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**ANALYSING THE UNDERSTANDING OF THE  
IMPLEMENTATION OF CURRICULUM 2005 BY  
GRADE FOUR EDUCATORS IN MANGAUNG**

**BY**

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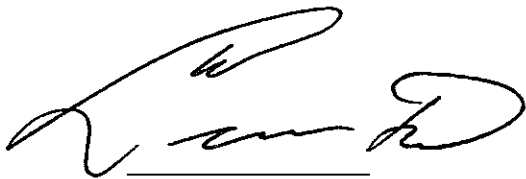
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**FEBRUARY 2003**

## DECLARATION

I, C.V. DYANTYI, hereby declare that ANALYSING THE UNDERSTANDING OF THE IMPLEMENTATION OF CURRICULUM 2005 BY GRADE FOUR EDUCATORS IN MANGAUNG is my work, that all the resources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.

A handwritten signature in black ink, appearing to read 'C.V. Dyantyi', written over a horizontal line.

C.V. DYANTYI  
MARCH 2003

## DEDICATION

To my father, Mbamba Krila Thangana and mother, Mamofokeng Phakoe for their constant and consistent support.

To my dearest wife Siphokazi and sister Nobelungu, whose thoughts flowed in me towards the realisation of this dream.

To my brothers Kholisile, Bhungalipheli, Mathews, Siwaphi, Khephu, for their unwavering support to seeing me realize my goals.

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## ABSTRACT

This study focussed on analysing the understanding of curriculum 2005 and its implementation by Grade 4 educators in Mangaung. Six respondents from three different schools in the Mangaung area, were selected with the express purpose of investigating their understanding of curriculum 2005 and its implementation. The Free Attitude Interview was used as the technique to gather information from the respondents. The purpose was to find out what understanding do these educators bring to curriculum 2005 and its implementation. To arrive at the findings mentioned below, this research used the Textually Orientated Discourse Analysis (TODA) as a technique for analysing data, from the six respondents of 3 different schools which were selected. A tape recorder was used to capture all conversations verbatim. This meant that the transcripts of the interviews were made, translated and later interpreted. The (TODA) technique was found useful in interpreting the respondents discourses. The text word of the respondents were analysed and interrogated in order to disclose the influence of the ideology carried by the respondent. The results elicited through TODA as a technique, indicated that educators face pressures and demands in their everyday lives. This is as a result of struggling to understand the contents of curriculum 2005 and its implementation in order to successfully implement curriculum 2005. Based on the findings, the study recommends that the in-service teacher upgrading programmes need to be organised towards implementation of curriculum 2005 and other factors that might impact on educators' understanding of curriculum 2005 and its implementation.

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# **CHAPTER ONE**

## **1.1 INTRODUCTION**

This study is about analyzing the understanding of curriculum 2005 and its implementation by grade Four educators from the established and non-established Mangaung schools respectively. The idea is to find out how educators in the two different schools understand curriculum 2005 and its implementation. In this chapter, the background and purpose for the research are discussed. Also, an attempt is made to outline the understanding and the implementation of curriculum 2005. The statement of the problem in this study, is used to state specifically the question that the researcher needs to understand. This is done to make sure that the research operates within its defined parameters. However the statement of the problem exposes the research question for which interpretation and understanding is sought. The literature review is also reviewed in response to the research question.

The research methodology is briefly discussed for the purpose of highlighting techniques that have been used.

Operational terms are defined for the reader with the intention of clarifying meaning attached to them. Lastly the chapter explains the method of data collection and analysis used in arriving at findings and the conclusion.

## **1.2 BACKGROUND**

This inquiry was inspired by reading and listening to the comments made by educators from established and non-established grade Four educators in the Mangaung schools, about the implementation of curriculum 2005. The aim of the

research was to get an idea on how the grade four educators from the established and non-established schools understand the implementation of curriculum 2005. This meant that the researcher had to look more closely at their understanding to get an in-depth understanding of the aspects which affected the above educators' understanding. The educators from the non-established schools lack resources, however it is even difficult for them to do classroom organization. According to Costas (2002), educators from the non-established schools often do not plan learning carefully enough. This implies that educators from the non-established schools, work without a clear idea of the educational purpose of their activities. However, this may influence them to understand the implementation of curriculum 2005 in a different way.

Another issue that prompted the researcher was the myth surrounding textbooks. However, some educators from the non-established schools believe that textbooks are not necessary (Mail and Guardian 2002).

According to De Corter & Weinert (1996) educators from the established schools are coping well with the implementation of curriculum 2005. The researcher is convinced that through investigation for this study, a better understanding of the differences between the two groups will result.

Another point which serves as a factor behind the study of this question is the way educators from the non-established schools seem to be afraid of the implementation of curriculum 2005. According to Jean and Goldstein (1999), educators from the non-established schools do not have a firm understanding of the implementation of curriculum 2005. On the other hand, educators from the established schools understand curriculum 2005 such that they are able to create a climate in the classroom that is conducive for its implementation.

### **1.3 THE PURPOSE OF THE STUDY**

The purpose of this study is

1. To find out the difference in the understanding of the implementation of curriculum 2005 between established and non-established grade four educators in the Mangaung school.
2. To establish similarities in terms of in as far as what is concerned?.

### **1.4 STATEMENT OF THE PROBLEM**

The understanding of the implementation of curriculum 2005 by the grade Four educators from the non-established schools differ from those that are in the established Schools. The aim is to find out whether or not there are any differences or similarities between the two groups.

### **1.5 LITERATURE REVIEW**

#### **1.5.1 Understanding of Curriculum 2005**

In this study, 'understanding' refers to the subjective understanding that educators have about curriculum 2005; it is based on their experiences; expectations and feelings. According to Hawkins Oxford Dictionary (2001) the term means to examine closely to see how something is informed.

The term 'understanding' explains a certain attitude; it is an approach. However, it is to grasp the meaning of what we see and hear. Understanding

must be systematized and strict, to a certain degree at least. The systematic, scientific approach to understanding is called Hermeneutic. Higgs (1995) defines understanding as to make something explicit (to express). To unfold something (explain). To translate (interpret). These meanings have one essential theme which is something that should be transferred to understanding, however, understanding should be intermediate.

From Higgs (1995), Schleiermacher identifies two sides of understanding; grammatical and psychological. Grammatical understanding is referred to as language and focuses on the direct verbal matter of the understanding of words as they are from the author, without interpreting or further digestion.

Psychological understanding, which is directed at an individual in order to comprehend the interpretation of language, has to be accompanied by psychological interpretation. From Higgs (1995), Dittley describes understanding as a re-finding of I and You. 'I', which is the mental being of the reader and 'You', implies the mental being of the author. It is therefore said that the understanding person contributes to the understanding of 'you'; the other person, by my own background and experience. Understanding entails an element of communication of identification and empathy with object of study, for instance another person. This implies that understanding is finding you in me in a dialogical process conveyed by language.

### **1.5.2 Theoretical framework**

This study operates under critical emancipatory theory. This paradigm is found suitable for this study because in critical emancipatory research reality is not independent and does not exist outside a human being's

understanding. Reality is not one thing, or even a system but an ever increasing complexity, hence the belief that knowledge is socially constituted, historically embedded and voluntarily based (Lather 1986).

Critical theory maintains that all human research is value laden as human beings cannot disinterest themselves from situations (Mahlomaholo 1998). As a result, there is a rejection of the assumption that there can be absolutely objective knowledge in critical research. There is however, value, which is used through the language of inclusion, empowerment and recognition of the individual (Smaling 1995). However critical theorists allow respondents to speak for themselves, using their own language and display the meaning making in the situation. They believe that for human interaction to take place, language is a precondition (Mahlomaholo 1998). Language used here is not divorced from the speakers but it is theirs and it affirms their uniqueness and subjectiveness.

### **1.5.3 Related literature**

The educators from the non-established schools felt that officials do not value their work (Jean and Goldstein, 1999). This could be the result of their understanding of the implementation of curriculum 2005. However, curriculum 2005 pays attention to the issue of values. This is indicative to its learning programme of lifeskills education (DoE, 1998).

Educators from the established schools view curriculum 2005 as a new approach to teaching in south Africa. They understand it as the systematic application of a number of educational ideas that have been part of a good practice. For many years in the so-called western countries curriculum 2005 has its own roots in the early work on educational objectives (Manager

1962). Competency-based education (France 1978) and Criterion-referenced assessment (Masters and Evans, 1986).

Some non-established schools have not yet implemented curriculum 2005. However, their understanding of curriculum 2005 may differ from the educators who are in the established schools. According to Jones (1999), there are problems in the implementation of curriculum 2005 especially in the poor areas.

Educators from the established schools have the correct understanding of curriculum 2005, as they believe that it provides the best opportunity in teaching styles for educators and sustained intervention in the appalling situation in which the majority of South Africans find themselves. However, much emphasis is given in curriculum 2005 to make the curriculum more relevant to the real world (Taylor 1997).

According to Jean and Goldstone (1999), curriculum 2005 pays attention to the issue of values. This is indicative to its learning programme of lifeskills education.

The educators from the established schools understand the implementation of curriculum 2005 as an attempt to develop the traditional approach of writing outcomes to match academic content to a transformational approach in which education is driven by the long term outcomes of preparing learners for their future life role.

Educators from the non-established schools believe that curriculum 2005 with the approach of learner centredness seem to disposition educators teacher-centredness.

## **1.6 METHODOLOGY**

### **1.6.1 Respondents (Sample)**

Six educators participated as respondents in this research. This number is adequate for a research study of this scope and within this paradigm, because, qualitative researchers do not so much depend on the size of the sample, but on the depth of the interview (Glesne and Pushkin 1992). The implication is that immediately the understanding of the interviewees are clear, it may not serve any purpose to have more interviews (Duncan 1993).

