2) “I have realized that the time does not interfere with us and I encourage you to continue submitting the teachers' files simultaneously.”

(STG3) “Yes, sir, they are checked at the agreed time because we can do other work.”

(Chairperson of the meeting) “We agreed to begin checking the monitoring books at 10:00 morning as it is time for cleaning and every teacher has already recorded the weekly work.”

The excerpts above show that after discussing the challenge they encountered when monitoring the teachers' files, the research team agreed on the appropriate time to submit and check the files. As indicated by Knox (2015:4), it is crucial that staff have protected time to develop the PLC and collaboration on the relevant area of inquiry. Even the literature about integrated curriculum supports that teachers should be given enough time to prepare and deliver the new Lesotho integrated curriculum (Molise, 2016:26).

### **4.3.2 Parental involvement**

Parents have sent their learners to school to be educated. Given the large number of learners in the classroom, parents have to know how their learners perform and assist where possible (MoET, 2012:35). In addition, the parents of learners should be involved in the matters that affect their learners' study and they are responsible for learners attending school to get an education (Lesotho Education Act no 3 of 2010 section 6 subsection 3(a).

The excerpts that follow indicate the suggestion of the participants concerning the challenge of absenteeism stated in 4.1.2;

(P) “If there is time, it is wise to invite the parents via letters although parents of the absentees wish to refuse to attend the meetings other important people in such cases are the school board as they are representatives of parents who are very nearest to parents of learners and they can warn parents to be corporative in preventing absenteeism in learners.”

The excerpt above informs that in response to the challenge of absenteeism, parents of learners are the right people who should be invited and use by the school to reduce learners' absenteeism. In case where parents of learners are not available, the school board should be used to invite the parents as they are nearest the parent and selected by the parents.

### **4.3.3 Assessing Together**

Lesotho sector plan (2016-2026:32) asserts that the delivery of assessment packages to the schools and teachers is an efficient way to ensure the standardization of the assessment practices and their relevance to reasonable requirements. It will ensure a fair and solid evaluation of the students learning and avoid some unjustified repetitions. So while teachers are waiting for the delivery, it is wise that they may use the strategy of joint testing or assessing together as this is a means of teachers collaboration which is one of the characteristics of PLC. Milbery, Langhlin and Talbet (2010:35) write that in PLC, a group of individuals share a goal and work together to

achieve the goal and assess their progress. So assessing together could not be difficult for teachers. However, it would be helpful for them as Lesotho's new policy of integrated curriculum emphasizes formative assessment (CASS) in which learners' academic performance is monitored daily, weekly, fortnight, quarterly and end-of-level assessment (Molise, 2016:11).

This excerpt below shows what was indicated by the participants:

(STG 2) “We advised that to assess a learner does not mean to give them too many questions that they do not complete within the given time but to check how much the understanding after the delivery of a learning outcome.”

The above excerpt confirms that the participants understand that sharing ideas together concerning the assessment of learners is helpful to teachers as they will be able to prepare the assessment for learners while waiting for the Ministry of Education and Training to deliver the assessment packages, as well as to moderate the assessment before it is given to learners.

#### **4.3.4 Collaboration**

In order for the Lesotho integrated curriculum to be successful, all the stakeholders should work hand in hand to ensure the smooth running of the school (MoET, 2012:33). Each stakeholder should play an important role in ensuring the continuous assessment of learners. To achieve this, it is if the school stakeholders work collaboratively as a team and design times and places to meet regularly to discuss the matter that is affecting them. James *et al.* (2015:2) confirm that PLC is successful when the participants collaborate and meet regularly, and the positive impact of teachers' collaboration in PLCs on instruction and student achievement is also supported by research. Antwi *et al.* (2014:4), as change management authors, reflect that to understand any situation, necessary that one should view the present situation or the status quo as being maintained by certain conditions of forces.

The excerpt below shows how the PLC research team proposed the factor that can make the implementation of the Lesotho integrated curriculum successful by using PLCs.

(STG3) “When they are five, they become many; it is like as we monitor the whole learners' exercise books. So I see it is better to check two learners' exercise books.”

The above excerpt concurs with what is said by James (2016:35) that professional learning communities are made up of team members who regularly collaborate toward continued improvement in meeting learners' needs through a shared curriculum-focused vision. This

implies that when the participants collaborate, the hard work such as many exercise books can become simple.

#### **4.3.5 Frequency of classroom visits**

Section 21 (f) of Lesotho Education Act, no 3 of 2010, which provides the principal duty of ensuring meaningful teaching and learning, shifts the school principal from the office into the classroom where S/He supports teachers while they are in the classroom. This is encouraged by the MoET (2012:33) that the school principal is no longer just a school administrator but someone to support teaching and learning, meaning that S/He should visit teachers while teaching in the classrooms. The school principal class visit is a form of PLC, as per De Matthews (2014:184); developing teachers is vital to the work of PLCs because PLCs thrive when teachers design the core elements and structures that make these communities function. Effective PLCs encourage opening up one's classroom through team teaching and observation. The regular classroom visit is the solution to the challenge of teachers' and learners' negative attitudes towards classroom observation.

The excerpt below indicates the participants' views on understanding the benefit of the classroom visit.

(STG 6) "I saw that if class visit continues, I will become confident after so long since in my diploma training."

(STG2) "I saw visiting other teachers while teaching as very important because we could see new teaching styles. I do not know if it was because it was my first time doing class visits."

The excerpts above indicate that the participants understand how important is classroom visits. A class visit is a form of PLC as teachers see and learn face-to-face how their colleagues are conducting the teaching process and this practice provides them with confidence and this is like, as said in the literature, that classroom observation by the SMTs is a significant component of improving teaching and learning.

#### **4.4 THE CONDITIONS CONDUCIVETO USE PLCs IN THE SUCCESSFUL MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM**

This section focuses on the suitable and supportive conditions for implementing the PLC. These conditions help the PLC to be successful. These are shared vision, leadership support, time, positive culture and facilitation.

#### **4.4.1 Shared vision**

MoET (2009:3) states that the framework is derived from the Basotho philosophy statement of justice, equality, peace, prosperity, participatory democracy and mutual co-existence, which underpin their way of life. In other words, this is regarded as a Lesotho vision about the CAP2009. So the vision, as the direction, should be shared amongst people because shared vision is one of the characteristics of PLCs. Higgins (2016:3) shows that a shared vision depicts what is important to an organization. Developing a shared vision is the outcome of a process involving all staff and teaching and learning practices oriented towards realizing the vision (Wilfried *et al.*, 2019:7).

In this study, the participants said that;

(STG2) "We advised that to assess a learner does not mean to give them too many questions that they do not complete within the given time but to check how much they understand after delivery of a learning outcome."

The excerpt above reflects that the PLC research team understands the importance of sharing the vision of the integrated curriculum that the CAP 2009 consists of the crucial aspect of assessment, which, as per MoET (2009:19), the new policy emphasizes continuous assessment the kind of assessment which takes place after lessons, weekly. The assessment strives to endow learners with skills, attitudes and values, so learners are assessed to check their knowledge, skills, and more (MoET, 2009:11).

#### **4.4.2 Leadership Support**

The role of the school principal as a member of the school heads is not just administrator but someone to support teaching and learning by inspiring, mobilizing, organizing and monitoring all the school activities (MoET, 2012:33). This means that the people who are in the management position such principal or deputy they have a crucial role for the success of the integrated curriculum because they would provide support to the teachers so that they understand the new policy, their support as school leaders is a feature of PLCs. Stoll *et al.* (2006:237) show that it is difficult to see how a PLC could develop in a school without the active support of leadership at all levels.

Kenneth *et al.* (2021:3) indicate that shared leadership fosters more respect, trust, collegiality and responsibility to the group, and these teams are more successful and become high-performing. In this study, the excerpt below shows the principal's participation as a member of the coordinating team of the PLCs.

This is how the participant responded as follows:

(P) "If there is time, it wise to invite the parents of absent learners to school via letters. Although the parents of the absentees wish to refuse to attend the meeting, but other people who are very close to parents, are the school board whom we may use to talk to the parents of the absentees."

(P) "We tried to call a parent of a grade7 learner who is always absent but she refused."

The above excerpt confirms that leadership is one of the factors that help PLC to be conducive. The participant (P) speaks as a member of school management and knows the procedure that can be taken when it is hard to prevent absenteeism; S/He knows the responsibility of parents in the education of their learners with respect to the Lesotho Education Act no 3 of 2010 section 6 subsection 3 (a) in respect to a learner who is absent from school a parent has to provide either orally or in writing a reason acceptable to the school principal of the school.

#### **4.4.3 Suitable Time**

MoET (2008:9, 2009:4) postulate that unlike in the past when traditional school subjects were used as organized elements to achieve curriculum integration, the framework uses curriculum aspects and learning areas that are juxtaposed to identify competencies to be promoted in a different context. This is done to reduce work and save time for teachers to prepare for many subjects. This implies that time is a crucial factor when implementing any change, and it is, as Campbell (2017:17) stated, that effective professional learning that changes thinking, knowledge, and practice requires considerable time, the time that is used to meet regularly as a team. Therefore, meeting locations are two main factors in the initiation process of professional learning communities.

The participants of this study responded as follows:

(Chairperson of the meeting) "We agreed to do monitoring at 10 a.m. as it is time to begin cleaning and every teacher has already recorded the weekly work."

The excerpt confirms that time is one of the conducive factors for the success of PLC aimed at monitoring the implementation of the Lesotho integrated curriculum. The statement is clear that there was a challenge with time, but now they have reached the resolution and agreement of the designed time that monitoring official books can be started to avoid confusion in school activities.

#### **4.4.4 Resources**

MoET (2009:18) provides that the focus of CAP 2009 has shifted more to teaching and learning methods that can further development, creativity, independence and survival skills. Learners are to be responsible for their own learning. Clearly, teaching and learning materials are necessary for learners to solve problems for themselves. The importance of the resources indicates by the below participants' responses.

T3 "...when it is time for assessment there is no assessment book, the assessment book is submitted with the lesson preparations and schemes to the monitors."

This excerpt implies that the resources are needed for monitoring the implementation of an integrated curriculum. This was stated in the Lesotho sector plan (2016-2026:32) that the delivery of assessment packages to the school should be provided because the new policy emphasized the learner-centred approach.

#### **4.4.5 Monitoring and evaluation**

MoET (2009:11) stipulates that to ensure the quality of learning and teaching, monitoring and evaluation mechanism, including assessment principles and strategies, should provide feedback on the learning process. Monitoring will be used to monitor curriculum attainment at different levels (MoET, 2009:19).

The participants responded as these:

STG3 "We check whether the activities that appear in the preparation are the ones that are found in the learners' exercise books."

STG4 "We check whether the recorded or taught concepts match the class work and homework."

These excerpts reflect that monitoring and evaluation are significant factors successful implementation of a new policy. Khechane (2016:6) shows that implementing this kind of policy which changes the aspects of teaching and learning, requires monitoring techniques that would provide feedback in advance.

#### **4.4.6 Provision of feedback**

To ensure quality teaching and learning, evaluation and monitoring mechanisms include assessment principles and strategies that should provide feedback on the learning progress (MoET, 2009:11). The policy insists that feedback should be used to formulate strategies to improve teaching and learning processes.

STG6 “After checking them, I provide feedback where and when necessary.”

The excerpt shows the importance of providing feedback in the integrated curriculum, but feedback is also important in implementing PLC. Stoll (2006:226) refers to it as reflection, which includes reflective dialogue or problems involving the application of new knowledge in a sustainable manner.

#### **4.4.7 Facilitation**

In line with the framework, there is a need to shift toward methods that can develop creativity, independence and survival skills (MoET, 2008:9). The CAP 2009 continues that there is a need to move from teaching to facilitating learning, from the transfer of facts to learner construction of knowledge. Facilitation is not only a good method required by the CAP 2009 but is also suitable for the implementation of PLCs. Ceresto (2015:27) provides that PLC functions best when there is effective facilitation and facilitators’ roles are also clear. The facilitators work to discuss and support teachers by identifying gaps in their understanding and serve as a bridge to other PLCs. In this way, facilitators provide content to the PLCs, guide the process of inquiry and contribute to the community-building process.

(P) “If there is time, it is wise to invite absentees' parents to a school via letters ... but other important people are the school board members ...”