Interviews are used to gather information, however, it becomes necessary to identify respondents to whom the researcher can easily have access. This implies that the number of respondents is not important as the researcher does not intend using the research to generalize beyond the researched. The interest is in the depth, meaning and understanding of the interpretation as individual educators and in a category. Analytic approaches like the one adopted by this study do not put weight on numbers (Meulenberg-Buskens 1997).

The respondents came from three, Mangaung primary schools. Two females and one male from the established schools and two females and one male from the non-established schools. For the purpose of the research, their names are, Nomakhephe, Bhungalipheii, Mmabasotho, Nombazana, Kholisile and Luvo.

### **1.6.2 Data collection procedure**

This involves the researcher and the respondents in which the researcher

asked question to the respondents. Van Dalen (1979) described interview as a “face to face meeting” in which the researcher probes further into a problem. The researcher used Free Attitude Interview Technique developed by Meulenberg-Buskens (1997). This is a suitable technique to analyse qualitative data. The researcher uses non-directive, open and flexible interviews where contextualisation process of knowledge construction is emphasized to gather information from respondents. This Free Attitude Interview opens space for the respondent to intervene and for the researcher to respond flexibly and with sensibly (Meulenberg-Buskens 1997). However, its structure flows from the information given by the interviewee and does not reflect the ideas of the interviewer. It is structured only after information has been given by the respondents (Meulenberg-Buskens 1997).

This approach was helpful as the researcher discovered that when interviewees were given the freedom to speak, the information obtained was more relevant than in the use of a structured questionnaire where the respondents have to follow the interviewers’ structure.

## **1.7 RESEARCHER**

The researcher is a teacher, who teaches at one of the Manganang primary schools. The researcher believes that understanding is a certain attitude; an approach. However it is to grasp the meaning of what we use and hear.

The researcher sees the respondents as participants unlike the positivist researcher who sees the researcher as subject within a world of separate objects (Reason 1994). However the researcher is in favour of a socially relevant research which is critically emancipatory that grounds this study and does not view reality as being

discovered in a detached way.

The role of the researcher will be to ask sufficient open-ended questions on a limited basis to reinforce and keep the discussion focused on the topic. This interview is unstructured. The researcher was open as possible to the subject as interviewing will be a procedure within the context of participatory research.

According to Smaling (1995), the open heartedness of the researcher may benefit objectively from the respondents within the context of participatory research.

## **1.8 ANALYSIS**

The researcher has realized that there is no ideal method of discourse analysis. But the actual analysis in this study was based on procedures formulated by Fairclough (1992) called text Orientated Discourse Analysis (TODA). This approach focuses on the actual text made up of the words spoken by the researched in the interviews. This was done in order to understand discursive practices informing those discourses as operationalised (Mahlomaholo 1998).

Another aspect of TODA is looking at the educators' understanding ,which informs their meaning making and construction of knowledge. The last point here concerns the educators' social practices at non-established and established schools and whether they were violated. Duncan (1993) has operationalised this procedure to analyse and produce findings in his respective studies.

## **1.9 SIGNIFICANCE OF THE STUDY**

Since the department of education has phased in curriculum 2005 in the school, it has become important that all role players, and especially the teachers who are directly involved with the implementation of curriculum 2005, are thoroughly prepared to deal with all the changes that are brought about by this implementation. This research study is significant in the sense that it is intended to complement, reinforce and enrich all endeavours initiated by the Department of Education in ensuring that the curriculum 2005 approach is successfully implemented in the schools. This research study will aid the knowledge and understanding of teachers, of what curriculum 2005 approach entails, so that classroom facilitation can take place smoothly and enable teachers to handle the initial hurdles pertaining to the implementation. This study will also serve to highlight the problems pertaining to the educators' understanding of curriculum 2005 and its implementation especially with regard to the grade 4 educators.

This study is important because it gives grade 4 educators freedom to speak for themselves and a broader perspective of understanding the implementation of curriculum 2005 and results thereof. For policy makers, it means getting another side of the story between educators in the established and non-established schools, on the implementation of curriculum 2005.

## **1.10 REPORTING**

### **Chapter One**

This chapter provides an overview of the study as a whole. It depicts the background of the study including what prompted the researcher to conduct the study. Chapter one presents the problem statement of study. It also explains what

is the problem for this study is and where does it originate. This problem is unpacked in the form of a manageable, researchable research question.

The chapter clarifies the aims, and purposes and data collection procedure used in this study as part of the broad intension of the research question. The literature review section further highlights the theoretical framework adopted in the study as well as the related literature that responds more or less directly to the research question.

The chapter also refers to the respondents interviewed in this study by way of collecting empirical data. This chapter also highlights how information was collected, using the Free Attitude Interview Technique. The role of the researcher as the most important instrument, as seen from the critical emancipatory theory paradigm is also discussed. Finally procedures for data analysis are also referred to.

## **Chapter Two**

Definitions of operational terms in the study are discussed in detail. This chapter defines and discusses “understanding & implementation of curriculum 2005” in detail. The theoretical framework grounding the study as well as the related literature are discussed in response to the research question.

## **Chapter Three**

This chapter discusses the methodology used to gather and analyse data collected. This consists of looking at the two paradigms that could be used to ground and couch these processes of research namely: positivism and critical emancipatory. Emphasis is on why the critical emancipatory was chosen. Implications for choosing the latter are discussed including the extend to which this paradigm improved on the Scientificness of the study. The chapter discusses the respondents and the Free Attitude Interview technique as data collection instruments and

procedures. It also refers to how these data are analysed and interpreted.

#### **Chapter Four**

This chapter discusses the analysis and interpretation of data gathered through interviews, using a tape recorder. The chapter reports on the findings that are based on the interpretation of the data collected through interviews. This chapter deals with the understanding of grade four educators regarding the implementation of curriculum 2005. Direct words from the researcher and respondents are used to sustain some arguments.

#### **Chapter Five**

Conclusions covering the whole research are made, recommendations on the understanding of curriculum 2005 and its implementation are discussed. This chapter summarises the aims of the research and data gathering through interpretation. Finally, the chapter gives suggestions for further research.

### **1.11 CONCLUSION**

The primary objective of the investigation is to analyse the mentioned educators' understanding of curriculum 2005 and its implementation by the grade four educators and attempt to finalise techniques, methods and procedures that would help educators to develop an appropriate understanding of curriculum 2005, and its implementation. The study also looks of ways of providing educators with a large degree of freedom to select content and methods through which they will have to achieve outcomes in order to implement curriculum 2005 with understanding.

## CHAPTER TWO

### 2.1 INTRODUCTION

This study investigates how grade 4 educators from established and non-established schools understand the implementation of curriculum 2005. In other words the chapter tries to find out how the established and non-established educators differ in terms of how they understand the implementation of curriculum 2005. To be able to do this, the researcher looked at the findings of other researchers who investigated this issue. The findings of this study will thus be a contribution to the educators understanding of the implementation of curriculum 2005.

This chapter tends to locate the whole study in terms of the paradigm within which it is couched, which is the critical emancipatory theory. In this chapter, curriculum 2005 is defined and discussed as the central concept of the study. It will be discussed under four sub-headings namely:

- (i) Historical background
- (ii) Purpose and objectives
- (iii) Nature and structure
- (iv) Justification.

As the educators' understanding is also central to the study, this chapter provides more in-depth and clear definition and discussion of what the educators' understanding of curriculum 2005 and its implementation constitute. This is discussed by reflecting on correct and incorrect understanding as well as factors that seem to underlie the principles of curriculum 2005.

The chapter also discussed implementation as one of the concepts of the study.

This discussion will be divided into two sub-sections, namely:

- (i) correct implementation\incorrect implementation
- (ii) factors that seem to underlie the differences and similarities.

This chapter will therefore indicate the interaction between the two concepts of understanding and curriculum.

At the end of this chapter, major issues discussed are tied together in the form of a conclusion.

## **2.2 THEORETICAL FRAMEWORK**

Critical emancipatory theory has a fundamental practical interest in radically changing human existence, of fostering the type of self consciousness and understanding of existing social and practical conditions (Mouton 1993). This study is grounded in terms of how to analyse understanding the implementation of curriculum 2005 by grade four educators, between the established and non-established Mangaung schools. Positivism was found inadequate in dealing with this investigation as the study would be forced to rigidify that which is believed to be a dynamic process, like the concepts understanding and implementation of curriculum 2005. Critical theory rejects the ideas that constitute the tenants of positivism that present knowledge, reality and the educators' understandings as constant, fixed and objectified. This theory emphasises that human beings can change, are dynamic and subjective. However, the way in which educators "understand" the implementation of curriculum 2005 is also dynamic and subjective.

In this study, the educators' understanding of the implementation of curriculum 2005 is looked at and understood from their subjective position and biases so as to

provide the understanding of the respondents and not distort it. This strengthens the notion that the concept understanding can best be looked at through the lens of critical emancipatory theory. Critical emancipatory theory emphasises the relationship between the researcher and the researched, as well as the values researchers adhere to which include the kind of language being used (Mahlomaholo 1993). This makes the discussion and definition of the term 'understanding', clearer and meaningful when looked at through the lens of critical emancipatory theory. For this research to succeed in human enquiry there has to be value of trust, open-heartedness and open mindedness (Smaling 1995). This will arouse equal status in the relationship between the researcher and the researched as the researcher does not speak for the researched; but rather the researcher listens to the researched and tries to understand instead of concluding for them. According to McCarthy (1984), human beings are treated with respect and not as objects of research.

### **2.2.1 Curriculum 2005**

The report of the review committee on curriculum 2005 (2000:38), describes curriculum 2005 as a key project in the transformation of South African Society. Curriculum 2005 is directed towards achieving a prosperous, truly united, democratic and internationally competitive.

Spady and Schlebush (1999:54) define curriculum 2005 as the name given to the school part of a new educational framework in South Africa. It is a catchy name connected to the date by which the new system should be set up in schools.

This suggests objectified and quantified fixed notion of curriculum 2005. For this study the concept curriculum does not have a fixed explanation.

This research followed flexible, efficient and effective theories and methods of doing research which were operationalised by amongst others, experts like Duncan (1993) and Fairclough (1992).

### **2.2.2 Historical background**

Curriculum 2005 was initiated because the majority of South Africans felt the crucial need for a new education system that will redress the imbalances of the past (Malan, 1997). This acute need as phrased by professor Sibusiso Bengu, former Minister of Education, emphasised that the quality of education needs to be transformed because the schools cannot stay as they were in the past (Draft Paper on Education and Training September 1998:3 and White Paper on Education and Training, March 1998:15).

On March, 27th 1997, the Minister of Education officially launched curriculum 2005 in parliament; so named because 2005 is the year that implementation and assessment of the curriculum should be complete. This launch marked a new chapter in South African education. Curriculum 2005 is not a rigid curriculum; but suggests a flexible and relevant curriculum which is to be planned by parents, educators, education authorities and learners. Clarke (2001:1) refers to curriculum 2005 as an intended curriculum as it ascribes to what is intended to take place and what actually takes place in reality. In contrast to education, curriculum 2005 is characterised as outcomes-based education. It puts more emphasis on the end results of the learning process which are skills, knowledge and attitudes.

The interest in outcomes-based education in places such as the USA, the UK, Australia and New Zealand is to a very large extent, the result of community pressure, for accountability in education (Killen 1998). This implies that it

rests on the simple notion that if education is achieving, predetermined outcomes, all is well with education and some would suggest, all will be well with the economy and with the future of the society. Outcome based education is often more attractive to politicians and administrators than it is to teachers who are faced with the day-to-day implementation of an OBE program. It is also opposed quite vigorously (particularly in the USA) by those who see it as a devious means by which the government is trying to shape and control its citizens (Killen, 1998).

Another major influence on OBE is traditionally American business which has a long history of shaping education (Spady, 1994:1). In Australia, the stimulus for outcomes based education has come from a number of sources, mainly political (Killen, 1998). Each of the curriculum profiles in the Australian system describes the progression in learning outcomes expected during the common years of schooling using a structure similar to the OBE system that is being introduced to South Africa and the OBE in systems countries such as New Zealand, Scotland and some states in the USA (Killen, 1998).

### **2.2.3 Purpose and objectives**

Curriculum 2005 as a model strives to guarantee success for all, to devolve ownership by means of decentralised curriculum development, to empower learners in a learner centred, ethos, and make schools more accountable and responsible in trying to ensure success. The formulated outcomes underscore the above aspects and emphasise the development of critical, investigative creative problem solving, communicative and future orientated citizens [Department of Education (DoE, 1998:10)]. Furthermore, it is clear

that the latter and spirit of the new democratic constitution as well as the African ethos are being reflected in the different learning areas of the compulsory phases of schooling (DoE 1998). Curriculum 2005; without a shadow of doubt constitutes a radical break as compared to the previous education approaches.

The purpose of curriculum 2005 is directed towards achieving a prosperous; truly united; democratic and internationally competitive country with literate; creative and critical citizens leading a productive, self-fulfilled lives in a country free of violence, discrimination and prejudice (DoE 1998). This extends the notion that curriculum 2005 posed a dual challenge to curriculum designers. The global competitiveness challenge and the post-apartheid challenge.

#### **2.2.4 Nature and structure**

##### **Learner centred approach**

Curriculum 2005 places a much stronger emphasis on the learners role in the learning process (Killen 2000). Co-operative learning is an example of a learner centred approach. Focuses on what the learner will do, learners engage in groups/teams/pairs debate role play experiment. Unlike the traditional approach that focuses on what the teacher will do, he or she is responsible for delivering information and knowledge.

##### **The learning areas**

The skills and knowledge to be covered in curriculum 2005 are divided into eight learning areas, namely Language, Literacy and Communication, Economic and Management Sciences; Mathematical Literacy, Mathematics and Mathematical Sciences; Life Orientation, Arts and Culture, Technology,

Human and Social Science and Natural Sciences (School Wise 2001). However, the traditional way of teaching considered subjects rigid compartmentalized subjects with an expected corpus of knowledge in each.

### **Integration**

Curriculum 2005 uses an integrated approach to education and training. This implies a view of learning which rejects a rigid division between academic and applied knowledge theory and practice, (knowledge and skills). As advocated by the principles of curriculum 2005, subjects are approached as integrated areas of learning along a continuum as opposed to independent units of didactic, close ended information (School Wise 2001:3). This implies that each subject was considered as independent. Subjects are approached as single and independent. Syllabus and content is rigid and content are rigid, non negotiable and independence of pupils' experience, thus focusing on content acquisition in the traditional way of teaching. The classroom is dominated by the educator. This implies authoritarianism. The teacher is considered to have more power than the learners and the teacher decides learning.

### **Classroom approach**

Curriculum 2005 involves a shift in the focus of classroom activity. No longer will the classroom be dominated by educator talk and authoritarian relations. It ensures a greater emphasis on learners activity and collaborative learning. Taylor (1997:7) is of the opinion that this shift will bring out the new meanings and develop their communication faculties. This is unlike the traditional classroom approach whereby the syllabus and textbook have been key classroom resources. The teacher organises learning himself whereby learners are expected to absorb information that is prescribed by the teacher.

## **Assessment**

Clarke (2001:5) indicates that the major shift in the new curriculum is the way in which learners are assessed. Curriculum 2005 does away with the formal writing of tests and examination. In the future, both educator and learner will determine if the learner is ready for his/her skill to be tested. If a learner meets the requirement, he attains the outcomes and goes to the next level. If he/she does not meet the criteria and the outcome is not attained at the learner will be re-assessed. The purpose is that learners should not get one chance to be assessed. Both the learner and the educator will decide whether a learner can be promoted to the next level. The concept of pass and fail is radically altered to try again. Learners are assessed on the basis of how well they can perform certain tasks, on the skill they have acquired, on whether or not they can demonstrate on outcome. Learners are assessed against criteria that indicate if an outcome has been attained rather than against the performance of other learners. The implication is that assessment will be skill-based rather than content-based (Clarke 2001). Various assessment strategies have to be employed on a continuous basis. Peer group and self assessing, initiating projects and assisting learners in putting together portfolios are also important components of the curriculum 2005 principles. Assessment is therefore an on-going process as it take place during any time of the year.

Assessment, in the traditional way of teaching involved single attribute assessment that means isolated knowledge or discrete skills. Assessment is done by teachers/trainers and external examiners who mark work and calculate the final result in numerical terms.

## **Learning programmes**

The learning areas are presented in different combinations in the three

phases of General education and Training (GET). These phases are divided into three, namely; foundation phase (grade 1-3), intermediate phase (grades 4-7) and senior phase (grade 7-9). These combinations are known as learning programmes. However they indicate the vehicles through which curriculum 2005 is implemented (DoE 1998). This extends the notion that learning programmes promote learners' ability to think logically and analytically as well as holistically and laterally. However this includes an acknowledgement of the provisional, contested and changing nature of knowledge and of the need to balance independent, individualised thinking with social responsibility and the ability to function as part of a group; community or society.

In tradition teaching a single style of teaching is used which does not take into account different styles of learning that operate around comparative learning.

### **Specific outcomes (SO<sup>s</sup>)**

Curriculum 2005 does not use grade specific outcomes. This implies that the specific outcomes are derived from the learning areas and refer to the specification of what learners are able to do at the end of a learning experience and include skills, knowledge and values, which inform the demonstration of the achievement of an outcome (DoE 1998).

Learners all work at the same pace dictated by the teacher without taking into account the different levels of ability.

### **Critical outcomes (CO<sup>s</sup>)**

These outcomes underpin the constitution and are adopted by South African's Qualification Act (SAQA) (DoE 1998). Those outcomes are

intended to ensure that learners gain the skill, knowledge and values that will allow them to contribute to their own success as well as to the success of their family, community and nation as a whole.

The teacher emphasis is on setting objectives for the learner. It involves estimating the amount that can be learned in a given period of time. Time is inflexible constraint for learners and teacher.

### **Organisers**

Organisers are the tools by which the outcomes are grouped for planning (DoE 1998). There are two types of organisers phase organisers and programme organisers. Phase organisers are prescribed by policy for each learning area and each phase. Programme organisers are used in the training for curriculum 2005. They are themes chosen by teachers from everyday life to reflect local social priorities and now widely advocated as the starting points of the planning of lessons.

#### **2.2.5 Justification**

It is important for this research to analyse the understanding of curriculum 2005 and its implementation by grade four teachers. Because it is in this understanding that the possibilities for transcendence and empowerment lie. What this means is that to find out how educators understand curriculum 2005 may serve as a basis for assisting the educators to change their approach, thinking, attitude about curriculum 2005 and its implementation.

This study unearths and interrogates educators' myths about curriculum 2005 and its implementation that freezes their "understanding of that which should be kept fluid and growing. Clarke (2001) extends the notion that

educators hold a myth that curriculum 2005 was to be scrapped in South Africa. However, this study attempts to map, educators' understanding of curriculum 2005 and its implementation.