(STG 2) We advised that to assess a learner does not mean to give them too many questions that they do not complete within the given time but to check how much S/He understood after delivery of a learning area.”

The excerpt confirms that the role of the facilitators is to guide the process of the inquiry and contribute to the community-building process. Taking the words of the participant (P), “it is wise to ...” and the participant (STG2) “,we advised that ...”, these words are clearly the word of advisors or the facilitators, people who guide the process of inquiry in terms of (Ceresto, 2015:27). The facilitators help the PLC to function as they will provide support in the area of difficulty. Therefore, the facilitators of PLCs need to have the capacity to facilitate their PLCs effectively, and this is shown by US teachers’ research and a few studies in Hong Kong that facilitators are important resources in PLCs (Christ *et al.*, 2016:3).

## **4.5 THE POSSIBLE THREATS THAT MAY HINDER MONITORING THE IMPLEMENTATION OF THE LESOTHO INTEGRATED CURRICULUM USING PLCs**

Section 4.3 has already discussed the conducive conditions necessary for the successful implementation of CAP 2009. So this section presents the factors which may hinder the successful implementation of CAP 2009.

### **4.5.1 Lack of suitable time**

Unlike in the past, where the traditional subject was used as an organizing element to achieve curriculum integration, the framework uses curriculum aspects and learning areas that are juxtaposed to identify competencies to be promoted in a different context (MoET, 2008:9). This was done in order to save time for teachers to teach many subjects which were about eleven before the development of integrated curriculum. Jane et al. (2015:7) described that one construct that hinders the PLCs is the lack of time. This implies that time is crucial for the successful implementation of the PLCs, implying that lack of time may hinder the implementation.

The PLC team's views in this regard are as such:

(STG 3) “It is fine that we check but they are submitted too early in the morning while we have not already recorded the work of the week in the record book.”

(STG3) “It likes they may be checked during the day around ten ‘o’clock in the morning.”

The excerpt clearly states that the PLC team agreed to monitor the teachers' professional books (lesson plans, scheme of work, class attendance register, learners' exercise books and assessment books) to determine that the Lesotho integrated curriculum was well implemented. However, they had not agreed on the exact time the documents would be submitted and such a mistake hindered the implementation of PLC. This is a good example that the absence of designed time may hinder the implementation of PLC.

### **4.5.2 Inadequate resources**

MoET (2009:6) emphasizes that monitoring the policy's educational progress is important. Monitoring of the integrated curriculum should be done by the school leaders and involve classroom visits (Khechane, 2016:7) Their support should also include the provision of the resources that help to improve the PLCs as the research on innovative schools with effective

PLCs suggest that lack of resources is regarded as one of the factors that may hinder the implementation of the PLCs (De Metthews, 2014:178

The participants responded as follows;

(DP) ".we still use 10:00 morning, although the threat is that of using one monitoring book, so by the time it wants to be used by the upper grades, it is still in use by the lower grades."

The excerpt above makes clear that, however, the PLCs team is monitoring the documents and the implementation of this PLC lacks monitoring books. This is a book that they use to record their findings during the monitoring of teachers' professional books. They use one book and that resist them from doing their work at the same time; they have to wait for other monitors to finish so that they can begin monitoring. So lack of monitoring books indicated in the above extract refers to one of the threats that hinder the implementation of the PLC.

#### **4.5.3 Lack of providing feedback**

MoET (2009:11) provides that evaluating and monitoring mechanisms, including assessment principles and strategies, should provide feedback on learning progress to ensure the quality of learning and teaching. The feedback should be used to formulate strategies to improve teaching and learning. The feedback is important not only for the work of learners but also for teachers to check whether they implement the integrated curriculum as the policy expects them. So lack of feedback could hinder the implementation of the framework.

(STG3) "I never provide feedback; for now, I find no need to provide feedback."

(T1) "Since we came from holidays and started monitoring, we have ever received feedback."

The excerpts above are clear that some members of the PLC team do not provide feedback after monitoring the integrated curriculum, particularly when they do not encounter the challenges; they are not aware that giving feedback on how other teachers teach will help teachers to reflect on their own teaching as well (SAGuideline, 2015:10). Lack in providing feedback is a threat that may hinder the use of this PLC to monitor the implementation of integrated curriculum as some members would not consider this study as important. Consequently the aim of the study will be not achieved, and the new policy of integrated curriculum will be not implemented effectively.

#### **4.5.4 Lack of shared vision**

As it is indicated in 4.3.1 that CAP 2009 derived from the Basotho philosophical statements of justice, equality, peace, prosperity, participatory democracy, and mutual co-existence, which underpins their way of life (MoET, 2009:3). The same document continues that the philosophy

of education serves like a radar that guides a given education system towards an intended vision. This is regarded as a Lesotho vision about the CAP 2009, so the vision gives direction and should be shared amongst people because shared vision is one of the characteristics of PLCs. Unclear school vision creates isolation and contradicts with features of PLCs, which are collaboration, collection and collegiality, and also teachers do not aim higher for student performance (Higgins, 2016:3). Nkengbeza (2014:26) sees that lack of sharing school vision is the failure of PLC as the purpose of PLC is to enhance student learning, equip the teachers with skills, knowledge, attitudes to improve the institution. The participants said that:

(STG2) ‘About handwriting, I ever checked it. I only check whether they are marked.’

(STG3) “According to the way this task is heavy, I do not check their handwriting ...”

The excerpts reflect that some PLC teams do not consider the vision of the integrated curriculum, which is the holistic view and treatment of issues related to intelligence, maturity, personal and social development of a learner for survival purposes and economic development of the nation (MoET, 2009:5). So checking that learner is marked is not enough when monitoring the implementation of this new policy. However, also handwriting is significant to be checked when monitoring because the vision of the integrated curriculum is a holistic view which, amongst the social development of a learner for survival, implies that marking is beneficial just not just paper but handwriting symbolizes neatness and maturity of a learner, so not checking handwriting is a threat that hinders the implementation of PLC because PLCs can be successful when members share the vision.