The reason for analysing educators' understanding of curriculum 2005 and its implementation is that. It is important, that the "voices" of the grade four educators be heard. It will be no longer a situation where their understanding is going to be analysed from outside without taking their specific "feelings" (to what extent do they feel good or bad) into account.

This study is important because it alerts future researchers as to which issues they need to be mindful of in terms of researching educators understanding of curriculum 2005 and its implementation. Further on, this study is conducted in a bid to contribute to the growing mass of literature.

It is necessary for this study to focus on how the educators understand curriculum 2005 and its implementation, because good understanding in any learning area is desirable as it is the structure of curriculum 2005.

This study may assist to empower the other educators of different grades, as well as educators in the same grade who are still victims of rote learning.

Lastly this study will be taking a position for the purpose of finding educators' understanding with regard to curriculum 2005 and its implementation.

## **2.3 UNDERSTANDING OF CURRICULUM 2005**

### **2.3.1 Understanding**

Understanding from a Hermeneutic perspective, means that understanding is developed progressively as a person interacts with what he/she is trying to understand and the learning experience becomes part of the person's personal world (Higgs, 1997).

The researcher is of the opinion that, understanding is not simply remembering information or being able to follow a set of instructions, rather, it implies that there is some real comprehension or an ability to make sense of the subject. This implies that understanding requires more than simple recall of facts for example, it might require drawing inferences. Applying existing knowledge in unfamiliar problems, and constructing explanations for why we approach a problem in a particular way, are good examples of showing understanding.

With regard to the critical emancipatory lens, which grounds this study, sameness does not apply in concepts such as understanding. However, emancipatory research can be best understood in the context of power to act and think independently. For example knowledge construction or understudy occurs when educators explore issues, take positions, discuss these positions in an argumentative format and reflect on and re-evaluate their positions in negotiations. As advocated by Kinchebe and McLaren (1998:24) critical research is about empowerment of individuals.

### **2.3.2 Incorrect understanding**

A lot of myths are experienced by educators' with regard to the understanding of curriculum 2005. These stories seem to provide teachers with different ideas. As advocated by Jean and Goldstein's (1999:206) findings on the notion of the teachers' understanding of curriculum 2005, teachers hold vastly different understanding of curriculum 2005, even within the same school.

In the pilot project that was based on the training of grade four teachers, several teachers questioned the value of continuing to implement policy that had been found to be flawed (Clarke, 2001). However a different group of teachers spoke with one voice about the need for one revised policy that strengthens curriculum 2005 to be in place, and the focus will turn to how effectively this policy is able to be implemented.

In the light of the above argument it is clear that the teachers need far much greater clarity for understanding curriculum 2005. The review team found that teachers have "shallow" understanding of curriculum 2005, partly because training has been inadequate (Report of the Review Committee 2000). In the view of critical emancipatory theory, the concept understanding is not rigid, for the purpose of this research the teacher should have a broad understanding of curriculum 2005.

The approach to continuous assessment within curriculum 2005 requires that decisions on a learners progress be based on doing formative assessment associated with helpful feedback on how a learner tackles various learning tasks rather than on the result of a single end of session test or examination (Nakabugo 1999:19). On the question of assessment, Clarke (2001) in his

findings, identified the need for much greater clarity in the area of assessment, as teachers were unable to explain what the current assessment policy was or how to implement it effectively in any of the eight learning areas.

The educators are concerned with the job description of curriculum 2005. Several teachers expressed a need to be given a clear indication of what the key concern of each leaning area were, and for an outline of the content to be covered in each grade to be provided (Potenza, 2001). This strengthens the notion that teachers' understanding of curriculum 2005 and its implementation is problematic in the sense that is not objectified, quantified, and/or fixed.

Another aspect is that teachers seem not to understand the idea behind groupwork as advocated by Potenza (2001). There is a misconception that OBE and groupwork are synonymous. This leads to the notion or assumption that educators' understanding of curriculum 2005 is inadequate. Educators in many schools choose English as a language of learning and teaching, mistakenly believing that this is compulsory. However it is in the interest of the learners to be taught in their mother tongue (primary language). This extents the notion of incorrect understanding among educators in the teaching and learning process.

Some educators are concerned that curriculum 2005 devalues traditional subjects such as history (Killen 1998:16). Perhaps the idea of integration is not quite understood by educators.

Curriculum 2005 teaching strategy with regard to language or terminology has made teachers to develop some measures of scepticism. According to

(DoE 2002:18) educators have difficulty with the writing of learning programmes.

Certain myths have arisen about curriculum 2005 as a result of misconceptions about policy and documentation which is at times ambiguous (Killen 2000:12). These are notions which educators discussed with regard to curriculum 2005.

### **2.3.3 Correct understanding**

Many South Africans believe that the content-based education model has served its purpose, and that it is insolvent. All stakeholders acknowledge that new demands in a new century require a totally different educational approach. An education system relying on learner positivity, learning by role and examination orientation is not the ideal. This could result in a shift of emphasis away from the teaching to learning.

According to the Report of the Review Committee on C2005 (2000:26), the will to introduce curriculum 2005 has been strong in the majority of Black schools because of the link between this curriculum and the goals of educational transformation. In fact, in educational circles generally, the idea of learning as a constructive process is widely accepted. Therefore, learners do not passively receive information but instead actively construct knowledge as they strive to make sense of their world.

According to Malan (1997:3) curriculum 2005 was initiated because the majority of South Africans felt the crucial need for a new education system that will redress the imbalances created by the apartheid education systems. Against the background of apartheid education different and unequal school

and education systems were based on ethnicity, race and colour. One key feature of curriculum 2005 is based on the principles of critical thinking, co-operation and social responsibility so that individuals can be empowered to participate in all aspects of society.

According to Jean and Goldstein (1999) curriculum 2005 is designed in such a way that all learners should be able to apply what they have learnt to real life situations. This extends the notion that learners should be able to live in real life without experiencing some difficulties.

Learning and teaching should focus on holistic, integrated development. This implies that teaching and learning should be able to show dynamism and relatedness in order to develop the actual learning faced by the learners.

Learners' progress should be assessed along their own paths of achievement. This strengthens the notion that learners in learning situations should not be compared with others. However, learners should experience satisfaction, confidence and growth in learning situations. This means that learners should be assessed on what they can do, not on what they cannot do. Therefore, learners should be given rich opportunities to become actively involved in constructing knowledge, understanding and skills.

### **2.3.4 Some factors that seem to underlie curriculum 2005**

#### **2.3.4.1 Social constructivism**

Curriculum 2005 provides a constructionist approach that treats learning as a social process whereby learners acquire knowledge through interacting with their environment instead of merely relying on the teachers' lectures (Spady 1994:5). This supports the view of cognitive development that meaningful

learning occurs when learners are explicitly taught how to use the psychological tools of their culture, like language, mathematics, diagrams and approaches to problem solving. In the light of the above learners are given the opportunity to use these tools to create a common or shared, understanding of some phenomenon.

#### **2.3.4.2 Multiple perspectives**

This approach helps learners to construct their understanding, by viewing situations from multiple perspectives. Using this idea, Snowman and Bichler (19 ) and Macmillan and Schumacher (1993) suggest that the essence of a constructivist lesson is to provide students with realistic problems that cannot be solved with their current level of understanding but by allowing them to interact mainly among themselves, to work out new understandings.

#### **2.3.4.3 Cognitive constructivism**

This notion of cognitivism focuses on the cognitive processes learners use to make sense of the world. This approach emphasises that learners actively construct knowledge for themselves by forming their own representations of the material to be learned, selecting information they perceive to be relevant, and interpreting this on the bases of their present knowledge and needs. Dart (1994:1), thus suggests that learners construct and reconstruct knowledge in order to make it meaningful.

#### **2.3.4.4 Group investigation**

This is a sophisticated model in which the learners become involved not only in researching and studying the material but also in determining what they

will study. Spady (1994) called that process, group investigation. Through this model the teacher introduces the topic as a question that results in a brainstorm of further questions that are raised in the learners' minds. These further questions are consolidated into some key issues and learners join groups studying the question that interests them. The product of each group's investigation is a presentation to the class.

#### **2.3.4.5 Portfolio**

The portfolio is a collection of the work itself or simply a package of work produced by a particular learner over a length of time (Costas *et al.* 2002:108). The work provides skills, knowledge, attitudes and values. However samples of learners work in the portfolio demonstrate that they are able to integrate knowledge. This implies that there should be profiles and portfolios for every learner achievement.

#### **2.3.4.6 Individual accountability**

Each learner is responsible for completing the task individually and cannot simply rest on the laurels of the group or allow other group members to do the work for him or her. Feelings of individual accountability can be established in a variety of ways including assigning individual marks, giving individual test, worksheets and quizzes (DoE 1998:31). However the teacher will call on individual group members at random to ensure that each learner has attained the learner outcomes that were to be attained by completing the task. This implies that learner self-direction and independent learning must be valued in co-operative learning.

#### 2.3.4.7 Constructivism

Constructivism is a learning theory that underpins curriculum 2005 (Costas *et al.*: 2002:123). However a constructivist view of learning perceives children as intellectually active. Learners already holding schema which they use to make sense of their everyday learning experiences in the classroom, involves the extension, elaboration or modification of their schemata. This process is one by which learners actively make sense of the world by constructing meanings. Learning is optimized in settings where social interaction particularly between a learner and more knowledgeable others is encouraged and where co-operatively achieved success, is a major aim. This reveals that learner success is talk which is now widely accepted as a means of the promoting learner's understanding of evaluating their progress.