#### **4.5.5 Absence of mutual trust and respect**

In 4.2.4, it was indicated that MoET (2012:33) stresses that all stakeholders should work hand in hand to ensure the smooth running of a school. Each stakeholder should play an important role in ensuring continuous assessment of learners. Bellibas et al. (2017:356) write that PLCs require stakeholders to work collaboratively as a team, and collaboration refers to a characteristic of PLCs. The collaboration develops mutual trust, respect, collegiality and responsibility (Kenneth et al., 2021:3). Absence of mutual trust and respect hinders collaboration as a feature of PLC and the same members may be reluctant to participate in the discussion and become less confident as a result, the purpose of PLC fails (Knox, 2015:7). The below excerpts reflect the participants' responses in regard to:

(SGT3) “According to the way this task is heavy, I do not check their handwriting.”

The extract shows the absence of mutual trust among the PLC team. Taking the meaning of the above statement, the PLC member was selected in the hope that they would commit themselves to the activity of monitoring, but now s/he is doing incomplete work; this is a sign of threat in the implementation of PLC. The absence of mutual trust and respect hinders collaboration as a feature of PLC and some members may be reluctant to participate in the discussion and become less confident.

#### **4.6 SUMMARY OF THE CHAPTER**

This chapter analyzed and interpreted the data that was generated in chapter three and discussed the data in relation to the literature review on the challenges of monitoring the implementation of the Lesotho integrated curriculum, the components of the solutions, the conditions conducive for the implementation of the policy and the possible threats that hinder the implementation of the policy.

## **CHAPTER 5: FINDINGS AND RECOMMENDATIONS**

### **5.1 Introduction**

This study aimed to use PLC to monitor the implementation of the Lesotho integrated curriculum. In fulfillment of the aim, this chapter begins by providing the background of the study, which consists of the research problem, the primary research question and the objectives of the study. Again, the study presented the findings and recommendations on the challenges of monitoring the implementation of an integrated curriculum, ways that the implementation of the integrated curriculum can be enhanced using PLCs, the conditions that are conducive for the successful implementation of Policy and the possible threats that hinder the implementation.

### **5.2 Background of the study**

It was explained in the introduction that this study aimed to use PLCS as a strategy to monitor the implementation of the Lesotho integrated curriculum because the implementation of this new curriculum provides various challenges, such as the absence of designed time, absenteeism, inconsistent assessment mechanism, class size and teacher reaction towards class visits.

Several researchers emphasize that it is crucial to use PLCs as a platform to deal with the challenge of inadequate training when implementing a new curriculum. PLCs is defined as communities that provide the setting and necessary support for a group of classroom teachers, school managers and subject advisors to participate collectively in determining their development trajectories and set up activities that will drive their development (SA guideline, 2015:5). Philander (2019:45) indicates that teachers who have entered PLCs tend to act more anonymously, develop great confidence, experience a high level of self-efficacy, grow enthusiasm for collaboration and express great commitment to different practices. This means that PLCs can be a good strategy that can be employed in Lesotho to handle the problem of insufficient knowledge of implementing the integrated curriculum by SMTs.

### **5.3 The findings on the challenges of monitoring the implementation of the Lesothointegrated curriculum**

#### **5.3.1 Finding on the time**

Regarding the absence of designated time, the empirical data 4.2.1 shows that implementation of the integrated curriculum is affected by the absence of adequate time for implementation of the new policy. The challenge was realized by Ralebese (2019:45) in her study conducted in Maseru Lesotho. Time has been a challenge in South Africa during the implementation of the

Curriculum and Assessment Policy Statement; teachers did not get adequate time to collectively participate in the implementation (Samantha, 2018:3). This study is guided by change management theory and this theory comprises three stages, namely, unfreezing, movement and refreezing. The challenge of absence time that the PLCS team experienced was at unfreezing stage. The unfreezing stage is when change is needed (Mitchell, 2013:32). Blomqvist (2017:28) explains that usually, when a change is about to occur, there are social forces that either promise or inhibit change; specifically, there are driving forces that promote change and the restraining forces which are opposite to change.

### **5.3.2 Findings on absenteeism**

With respect to the challenge of learners' absenteeism, the empirical data in 4.2.2 provided that learners' absenteeism is a challenge that affects the implementation of the integrated curriculum. Pierre du Plessis and Mastery (2019:2), in their study conducted in rural South African schools, posit that one of the challenges in rural South African schools is children who do not attend school regularly as they are forced to work on the farms. The challenge of absenteeism is very serious in the school that even a grade 7 learner who is supposed to do grade 8 next year did not attend well, so there was a need for the school stakeholders to take action concerning this problem as that was regarded as a resistance force that pushes to the opposite direction of a change (Kritsonic 2004-2005:1). The challenge reflects that the school is at the unfreezing stage. As per Blomqvist (2017:28), at the unfreezing stage organizations come to the conclusion that a change is needed and necessary.

### **5.3.3 Findings on assessment**

In terms of the inconsistent assessment challenge, the empirical data in 4.2.3 provided that there is a challenge of inconsistency in the assessment mechanism. For example, some grades have assessment packages, while others do not have packages. Those with packages comprise low-order questions, and teacher items questions are not moderated and serve more cognitively than other skills (Molise, 2016:20). As there is a challenge of inconsistency in the way the assessment is composed, in regard to Asnan *et al.* (2015:317), the organization experiences unfreezing stage, so there should be a transition from equilibrium to a new level. The challenge of inconsistent assessment that the participants' experience requires them to take action rather than progressing with the challenge as this challenge is like the resistance forces that need to be considered when implementing change (Queen Mary & Mtapuri, 2014:2).

### **5.3.4 Findings on class size**

Concerning the challenge of large class size, which increases the number of learners' exercise books to be monitored, the empirical data 4.2.4 reflected that large class size affects the

monitoring of learners' exercise books which is a vital activity of CAP 2009. CAP 2009 has brought a major shift in the way learners are marked, such as the abolition of ticks and crosses, and instead introduced performance statement (Khechane, 2016:6). This means that if there are many learners in the classroom, there are many learners' exercise books that should be marked, and that makes monitoring be difficult for the SMTs. Mongomezulu (2015:52) indicates that the assessment tasks should be moderated before being given to the learners to ensure quality. This challenge becomes an opposite force that resists the activity of checking learners' exercises, and requires distributing and balancing the social forces to increase the acceptance towards necessary change. There is a need for the proposed change, and it should be explained and expressed clearly (Asnan, 2015:317).