#### 2.3.4.8 Resources

The traditional approach to teaching considered classroom resources such as audio-visual items, namely, overhead projectors (OHPS) slide machines, video recorders, etc. or educational resources such as worksheets, textbooks, charts, maps, world globes. However, Costas (2002:270) advocates that curriculum 2005 extends the learners knowledge to resources that are:

- (i) directly educational such as educational radio and video, educational supplements in newspapers, educational websites on the internet, and distance learning materials
- (ii) educative but are not designed specifically for educational purposes, these are Television and radio documentaries, feature articles in newspapers, magazines or the Internet, many books (especially

reference texts such as encyclopedias

- (iii) not directly educational or educative and require intervention by a resourceful teacher to make them educationally useful, for example a pop song that deals with love – but can be made relevant by a teacher to add an understanding of the educational purpose to it.

#### **2.3.4.9 Learning strategies**

Learning strategies respond to the learning needs of individuals and groups of learners. However learners are encouraged and taught how to use effective strategies or use a range of teaching strategies and resources to enable learners to understand the knowledge being taught, and develop their ability to learn (Costas 2002:192). This implies that different methods must be used in order that learners learn different kinds of knowledge.

#### **2.3.5 Implementation of curriculum 2005**

##### **Correct implementation**

Curriculum 2005 is a reality in South African schools. The department of education (RSA DoE, Book 1, 1998a:15) maintains that teachers play a pivotal role in implementing curriculum 2005. The teachers, who work directly with the learners, need to be fully conversant with most issues, relating to curriculum 2005 and to enable them to teach in the outcomes based education way. This indicates that the greater part of the implementation process will be shouldered by teachers and the successful implementation thereof will depend on the effort that teachers expend in gaining a firm understanding of the theory of curriculum 2005. The teachers must know what curriculum 2005 entails, what impact it has on the teaching and learning process, and how they can meet the needs of learners within the framework of the new curriculum. Since curriculum pivot nationally

determined outcomes, it is the responsibility of teachers to know the critical cross-field and specific outcomes in the different learning areas and how they affect teaching and learning in grade 4. It is also crucial that teachers be well conversant with curriculum 2005 assessment they will use in order to guide their learners to meet the specific outcomes.

DoE (2002:18) suggests that in the future, national, provincial and district core teams should do the training with the help of higher education and NGOS. Training would eventually become the responsibility of higher education.

The successful implementation depends on significant levels of in-service development for educators in order to implement curriculum 2005 (Mail & Guardian 1999:2). It is indicative that close ties between the department, facilitators, and educators are strongly needed.

Educators should ask themselves about the purpose of the knowledge they are teaching and not simply to transmit static packages of proportional knowledges. They should ask themselves how their learners can use it and what skill they are developing while they are learning (Mark 1999:6). This extend the notion of the skills of critical questioning, logical development of argument, careful observation and analysis or simply orientating map.

### **2.3.6 Incorrect understanding of implementation**

It seems as if the implementation of curriculum 2005 came too soon, that the educators' understanding of curriculum 2005 create problems. Although it is quite obvious that the Department of Education presented some workshops to prepare the teachers for the implementation of curriculum

2005, it does however seem inadequate. Mason and Clarke (2001) are of the opinion that as far as problems of implementation of curriculum 2005 are concerned, the language and terminology of OBE are far too difficult for under-resourced teachers. In the light of the above this could be one of the reasons that contributed towards the lack of understanding of curriculum 2005 and its implementation by the educators.

The training of educators has had shortcomings (DoE 2000:18); thus educator orientation, training and development were limited by the quality, quantity of training and trainers, both of which are finance and resource issues. Training and support for educators in classrooms has suffered because of the shortage of both support material and financial resources (See Chapter 4).

Educators had not been properly taught how to teach curriculum 2005 (Mail & Guardian 1999:12). This made some educators to capture a different view to the implementation of curriculum 2005. This extends the notion that not enough attention was paid to the correct implementation of curriculum 2005. As advocated by Clarke (2001:7) the time spent on training and the quality of the training left much to be desired. The implementation of curriculum 2005 experienced some problems as far as language and terminology. However, educators experienced difficulties on how to understand the implementation. As suggested by Jean and Goldstein (1999:16), language and terminology are far too difficult for under resourced teachers. This implies that the implementation of curriculum 2005 has been pretty disastrous in the sense that it has confused and confounded educators.

Assessment is important in education. However, without it goals and objectives in education cannot be evaluated. As advocated by Jean and

Goldstein (1999:26) implementation of curriculum 2005 as far as assessment is concerned, reflected lack of clarity regarding assessment policy and practice. However, national and district trainers often did not understand curriculum 2005 in their own methodology of training. The focus was on teaching the new and complex terminology (Potenza 2002:27).

### **2.3.7 Some factors that seem to bring understanding of the principles of Curriculum 2005**

#### **2.3.7.1 Co-operative learning strategy**

Killen (1998:78) described co-operative learning as a teaching strategy which allows two or more learners to interact in order to help each other or one another to understand learning material, having acknowledged the fact that each member is dependent upon the efforts of another for success, and that the group will be rewarded on the basis of the learning of all team members. Van der Horst and McDonald (1997:127) added that in co-operative learning learners work without direct and immediate supervision of the teacher. Although co-operative learning strategy has a lot in common with group work, it is differentiated from groupwork by elements such as positive interdependence, face to face interaction, individual accountability, appropriate use of interpersonal skills, and analysing group functioning.

#### **2.3.7.2 Peer-tutoring co-operative learning**

Learners read the material that is divided into logical sections, in pairs. After reading the first section and internalising the content, one of the learners in each pair explains it to his/her team-mate. Both of them interrogate the topic even further and eventually come to an agreement on the most important points. They alternate like that in reading the materials

until all the sections have been done. The teacher can then decide on which assessment criteria she will use to test the learners understanding.

### **2.3.7.3 Problem-solving strategy**

When learners apply existing knowledge to a new or unfamiliar situation in order to gain new knowledge that process is called problem-solving (Killen 1998:98-100). Through this teaching strategy, teachers are able to engage the learners in seeking knowledge, processing information, and applying ideas to real life situations. Problems should be selected on the basis that they will lead the learners to acquire new knowledge, skills and attitudes and that they should be derived from real life situations. According to Fisher (1987:2), problem solving enables the learners to use their knowledge and build on skills and concepts that they can use daily. It is important, to remember that when this strategy is used, the aim should be to help learners to learn rather than simply solving the problem.

### **2.3.7.4 Evaluating skills**

Learners are assisted to establish criteria for judging the value of information and the merit or logic of ideas, and apply these criteria objectively as well as emotionally.

The principle of clarity of focus means that educators will be enabled to establish a clear picture of the learning they want their learners to display in a performance demonstration. This in turn will give them a clear picture of the desired outcome so that teachers can begin the teaching process by sharing, explaining, and modeling the outcome on day one and continually thereafter to circumvent any surprises (Spady, 1994:11-12).

Expanded opportunity means that teachers should give learners several chances to learn important things and allow them to demonstrate that learning. This can be achieved by redefining and reorganising the patterns of teaching time, learning time, and eligibility in schools by expanding their duration, frequency and timing (Spady, 1994:12-13).

The principle of high expectation urges teachers to deliberately increase the level of challenge which learners are exposed to, and to raise the standard of acceptable performance they must reach in order to be called successful.

#### **2.3.7.5 Facilitator's role**

The focus is on aspects such as clarity and effectiveness of communication between the teacher and the learners as well as among themselves. Aspects such as the manner in which the teacher assists learners to attain new knowledge and how the teacher intervenes to clarify concepts and so on are also looked at learning process. Furthermore the facilitator's enthusiasm and skill at directing classroom activities from the back of the stage as well as his/her efforts to challenge the learner and keep their interest by varying activities are assessed. According to Clarke (2002) the facilitators coach learners to achieve their outcomes.

#### **2.3.7.6 Focusing skills**

These refer to the teacher's/educator's ability to define exactly what the problem is, describe the required outcome, and distinguish between relevant and irrelevant information. When the facilitator presents the new conversation poster, it should be in the form of a problem which arouses the learners' curiosity and the will to solve the problem.

### **2.3.7.7 Information gathering skills**

The ability to identify what information is needed, formulate questions to guide information gathering, gather information by observation is vital in the OBE approach. The facilitator must encourage and help learners to gather the necessary information pertaining to the poster.

### **2.3.7.8 Organising skills**

These have to do with the ability to compare and contrast things so that their similarities and differences are highlighted, classify, categorise, or arrange things on the basis of their attributes or characteristics, and represent information in new forms. From the poster, the facilitator can help learners to classify actions that are done by the mother, father and the children.

### **2.3.7.9 Analysing and integrating skills**

Learners must be able to identify the main ideas in the information (conversation poster), suggest some possible relationships between components of that information, use appropriate methods to identify important elements, relationships and patterns in the information, and identify errors in the facts, logic, calculations or procedures in the given information.

## **2.3.8 Correlation between understanding and implementation of curriculum 2005**

The Department of Education (RSA DoE Book 1, 1998a) maintains that teachers play a pivotal role in the implementation of curriculum 2005.

However, teachers who work directly with the learners, need to be fully conversant with most issues relating to curriculum 2005. This will enable them to teach using methods that are prescribed for the new curriculum.

The greater part of the implementation process will be shouldered by teachers. However, the successful implementation thereof will depend on the effort that teachers expend in gaining a firm understanding of the theory of curriculum 2005. Teachers must know what curriculum 2005 entails, what impact it has on the teachers process and how they can meet the needs of the learners within the framework of the new curriculum. Since curriculum 2005 pivots upon nationally determined outcomes, it is the teachers' responsibility to know the specific outcomes in the different learning areas and how they affect teaching and learning in grade 4. It is also crucial that teachers be well conversant with the curriculum assessment they will use in order to guide their learner's to meet the specific outcomes.