### **5.3.5 Findings on classroom visits**

Regarding the challenge of teachers' and learners' reactions, the empirical data in 4.2.5 provided that the principal, deputy and senior teachers experienced negative reactions towards classroom visits. This was also observed by Ralebese (2019:49) in his study conducted by Maseru Lesotho that the SMTs are reluctant to monitor teachers in the classrooms while they are teaching. The negative feedback is conveyed through the body language of teachers when SMTs monitor teachers in the classrooms (Mongomezulu, 2015:57). The author goes on to say that visiting teachers. At the same time, teaching is a serious challenge that in some schools there are no policy articulating the frequency and procedure to be followed during class visit. It is also even difficult to determine how many visits were conducted. In the case of this challenge, like others, as per Change Management Theory, people should identify what to be changed and then develop an implementation strategy that will resonate with the change targets (Antwi *et al.*, 2014:5).

## **5.4 Finding on the ways that monitoring the implementation of the Lesotho integrated curriculum be enhanced using PLCs**

### **5.4.1 Findings on scheduled suitable time**

The findings on the ways that implementation of the Lesotho curriculum be enhanced, the empirical data in 4.3.1 revealed that SMTs must schedule a suitable time for implementation of the Lesotho integrated curriculum as this is new and usually the new policy is giving teachers challenges, and the SMTs are there at schools for support. MoET (2015:5) posits that the new curriculum requires all school stakeholders to get used to a new way of teaching, learning and assessment; with time, this will produce very positive results for individual learners and the country as a whole. As indicated by Knox (2015:4), it is crucial that staff have protected time to develop the PLC and collaboration on relevant areas of inquiry.

According to Change Management Theory, the research team reached the refreezing stage. Refreezing occurs when an ideal state has been obtained (Antwi *et al.*, 2014:5).

#### **5.4.2 Findings on parental involvement**

According to the empirical data in 4.3.2, parents must be involved and take part seriously concerning their children's education as this new policy consists of uncommon terms and practices. MoET (2012:35) states that given the large number of learners in the classrooms, parents have to know how their learners perform and assist where possible. Blomqvist (2017:14), as one of the authors of Change Management Theory, supports that change management requires engaging all the employees at every level of the organization, starting from the top downwards, in the planning and implementation of any change that affects the organization.

#### **5.4.3 Findings on the joint assessment**

The empirical data in 4.3.3 regarding assessing together indicated that assessing together is pivotal while teachers are waiting for the delivery of assessment packages which are the documents that are guided with effective and standardized assessments. One of the features of the PLCs is collectiveness, so assessing together the demonstration of collectiveness. Lesotho Sector Plan (2016-2026:26) contends that the standardization of the assessment practice will ensure a fair and solid evaluation of the students learning and avoid some unjustified repetitions. MoET (2012:22) asserts that assessment provides meaningful feedback that enhances learning every time a learner is given a task, whether oral or written. This is as the literature indicates that to ensure quality, the assessment tasks should be moderated before being given to the learners (Mongomezulu, 2015:52).

#### **5.4.4 Findings on collaboration**

In regard to collaboration, the empirical data in 4.3.4 provided that collaboration is needed in monitoring the implementation of integrated curriculum as people would come with different ideas, 'unity is power'. The findings confirm MoET (2012:33) view that in order for the Lesotho integrated curriculum to be successful, all the stakeholders should work hand in hand to ensure the smooth running of the school.

James et al. (2015:2) confirm that PLC is successful when the participants collaborate and meet regularly, and the positive impact of teachers' collaboration in PLCs on instruction and student achievement is also supported by research. Antwi et al. (2014:4), as Change Management authors, reflect that to understand any situation, necessary that one should view the present situation or the status quo as being maintained by certain conditions of forces.

#### **5.4.5 Findings on the frequency of classroom visits**

The empirical data in 4.3.5 regarding the frequency of classroom visits revealed that there should be regular classroom visits at schools. MoET (2012:33) shows that the success of the new policy requires the school principal to be no longer the school administrator who sits in the office but someone to support teaching and learning. Supporting teaching and learning implies visiting teachers in the classroom while they are teaching. Maring (2016:27) indicated that SMTs should be committed to their work and more around observing educators teaching and learning, and the monitoring should be ongoing. The PLC team should not let people get back to their old habits but continue with the new ways of doing things, and it is important to monitor those people so that they do not fall into their old habits and be aware of any indications of problems and solve them as they happen (Blomqvist, 2017:14).

## **5.5 Findings on the conditions conducive to use PLCs in the successful monitoring of the implementation of the Lesotho integrated curriculum**

### **5.5.1 Findings on shared vision**

The empirical data in 4.4.1 showed that sharing the vision is essential when implementing new policy as vision gives direction and should be shared amongst people of the organization. MoET (2009:19) stipulates that the new policy emphasizes continuous assessment, which takes place every after lesson, weekly, etc. The assessment strives to endow learners with skills, attitudes and values, so learners are assessed to check their knowledge, skills etc. (MoET, 2009:11). The development of the shared vision is the outcome of a process of involving all staff and teaching and learning practices and oriented towards realizing the vision (Wilfried *et al.*, 2019:7). Higgens, (2016:3) asserts that when educators embrace the school vision and highly involved in the development of the vision, a strong belief system is directly related to empowering teachers through others.

### **5.5.2 Findings on leadership support**

The empirical data in 4.4.2 reflected that the people in management positions, such as the school principal or deputy principal. These people have a crucial role in the policy's success because they would support the teachers so they understand the new policy (MoET, 2009:33). The leadership support of school leaders could take different forms. They may be in the form of providing materials or in the form of providing training for teachers. Kenneth *et al.* (2021:3) indicate that shared leadership fosters more respect, trust, collegiality and responsibility to the group, and these teams are more successful and become the high-performing teams. This reflected that the ideal stage was obtained through the change process and stabilized the group at a new quasi-stationary equilibrium (Antwin *et al.*, 2014:5).