## **2.4 CONCLUSION**

This chapter discussed the notion of educators' understanding of curriculum 2005 and its implementation. The following structure was followed in discussion in this chapter: (i) correct and incorrect understanding; (ii) correct and incorrect implementation; (iii) relationship between understanding and curriculum 2005; (iv) some principles underlying curriculum 2005. Lastly, relevant literature to the topic was reviewed.

## **CHAPTER THREE**

### **3.1 INTRODUCTION**

This chapter begins with a discussion on the theoretical framework for the study. The two paradigms that is positivism and critical emancipatory theory will be discussed in order to demonstrate how a way was taken to locate this study.

The number of respondents who participated in providing the data for the study will be elaborated as well as the procedures followed in selecting them. The context from where they come, their gender and their qualifications will be elaborated.

The techniques and strategies used to collect and analyse data will be discussed as well as the role of the researcher as the main “instrument” of data gathering.

The following subsection of this chapter elaborates on each of the following points practical procedures followed in gaining access to the respondents; interviewing them and collecting all relevant information gathered will.

### **3.2 THEORETICAL FRAMEWORK**

#### **3.2.1 Historical Background**

##### **3.2.1.1 Positivism**

The positivistic paradigm is based on the view that as in the natural sciences, the study of human reality is a study of fixed reality, a world of objects governed by natural laws of cause and effect (Reason 1994). However,

research within this paradigm is about producing valid and reliable explanations which indicate cause and effect relationships among phenomena (Macmillan and Schumacher, 1993). This implies that positivism is a school of thought that adheres to the use of rigid methods of observation, experiment and deduction to be able to get what can be called scientific knowledge. This view further prescribes the objectives of educational research. For this study, positivists would say research about the understanding of curriculum 2005 and its implementation would have to be scientific, otherwise they would not accept it as knowledge. However, the study would have to share common methods of predictions and generalizations for it to be accepted as scientific knowledge. This study is not on or about fixed object and it does not have a fixed meaning. For example the concepts understanding, curriculum and implementation are dynamic and each can never have the same meaning. In the light of the above, it will be difficult to couch this study in positivistic manner.

### **3.2.1.2 Critical emancipatory**

Critical theory was coined by Horkheimer as describing the stance of the Frankfurt "schule" in 1920 (Crewsswell, 1998). This school of thought came into being as a reaction against positivism, that construction cannot be generalised among co-researchers. This implies that each individual interprets reality in a unique way (Apple, 1999). A person constructs his own version of reality from his own unique experiences (Fairclough, 1992). In the light of the above, the critical emancipatory theory aims at removing limits to human freedom and the causes of human suffering. However, emancipatory cognitive interest, looks at the unfolding of ideologies that maintain the status quo by restricting the access of groups to the means of gaining knowledge and raising consciousness or awareness about the

material conditions that oppress or restrict them (Scott and Usher, 1996). This is the means of knowledge production which is mostly suited for the main factors of the study on understanding curriculum and implementation by grade four teachers.

### **3.2.2 Objectives for positivist**

#### **3.2.2.1 Positivism**

For the positivist, objectivity is the issue of limitation or prediction, where research is the making knowledge claims in the form of generalizations, from which predictions can be made where concepts such as understanding, curriculum and implementation can be controlled. However, the study of concepts such as understanding curriculum and implementation, which are fluid and multiple, cannot be treated like the notion of science, that holds a general statement about reality (Cherry , 1988:132).

#### **3.2.2.2 Critical emancipatory**

The objective of this approach has a view of research reform that is participatory and collaborative. Emancipatory research can be best understood in the context of power to act and think independently. As advocated by Kinchebe and McLaren (1998:24), critical research is about empowerment of individuals. However, research among humans is always based on interpretation, and critical researchers are expected to openly discuss their value and biases that colour their interpretation as well as that of respondents. In the light of the above critical emancipatory research, lies the basis on which this study can be couched.

### **3.2.3 Nature of reality**

According to Mahlomaholo (1998) positivist research formulates universal laws like in natural sciences. This does not go well with this study, which believes in treating human beings with the respect that they deserve. For example educators understanding of curriculum 2005 cannot have universal meaning. This study on the contrary contextualises the process of objectifying understanding.

### **3.2.4 Critical emancipatory**

Reality is not outside any apparatus but merely represented within the discourses comprising it (McLaren, 1995:193). That is why emancipatory research ensures that knowledge and meaning are constructed by an interplay of many minds and contexts through historical and cultural data and not an individual meaning. However, educators' understanding of curriculum 2005 and its implementation should be looked at and be understood as representing their reality.

### **3.2.5 Value**

Positivist values are based on verification of the data. They look for data that can be verified by any suitably qualified investigator using appropriate natural scientific measures which must be free of personal interpretation (Killen, 1998:143). However educators understanding of curriculum 2005 is a personal phenomena that cannot be fixed or verified as if it exist separately. It is not possible to have a situation where understanding are the same for all educators.

Critical theory maintains that all human research is value laden, as human beings cannot disinterest themselves from situations (Mahlomaholo, 1998:147). However there is no neutral perspective because everyone is socially located and thus knowledge that is produced, including understanding, will be influenced all the time by a social interest, educators in this study bring in certain values to the teaching situation.

### **3.2.6 Rhetoric**

Positivism will always express human experiences in terms of statistical figures, equations and graphs as it believes in the possibility of absolute objectivity (Mahlomaholo, 1998:143). This also implies that data is collected in a form of figures and presents findings in a formal quantitative way. This study deals with educators who are subjective, thinking beings who have varying understandings. However, the study of educators has to be flexible so as to accommodate changes which are inevitable. This study cannot be measured in terms of equations and graphs.

### **3.2.7 Critical emancipatory**

To study the educators understanding of curriculum 2005 and its implementation, that meant to investigate meaning construction about lived experiences in language. However critical emancipatory research pays particular attention to literary expression. Language represents the voice of the researcher as well as the researched and their beliefs.

### **3.2.8 The researcher and the researched**

In critical emancipatory research, there are respondents who are subjects of

the research. This approach to human beings, aims to empower the oppressed by amplifying their voices and in the process, get them emancipated from the oppressive knowledge held by experts. Researchers are not divorced from the researched. The researcher analyses and interprets what the researched say and do. However, the researched are free to construct their own world in their own words. Unlike the positivist researcher who sees the researcher as a subject within a world of separate objects (Reason, 1994:9).

Critical theory states that the researcher is open-minded; which means the world is revealed to the researcher who is the receiver and open-hearted; means the researcher is self revealing and honest (Smaling in Maso, 1995:24).

Open-minded researchers acknowledge the dynamism of human beings and the fact that their experiences should be studied through particularly human methodologies that would enhance and respect their humaneness and subjectiveness (Mahlomaholo, 1998:147).

### **3.3 RESPONDENTS**

Grade Four educators were chosen on the basis that they are to implement curriculum 2005 in their classes in 2002 for the first time during the year this research is to be carried out. Educators were chosen on the basis of the areas in which they are working. Three Educators are from the non-established schools and three from the established schools.

There are six respondents in this study, three males and three females. Two

educators from each school, one female and one male. This section introduces two educators from the township school first followed by four educators from the informal settlement.

### **3.3.1 Respondent 1**

Nomakhephu is a female educator. She was born 27 years ago in Queenstown, in the Eastern Cape. She is a person of humble origins. She does not forget her humble beginnings. Nomakhephu matriculated in 1990 from Inyathi High School in Queenstown. She obtained her Primary Teacher's Diploma in 1993, followed by BA degree in 1996. She taught from 1994-1996 at Zingisani Primary school in Cape Town in 1998. She joined the teaching staff of Mangaung Primary, an established school, in Bloemfontein where she is an HOD (Head of Department).

### **3.3.2 Respondent 2**

Bhungalipheli was born in Durban on the 28<sup>th</sup> September 1968 and matriculated in 1986 from Wongatethu in Wittlesea. He obtained his senior education diploma in 1993 and BA degree both from Vista University. He taught different grades at various primary schools in the Free State. He started teaching from 1992. He is from an established school.

### **3.3.3 Respondent 3**

Luvo is a male educator. He was born on a farm in the late sixties. He comes from a poor socio-economic background but he is a person who does not forget humble beginnings. He started teaching in 1990 at Phukalla Primary School, and in 1994 he was transferred to Retsamaile Primary School, where he is a Head of Department. He obtained his senior teachers diploma at Tshiya College. He has ten years teaching experience. He is

from a non-established school.

#### **3.3.4 Respondent 4**

Mmabasotho, is a female educator and is 38 years of age. She was born in Kabuli, Natal and is the third born daughter in a family of eleven. A conversation with her soon reveals deep Christian beliefs. She completed her Primary Teachers Diploma (PTD) at the end of 1987. She taught geography and Sesotho. She has 13 years teaching experience. She is from the non-established school.

#### **3.3.5 Respondent 5**

Hombazana is a female educator in her early thirties. She is a single parent who lived with her son in the informal settlement nearby the school where she teaches. She completed her Primary Teaching Diploma in 1992. She has seven years teaching experience. She has been a grade 4 educator for a period of five years. For all these years she has been teaching mathematics. She is from a non-established school.

#### **3.3.6 Respondent 6**

Kholisile is a male teacher. He was born in QwaQwa. He comes from a middle class and very supportive. He obtained Primary Teachers Diploma from Kagisanong College. He is a grade four teacher. He has been teaching History and General Science for a period of four years.

### **3.4 FREE ATTITUDE INTERVIEW**

Interviews are good for collecting data. Jordaan (1998:70) says interviews are useful to obtain data on people's experiences, attitudes and behaviour.

Free Attitude Interview Technique is considered a useful tool for accessing data from respondents (Meulenberg-Buskens 1997). This is a good technique to get to the depth of the information. Free Attitude Interview Technique is a person to person method to obtain information concerning an opinion. Furthermore, it is one of the ways best to discover the feeling, opinions and understanding of each interviewee.

This technique ensures reflective summary that gives back the interviewer's opinion and feelings in the interviewee own words. However, it is not good to repeat literally what the interviewee has said (see Duncan, 1993; Mahlomaholo, 1998).

The Free Attitude Interview Technique is attractive in the sense that the interviewee is given more space than she is probably used to in a normal social conversation (Meulenberg-Buskens 1997). Furthermore, reflective summary helps to stimulate the interviewee to give more information.

Questions are clarified in such a way that the interviewer cannot actually ask for much clarification. However, inexperienced interviewers tend to define their new questions as clarifying questions (Meulenberg-Buskens 1997).

The pause and silence can be very active because both interviewer and interviewee share a better time to think. This structure is useful in the sense that the Free Attitude Interview Technique accommodates the interviewee to come to terms with her/his free exploration of her or his views and not reflect ideas of the interviewer (Meulenberg-Buskens 1997).

### 3.5 HOW SCIENTIFIC IS THE METHOD USED?

The method of research used to produce this study differ from the methods usually used by positivists.

This research does not attempt to generate general laws concerning human behaviour, as this research is an interpretation of educators understanding within a specific context (Duncan, 1993). It does not meet the requirements of controlled variables for verification, with pre-specific intent (Glesne & Pushkin, 1992). This is so, as it does not aim to establish any causality, but only to get an understanding of the implementation of curriculum 2005.

This qualitative research believes that the task of the researcher is to understand and interpret the respondents' construction of reality. To be able to do that, the researcher needs to focus on in-depth understanding of the differences between the educators from the established and non-established schools.

This study does not want to simplify social phenomena by quantifying it so that a dynamic human being becomes an object of research. This explanation provides the contextual nature within which both researcher and respondents abide. The fact is, that both are shaped by values that are expressed in time and space. However, this study and its methods are scientific in that it followed flexible and effective theories and methods of doing research which were operationalised by amongst others, experts like Duncan (1993) and Fairclough (1992).

Another reason for the study to be regarded as using a scientific approach is the level that can be seen in this study's relevance in yielding useful and applicable information about the research question. This can be linked to the level of usefulness and extent of the degree this study yields appropriate information.

The next issue concerns the personal involvement of the researcher which is given a special place in understanding the implementation of curriculum 2005 and its implementation. Lastly, its quality can be seen in the explicit degree in the use of methodology to which it adheres and is guided by implicit conventions that the researcher has been socialized into (Meulenberg-Buskens 1997).

### **3.6 DATA COLLECTION PROCEDURE**

Free Attitude Interview Technique were used to collect data. In this structure educators were given a chance to speak and construct their own reality. This is an unstructured interview in which the researcher asked questions from the respondent until the respondent feels that the question has been satisfactory answered. In some cases when the respondent deviates from the question the researcher stops the question and asks the following questions.

Free Attitude Interview Technique as advocated by Meulenberg-Buskens (1997) was considered a useful tool for accessing data from the respondents. A tape recorder was used in order to help the researcher with the information which may be easily forgotten as the researcher was interviewing the respondents. Individual interviews were considered. Each respondent was interviewed for approximately one and half hours and once six respondents were interviewed as the researched looked at minimising researcher influence on the respondents (Duncan, 1993). Interviews took place at different schools, as two respondents from each school were selected. One female and one male were selected from each school.

All respondents were interviewed in English. Sometimes they used Sotho words to express certain meanings (eg: ke mehlolo) that means 'disgrace'.

### **3.7 DATA ANALYSIS**

The data collected through interviews were transcribed and then analysed as text in order to extract the meaning constructed by the six teachers. The data was analysed through textually orientated discourse analyses as formulated by Fairclough (1992). This technique is found useful in interpreting the respondents' discourses. The text 'words' of the respondents are questioned in order to disclose the influence of the ideology carried by the respondent. This helps to reflect the respondent's beliefs as to relate it to the respondent's practices.

### **3.8 CONCLUSION**

This chapter discussed the theoretical framework of the study. Comparison was made between the positivistic and emancipatory paradigm. This chapter looked at the following aspects: (i) Historical background; (ii) Objectivity; (iii) Nature of reality; (iv) Value; (v) Rhetoric; (vi) Research and the researched.

Respondents were discussed to show where they come from and their experiences in teaching. Lastly, the researcher as an important instrument, and data collection procedures and data analysis were discussed.

## **CHAPTER FOUR**

### **4.1 INTRODUCTION**

This chapter deals with the interpretation of data and reports on the empirical findings of this study. To do the above mentioned successfully, this chapter brings in the researchers' interpretation of the grade 4 educators' understanding of curriculum 2005 and its implementation from the Margaung non-established and established schools. This is done by identifying themes which appeared prominently in the researcher's discussions with grade 4 educators.

This is followed by the comparison of the grade 4 educators' understanding of implementation of curriculum 2005. A comparison of how each group argued out one theme is contrasted with another group's arguments. Furthermore, the chapter brings in the issue of the educators' understanding of curriculum 2005 and its implementation between the non-established and established Margaung schools. The conclusion comes in to summarises the important points of the chapter.

### **4.2 ANALYSIS AND INTERPRETATION OF INTERVIEWS**

The data collected through interviews were transcribed and then analysed as text in order to extract the meaning constructed by the grade 4 educators, constituting the research in this study is analysis the grade 4 understanding of the implementation of curriculum 2005 in non-established and established Margaung schools. This study aims to determine the understanding by the above educators, of the curriculum 2005 and its implementation.

The following were used to point out the references to particular extracts in this chapter; F, M, L, and R respectively to differentiate one interview transcript from the other.

#### 4.2.1 Co-operative learning

Co-operative learning is one of the structures that indicate the nature of the implementation of curriculum 2005. The researcher tried to find out what grade four educators understand about co-operative learning. The two groups responded differently. The following were the responses of the educators from the non-established schools.

*R! Co-operative learning is not good in the sense that clever learners may take over all the time.*

*L! Only talkative learners became successful in co-operative learning.*

From the above it is indicative that proper steps for good co-operative learning would help educators from the non-established schools to understand how to implement co-operative learning effectively.

On the other hand, the conversation with educators from the established Mangaung schools reveals a different argument as follows:

*F! Group learning is good. Learners share views and learn to work together.*

*M! Through co-operative learning; all learners succeed.*

This shows that educators from the established school have a better experience in understanding co-operative learning than the non-established schools, Therefore showing a difference in understanding co-operative learning between the established and non-established Mangaung schools.

The discussion with educators from the establish schools indicates to the researcher that there is incorrect understanding of the implementation of curriculum 2005 by educators from non-established schools. Their response to co-operative learning revealed their negative attitude towards it, as they belief that it is not good. This shows that their understanding is different (see chapter 2 (2.3.7). They view co-operative learning without the teacher not as success.

#### **4.2.2 Materials for learning**

The researcher tried to find out how is the educators understanding is in relation to their materials for learning. Educators from the non-established school complained bitterly about the lack of materials for learning. They believe that the implementation of curriculum 2005 is meant for established schools. The following explains their argument.

*L! Curriculum 2005 needs the background, it is difficult to cope with restructure. For example our parents are illiterate, the environment in which these learners are living is a very disadvantaged community in all respects; If you would compare it with white schools, these schools have facilities. Most of their parents possesses things like computers. Our libraries in the location are full of irrelevant books.*

It is quite clear that materials for learning have an impact especially to the

non-established schools. For them the teachers to be able to implement curriculum 2005, they need sufficient materials so that they can perform their work properly. Unfortunately poor socio-economic conditions play a role in the learner's interest. However it would be difficult for educators to meet the requirements for the implementation of curriculum 2005 as a result of lacking relevant materials for learner's studies.

The grade four educators from the established school believe that learning materials help to contribute to the performance of the teacher and the learner. This is how they expressed their feeling.

*F! They work for us because they help to improve our performance.*

The above extends the notion that materials for learning play a major role in fostering a sense of mastery in academic achievement. According to Costas (2002), Curriculum 2005 extends the learners' knowledge to resources that are educative and require intervention by a resourceful teacher to make them educationally useful.

In the light of the above there is a difference between established and non-established educators' understanding of curriculum 2005 as a result of resources. The researcher is convinced that educators from the non-established schools, use traditional resources like textbooks and chalkboards, which are not proper for curriculum 2005. These teachers cannot continue with curriculum 2005 as they feel marginalized in the implementation of curriculum 2005.

### 4.2.3 Evaluation assessment

Evaluation is the major issue in curriculum 2005. It is the way in which learners are assessed (see chapter 2). Grade four educators from the non-established schools tell their own tale in their discussion, concerning assessment. They revealed that they did not have formal knowledge for understanding the implementation of curriculum 2005 pertaining to evaluation. This is how they expressed their feeling.

*R! Evaluation is a problem it needs a lot of paperwork we do not have resources, instead we resort to the traditional way of evaluating learners.*

*L! Traditional way of evaluating learners is the best.*

This strengthens the notion that the above educators did not have formal knowledge of understanding the implementation of curriculum 2005. They were able to assess learners by test and examination.

On the other hand educators from the established schools, have a different view with regard to evaluation. Here is evidence of their positive contribution.