### **5.5.3 Findings on suitable time**

The findings on suitable time are as empirical data 4.4.3 indicated that suitable time is significant when implementing an integrated curriculum. It as MoET (2008:9; 2009:4) indicates that unlike in the past, where the traditional school subject was used as organized elements to achieve curriculum integration, the framework uses curriculum aspects and learning areas that are juxtaposed to identify competencies to promote in a different context. This is done to reduce work and save teachers' time to prepare for eleven subjects. Instead, they are now arranged into seven learning areas. Molise (2016: 26) confirms that the use of good time is crucial to prepare for the Curriculum and Assessment Policy 2009. It is crucial that staff have protected time to develop PLC and collaboration on the area of inquiry that is relevant (Knox, 2015:4). With respect to the Theory of Change Management, the equilibrium is established (Mitchell, 2013:32). Antwi (2014:5) writes that it is a step that achieved after the change has been implemented, and is there to make the situation stick.

#### **5.5.4 Findings on Resource**

The empirical data in 4.4.4 provided that adequate resources such as monitoring tools are essential when implementing the integrated curriculum as the tool shows the teachers' strengths and weaknesses. The integrated curriculum stresses teaching and learning, which requires materials for learners as they are responsible for their learning and should solve problems for themselves (MoET, 2009:18). Molise (2016:26) asserts that adequate resources should be available to implement the new curriculum. In South Africa, Mandukwini (2016:28) indicated that resources should be regarded as the most important support structure because curriculum management depends largely on resources available in the schools.

#### **5.5.5 Findings on monitoring and evaluation**

The findings on monitoring and evaluation provided that the empirical data in 4.4.5 reflected that monitoring and evaluating the integrated curriculum is pivotal. MoET (2009:19) posits that education progress monitoring will be used to monitor curriculum attainment at different levels. To ensure quality teaching and learning, evaluation and monitoring mechanism including assessment principles and strategies that should provide feedback on the learning progress (MoET, 2009:11).

#### **5.5.6 Findings on providing feedback**

The findings on the provision of feedback are as provided by the empirical data in 4.4.6 that the SMTs should provide the teachers with feedback after monitoring the lesson preparations, schemes, attendance registers, learners' exercise books and assessment books. The provision of feedback is crucial to ensure quality teaching and learning, and this is one way of finding

progress in the implementation of the new policy (MoET, 2009:11). MoET (2012:22) supports that feedback comments on the quality of a learner's work and offers advice on how to improve, a teacher can use feedback to reflect on own teaching strategies, attitude and resources. Providing feedback is crucial as it is based on the goal of the Change Management Theory of supporting everyone in the organization who is impacted by the change (Blomqvist, 2017:14).

### **5.5.7 Findings on facilitation**

The findings provided by the empirical data in 4.4.7 indicated that facilitation by the SMTs to teachers on how the policy should be implemented is needed when implementing this new policy of Curriculum and Assessment Policy 2009. MoET (2012:33) indicates that a school principal should not be a school administrator but someone who supports teaching and learning. The facilitators help the PLC to function as they will provide support in the area of difficulty. The facilitators of PLCs need to have the capacity to facilitate their PLCs effectively, and this is shown by US teachers' research and a few studies in Hong Kong that facilitators are important resources in PLCs (Christ *et al.* 2016:3). As per CMT, it means that the school reached the state of refreezing, the equilibrium is established (Mitchell, 2013:32). Antwin *et al.* (2014:5) show that the state is obtained after many changes and it is used to stabilize the group at new quasi-stationary.

## **5.6 Findings on the possible threats that may hinder monitoring the implementation of the Lesotho integrated curriculum using PLCs**

### **5.6.1 Findings on lack of suitable time**

Findings on lack of time reflected by the empirical data in 4.5.1 provided that lack of time may hinder the implementation of the CAP 2009. If the SMTs are not scheduled suitable times and develop a clear policy showing the time for monitoring the work of teachers, the implementation of the new policy will be unsuccessful. Easter (2015:28) shows that lack of sufficient time to meet and collaborate is often mentioned as a barrier to the level of implementing PLCs. The absence of time, as per the Change Management Theory, becomes the resistance force that goes in the opposite direction (Kritsonic, 2004-2005:7); in other words, resists the implementation of PLC.

### **5.6.2 Findings on inadequate resources**

The findings regard inadequate resources provided by the empirical data in 4.5.2 that the implementation of the new policy is hindered by a lack of resources. Molise (2016:26) confirms that the lack of integrated curriculum materials is a factor that hinders the implementation of the Lesotho integrated curriculum. Lack of resources is not necessary for the execution of teaching

and learning because it can inhibit effective curriculum implementation (Mandukwini, 2016:28). Other literature shows that schools with effective PLCs confirm that lack of resources is regarded as one of the factors that may hinder the implementation of the PLCs (De Matthews, 2014:178)

### **5.6.3 Findings on the lack of feedback**

The findings on providing feedback indicated by the empirical data in 4.5.3 showed that lack of feedback could hinder the implementation of the CAP 2009 like as MoET (2009:11) indicates that feedback should be used to formulate strategies that will improve the teaching and learning so this implies that lack of feedback resists formulation of the strategies that are essential for the improvement of the new policy. If lack of feedback hinders the implementation of the policy, it means that it also hinders the PLCs as a strategy that is used to monitor the implementation of the Lesotho integrated curriculum, and some members would not consider this study as important; consequently, the aim of the policy will not be implemented effectively.

### **5.6.4 Findings on the lack of shared vision**

The findings on the lack of shared vision indicated by the empirical data in 4.5.4 indicated that lack of shared vision hinders the implementation of the Curriculum and Assessment Policy 2009. MoET (2009:3) provides that the integrated curriculum is derived from the Basotho philosophical stamen of justice, equality, equity, peace and prosperity, which is regarded as a Lesotho vision and a vision gives direction, so the lack of this vision is the failure of the implementation of CAP 2009. PLCs can be successful when members share a vision that constitutes high-quality teaching and learning (Dogan, 2017:1206). The same author advises that a lack of shared vision could cause misunderstanding, conflict and mistrust among staff. In regard to Change Management Theory, for the change to be successful, the stakeholders must develop a vision of the new system and have a sense of ownership and empowerment, and a change without a people focus does not have a chance to succeed (Queen-Mary & Mtapuri 2014:3).

### **5.6.5 Findings on the absence of mutual trust and respect**

The findings on the absence of mutual trust and respect shown by the empirical data in 4.5.5 reflected that the absence of mutual trust and respect hinders the implementation of CAP 2009. MoET (2012:33) stipulates that all the school stakeholders should work hand in hand to ensure the smooth implementation of CAP 2009. The absence of mutual trust and respect hinders collaboration as features of PLC and some members may be reluctant to participate in the discussion and become less confident as a result, the purpose of PLC fail (Knox, 2015:7). Blomqvist (2017:14) says that it is crucial for not letting people get back to their old habit but

continuing with the new ways of doing things, and it is important to monitor that people do not fall into their previous behaviors.

## **5.7 RECOMMENDATIONS**

### **5.7.1 Recommendation on the challenges of absence scheduled time**

It is wise that the schools schedule a suitable time and establish clear policies that indicate the day, time and penalties for failure to monitor the documents. MoET (2015:5) supports that with consideration of time, implementing the new policy of integrated curriculum will produce very positive results for both individual learners and the country as a whole. Teachers should be given adequate time to prepare and deliver the new curriculum (Molise 2016:26). So, it is not only enough time to prepare essentials but also designated time for monitoring the lesson preparations, schemes, attendance registers, learners' exercise books and assessment books; otherwise, they lead through poor lessons planning and lack of confident (Mandakwini, 2016:32).

### **5.7.2 Recommendation on the challenge of learners' absenteeism**

Lesotho integrated curriculum encourages learners to usually attend school because the new policy targets teaching and learning methods that can develop creativity, independence and survival of learners (MoET, 2009:6). The parents of learners should be familiarized with the aim of the new policy that they realize the importance of regular attendance of learners to school. To confirm the significance of learners' attendance, the integrated curriculum organization recognizes that learners are part of a community and that learning should take into account the everyday experience of learners. This reflects the emphasis on the formative assessment, and the assessment that learners' academic progress is monitored by three main strategies namely, daily, quarterly and end-of-level assessment (Molise, 2016:19). Parents of learners are also obliged by the Lesotho Education Act no 20 of 2010 section 6 sub-section 2 that it is their responsibility to ensure that their learners attend schools and report their absence to the school principals; otherwise, a parent of a learner is guilty of an offence and liable on conviction to do community service or a fine of not less than M100.00 or imprisonment for a term not less than one year or both.

### **5.7.3 Recommendations on the challenge of the inconsistent assessment mechanism**

Teachers should assess learners regularly and become uniform in how they conduct assessments. MoET (2009:19) provides that assessment is crucial for evaluating the attainment of education and curriculum aim of education programmes at all levels, and CAP 2009 emphasizes

Continuous Assessment (CASS), which is a means of assessment that takes place daily during the lessons, after the lessons, weekly, fortnightly and quarterly.

For teachers to be uniform in the way they assess, they should make an assessment together as groups at school and the centres level as it is one of the means of overcoming inconsistent in assessment because teachers share skills and knowledge about assessing integrated curriculum and results in the schools would compete and learners' performance improve. This means of assessing together relates to collectiveness, which is characteristic of PLCs. This strategy will be supported by the delivery of assessment packages to the schools (Lesotho Sector Plan, 2016-2026:32). Assessing together may be followed by monitoring the assessment tasks before they are given to learners (Mongomezulu, 2015:52).

#### **5.7.4 Recommendation on the challenge of large class size**

The SMTs should be a clear number of the exercise books that should be monitored to avoid the stress of monitoring many learner exercise books, as it is only when learners' exercise books are monitored that the positive comments in marking can be determined. So this should be regarded as a strategy to determine whether the teachers give the learners adequate written work, mark it and give feedback on time (Mongomezulu, 2015:18).

#### **5.7.5 Recommendation on the challenge of teachers' reactions towards classroom visits**

The SMTs should develop a school policy that governs classroom visits so they can conduct classroom visits regularly. MoET (2012:33) indicates that the school principal is no longer just a school administrator but someone to support teachers while teaching in the classroom. The monitoring and checking process involves classroom visits by the school principal (Khechane, 2016:7). Bush (2013:6) posits that if teaching and learning are to improve significantly if HoDs should spend much time supervising the teaching and learning activities that occur daily in their subject learning. SMTs should regularly visit classrooms to monitor the teaching and learning of integrated curriculum so that teachers and learners consider classroom visits as a strategy for providing them support.

### **5.8 Recommendations on the ways in which monitoring the implementation of the Lesotho integrated curriculum be enhanced using PLCs**

#### **5.8.1 Recommendation on schedule time**

A suitable time is essential for the SMTs to monitor the documents that are related to the integrated curriculum so that the policy is effectively implemented, as indicated by Molise (2016:26), that teachers should be given enough time to prepare and deliver the new Lesotho integrated curriculum. Time is also one of the features of PLCs as a strategy aimed to be used in

this study to monitor the implementation of the integrated curriculum, and it is crucial for the staff to have a protected time (Knox, 2015:4).

### **5.8.2 Recommendation on parental involvement**

Parents should be involved and be familiarized with implementing the integrated policy because the new policy requires children to usually attend school and avoid absenteeism. The parents of learners should be involved in the matter that affects their learners' study and they are responsible for learners attending school to get an education (Lesotho Education Act, no 3 of 2010 section 6 sub-section 3).

Nkozi (2014:22) found that the involvement of parents in their children's education improves learners' academic achievement, and the role of parents in their children's education is a powerful instrument for improvement.

### **5.8.3 Recommendation on joint assessment**

PLCs encourage sharing of ideas among the members. This implies that teachers should often work together and make ways of assessing together so that work becomes the same as they will share knowledge and their work be uniform. Molise (2016:11) shows that joint assessment could not be difficult for teachers but would be helpful for (CASS) in which learners' academic is monitored daily, fortnight, quarterly and end of the level assessment. To ensure quality, the assessment tasks should be moderated before being given to the learners (Mongomezulu, 2015:52).

### **5.8.4 Recommendation on collaboration**

Teachers should use means of working together because an integrated curriculum is a new policy. As a new policy, teachers need to discuss and help each other to understand the implementation. PLCs are successful when the participants collaborate and meet regularly and the positive impact of teachers' collaboration in PLCs on instruction and student achievement is also supported in the research (James et al., 2015:2).

### **5.8.5 Recommendation on frequency of classroom visits**

The SMTs should conduct classroom visits regularly to provide teachers with support and feedback on the integrated curriculum as the new policy is. Khechane (2016:7) shows that monitoring the integrated curriculum should include classroom visits by the school heads. As this study aimed to use PLCs, effective PLCs encourage the opening up of one classroom through team teaching and observing (De Methew, 2014:184).

## **5.9 Recommendations on the conditions conducive to use PLCs in the successful monitoring the implementation of the Lesotho integrated curriculum**

### **5.9.1 Recommendation on shared vision**

The SMTs should be shared the vision about the policy of integrated curriculum as the vision gives direction. Higgs (2016:3) asserts that educators embrace the school vision and are highly involved in the development of the vision; a strong belief system is directly related to empowering teachers through others.

### **5.9.2 Recommendation on the leadership support**

The school principals and deputies need to support teachers to successfully implement the integrated curriculum. Raselimo *et al.* (2015:10) confirm that implementing the integrated curriculum requires delegation of power to principals and heads of departments. It is difficult for PLCs to develop in a school without the active support of leadership at all levels (Stoll *et al.*, 2006:237).

### **5.9.3 Recommendation on a suitable time**

The SMTs must schedule time for monitoring the integrated curriculum. They must spend more of their time monitoring the integrated curriculum so that they see to it that the policy's aim is achieved as the framework is arranged in such a way that time is safe. This implies that time is a crucial factor when implementing any change as Campbell (2017:17) indicated that effective professional learning that changes thinking and knowledge requires consideration of time, the time that is used to meet regularly as a team.

### **5.9.4 Recommendation on resources**

The resources are needed for any new change to be successful. Molise (2016:26) asserts that adequate resources should be available for the implementation of the new curriculum. Lesotho Sector Plan (2016-2026:32) also proves that the delivery of assessment packages to the school should be provided because the policy stresses the learner-centred approach.

### **5.9.5 Recommendation on monitoring and evaluation**

The integrated curriculum should be monitored by the SMTs so that it becomes successful as a new policy. Raselimo *et al.* (2015:10) write that to ensure the effective implementation of CAP 2009, it requires monitoring through the devolution of power to principals and heads of departments. Maringa (2016:23) indicates that monitoring curriculum implementation gives a

school principal an understanding of where the learners are and also the weakness and strength of the educators.

### **5.9.6 Recommendation on providing feedback**

The SMTs should, after monitoring, provide feedback as feedback helps to determine whether the integrated curriculum is implemented successfully. Stoll *et al.* (2006:226) refer to feedback as reflection, which consists of dialogue or problem-solving application of new knowledge in a sustaining manner. Providing feedback is important as it is based on the goal of the Change Management Theory of supporting everyone in the organization who is impacted by the change (Blomqvist, 2017:14).

### **5.9.7 Recommendation on facilitation**

Facilitation is not the only good mechanism for implementing CAP 2009 but is the best way of manipulating PLCs (Ceresto, 2015:27). The author goes that facilitators help the PLCs to function as they will provide support in areas of difficulty.

## **5.10 Recommendation on the possible threats that may hinder monitoring the implementation of the Lesotho integrated curriculum using PLCs**

### **5.10.1 Recommendation on lack of suitable time**

Time should be scheduled that is used to monitor the implementation of an integrated curriculum. Easter (2015:28) shows that a lack of sufficient time to meet and collaborate is often mentioned as a barrier to the implementation of PLCs. According to the Change Management Theory (CMT), the lack of time becomes the resistance force that goes in the opposite direction of change (Kritsonic, 2004-2005:7).

### **5.10.2 Recommendation on the inadequate of resources**

Raselimo *et al.* (2015:10) warned that a shortage of teaching resources might constrain the implementation of CAP 2009. Nhlapo (2019:93) also supported that the lack of resources and facilities are factors that hinder the implementation of CAP 2009. Inadequate resources do not hinder only the implementation but also the monitoring of the implementation as the most crucial part of the integrated curriculum. As this study used the PLCs, De Metthew (2014:178) asserts that lack of resources is a factor that may hinder the implementation of PLCs. As it hinders the implementation of a new change, it goes in the opposite direction of change as per CMT).

### **5.10.3 Recommendation on lack of feedback**

MoET (2009:11) indicates how pivotal the provision of feedback is in monitoring the integrated curriculum. This implies that the SMTs should provide the teachers with feedback after monitoring as a means to provide support. In SA, Rammbudu (2019:48) realized that the production of feedback and follow-up initiatives is lacking in supporting teachers.

#### **5.10.4 Recommendation on lack of shared vision**

Unclear vision creates isolation and contradiction with the features of PLCs, which are collaboration, collective and collegiality, and also teachers do not aim higher for student performance (Higgins, 2016:3). Nkengbeza (2014:26) perceives a lack of shared vision as a failure of PLCs so this means a failure also of monitoring the CAP 2009.

#### **5.10.5 Recommendation on the absence of mutual trust and respect**

Raselimo et al. (2015:4) show that lack of coordination among different stakeholders involved in curriculum policy-making is one factor hindering the implementation of the new policy. Bellibas et al. (2017:356) posit that PLCs require stakeholders to work collaboratively as a team, so the absence of mutual trust and respect hinders collaboration as a feature of PLCs as some members become reluctant to participate in the discussion.

### **5.11 SUMMARY OF THE CHAPTER**

This study revealed that the Curriculum and Assessment Policy 2009 focused more on new ways of teaching and learning. It is silent about the management and leadership as they play a crucial role in the implementation of the policy. The SMTs are responsible for monitoring the implementation of the policy at the school level. This means when a new educational policy is implemented, they help to see that the policy is successfully implemented. They should organize PLCs as professional development models where they collaboratively share the ideas related to the new policy. They should schedule a suitable time and spend most of their time monitoring the new policy and supporting the teachers in implementing the policy. The parents of learners, as the school stakeholders, should be informed about the new policy to ensure that their children regularly attend school. The Ministry of Education should review the regulations regarding the teacher-learners ratio to avoid the challenge of large class sizes. People affected by the policy should also share a vision as it shows the direction that everyone must take, and it must be communicated amongst the members. The monitoring of the implementation cannot be successful without the availability of resources. The resources must be organized and made available in advance.

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