*F! We do not have a problem on how to evaluate learners, we evaluate our learners almost in different ways.*

*M! Through continuous evaluation, one is able to know the strength and weakness of each learner.*

It is through assessment that teachers can find out what learners know, understand and think as well as what they can do. However, through assessment teachers can determine whether outcomes have been achieved (DoE, 1996). It is true that educators are required to employ a variety of means of assessment to drive evidence for learners strengths and weaknesses. Educators from the non-established school have shown resistance to curriculum 2005 as a result of their misunderstanding of the implementation of curriculum 2005.

#### 4.2.4 Classroom approach

The conversation with respondents revealed differences in the classroom approach. The non-established educators believe in the traditional way of organizing the classrooms. The following is the evidence of that:

*R! If I sit down, and give them work nothing is going to happen.*

*L! As the teacher, I organize the classroom for the learners.*

From the above statements, it became clear that educators from the non-established school still continue with the traditional approach of which rote learning is a favourite.

Educators from the established school were in favour of learner centredness.

*M! I let children to do self discovery in learning.*

Self discovery learning is part of curriculum 2005 [see chapter 2 (2.3.7.3)], wherein learners apply existing knowledge to gain new knowledge. This

indicates that knowledge is not limited. This also plays evidence that educators from the non-established school do not understand the structure and design of Curriculum 2005.

#### 4.2.5 Learning areas

The educators from the non-established school felt uncertain about the idea of learning areas. This is how they felt.

*R! The terminology is confusing us.*

*L! I am confused because I cannot teach these subjects.*

As indicated, the educators from non-established are skeptical about the nature and structure of Curriculum 2005 (see chapter 2 (2.3.2)). In turn, some of the myths made by the educators from the non-established school is as a result of frustration.

On the other hand educators from established schools are very familiar with the nature and structure of Curriculum 2005.

*F! Subject that are interrelated a group together to form a learning area for example L.L.C. (Language Literacy and Communication).*

Educators from non established schools perceived Curriculum 2005 as very difficult. This could be because they are used to the traditional way of teaching. This is so because they seem to lack the basic knowledge with regard to the understanding of the implementation of curriculum 2005.

#### 4.2.6 Integration

The content based education prescribed the work for each grade. However, curriculum 2005 is more concerned about the outcomes of each learner. Educators from the non-established schools felt that it was difficult to work without a syllabus as they were used to it. This is evident in their responses:

*R! No syllabus, learners work at their own pace, its wrong, and I am afraid.*

*L! The only problem the work is not structured. There is no clear direction like in the past.*

These are some of the myths that are experienced by the educators from the non-established schools (see chapter 2 3.2).

Educators from the established schools were aware of the principles that underlie curriculum 2005. They said:

*M! Learning must be relevant and be connected to real life situations.*

From the above the educator from the established school understands the principles of Curriculum 2005. It is clear that educators from the non-established schools are used to the traditional way of teaching. This shows that they need better understanding of Curriculum 2005 before they can implement it.

#### 4.2.7 Learner Centred approach

The educators from the non-established schools view learners as passive. The teacher centred approach is favourable in the classroom. The following is evident.

*R! Learners cannot be able to determine the lesson for the next day.*

This shows that educators from the non-established schools are not flexible. The information that the learners received is fixed. This cannot stimulate the learners abstract thought.

On the other hand educators from the established schools are able to motivate the learner in that they believe that:

*M! The learner is given a chance to reflect his/her understanding.*

*F! The teacher allows the learners to show their critical thinking, reasoning.*

This strengthens the notion that knowledge cannot be acquired through a one-way channel of instruction. A flexible model that stimulates abstract thought and is conducive to continuous acquisition is considered more appropriate (see chapter 2 (2.3.7.3)).

#### **4.2.8 Specific outcomes**

The issue of specific outcomes was the most difficult issue for the educators in the non-established schools. Some were unable to answer the researcher. The following is evident.

*R! Curriculum 2005 for me is very difficult.*

The educators from the non-established school wanted to reflect ideas of the traditional way of teaching. This indicates that it is difficult for them to understand Curriculum 2005 as they do not show some interest in it.

Educators from the established schools show some interest in their understanding of Curriculum 2005 and its implementation, following their views:.

*F! Outcomes usually reflect skills and concept developed as opposed to content.*

*M! It is these outcomes that a teacher uses to guide what must be taught in lesson.*

From the above, it is clear that educators from the established schools understand the implementation of Curriculum 2005. This shows that they differ with the non-established schools in terms of understanding the implementation of Curriculum 2005.

#### **4.2.9 Facilitator**

There is a difference in the way educators view the role of the facilitator. The educators from the non-established schools believe that the question of facilitation is time consuming. The following is evident.

*L! The teacher must always be in front of the learners when teaching them.*

*R! The teacher is an active participant in the classroom and has more authority.*

This is the manner in which the educators from established schools understand facilitation. This shows that motivation depends on the personality of the teacher.

On the other hand educators from the established school view it differently in their argument. The following came to the fore.

*R! The teacher clarify problems and assists learners to attain new knowledge.*

In the light of the above the educators in the established schools believe in shared view. Learners are given the time to negotiate meaning by reflecting their skills.

However they understand facilitation as one factor that underlie Curriculum 2005 (see chapter 2 (2.3.4)).

#### 4.2.10 Portfolio

The issue of portfolio does not exist in the non-established schools. They only collect marks from the learners to keep each child record on the bases of figures. The following is evident.

*R! We don't keep portfolios for learners only recorded information counts.*

*L! I do not have knowledge about a portfolio.*

Educators from the established school were aware of the role of using portfolio in the learning and teaching process. Their responses are as follows:

*M! We keep the daily work of the child in the portfolio.*

*F! A portfolio keeps the learner record yearly and it is transferred to the next teacher if the learner has passed.*

It is quite clear that the study acknowledges that there seems to be differences in the way grade four educators from the established and non-established schools understand the implementation of Curriculum 2005. They differ on the understanding of Curriculum 2005 and its implementation and the effects of traditional way of teaching (see chapter 2 (2.3.4)).

### **4.3 CONCLUSION**

This chapter has explored the interpretation of the discussion with the educators from the established and non-established schools. This was done in a way of looking at what they said as text. These were looked at as informed by social structure within which the grade four educators found themselves.

This chapter examined the interpretation of the differences in grade four educators understanding which emerged during the discussions.

## **CHAPTER FIVE**

### **5.1 INTRODUCTION**

The aim of the study was to investigate whether the grade four teachers from established and non-established schools in Mangaung understand the principles of Curriculum 2005 and its implementation. This chapter summarises and highlights the major findings of the study reflecting on the problem statement of study. Recommendations and suggestions for future research are discussed. The research is also, placed on the limitations of the study.

#### **5.1.1 Research aim restated**

The aim of this study was to find out the grade four educators' understanding of Curriculum 2005 and its implementation. The teachers selected were non-established and established schools in Mangaung.

#### **5.1.2 Research procedures**

Two paradigms of the "Positivism" and "critical emancipatory" were used. A contrast and comparison approach was used as a means to ground the theoretical framework of the study by showing the relationship of the critical emancipatory paradigm of the current research. Thereafter data was collected and analysed. The respondent are from different schools. The researcher is a male teacher with twelve years experience in the teaching field.

Interviews were taped and they were transcribed by the researcher, and the transcriptions were analysed. In this study, critical emancipatory theory was

chosen as a paradigm to couch this study.

### **5.1.3 Methodology**

This study used qualitative methods to collect, analyse and interpret data. After information was gathered from three different schools in Mangaung, six teachers were selected to participate in the investigation. These teachers expressed their understanding of Curriculum 2005 and its implementation. The researcher was the main research instrument in collecting data through interviews, analysing and interpreting findings using discourse analytic procedures.

A tape recorder was used to collect data in order to assist the researcher to gather accurate information from the respondents. Interviews were conducted with each of the respondents individually in the classroom during break times.

Critical emancipatory was found to be an appropriate paradigm for this study, because it is a paradigm that emancipated the teachers' thinking during the interviews. For Curriculum 2005 and its implementation, it is the paradigm that allows flexibility, openness and open heartedness between the researcher and the respondents.

### **5.1.4 Findings from related literature**

It was clear that the educators from the non-established Mangaung schools faced pressures and demands in their everyday lives. This is as a result of struggling to understand, the contents of Curriculum 2005 and its implementation in order to successfully implement Curriculum 2005.

A concern was the terminology in which Curriculum 2005 is framed, particularly to the non-established Mangaung schools. However, the educators from the established school showed the correct understanding of the terminology of Curriculum 2005

The willingness to implement Curriculum 2005 by the teachers from the non-established schools has been undermined by inadequate resources and poor socio-economic background. Therefore, broadening and deepening the scope and vision of Curriculum 2005 with the required resources and extensive training of educators from the non-established school becomes apparent. The educators from the non-established schools experience problems in adapting to the Curriculum 2005. As a result, educators become frustrated and directionless. They ended up continuing with the traditional way of teaching.

Another aspect was the question of assessment. Educators from the established schools showed proper understanding of Curriculum 2005, whereas educators from the non-established schools demonstrated negative attitude towards Curriculum 2005 assessment, as they believe it is not good.

Integration meant an improper structure for educators in non-established schools. They felt that work should be prescriptive and compartmentalized. This was indicated in their choice of using the traditional way of teaching. The educators from established schools demonstrated a positive attitude towards the structure of Curriculum 2005 as far as integration is concerned, therefore indicating a better understanding of integration pertaining to Curriculum 2005.

The educators from the non-established schools felt that their work is not valued as they view facilitation as the means to devalue the work of the teacher. On the one hand they felt that their authority in the classroom is taken away. On the other hand educators from the established schools believed in facilitation as the means through which learners are given the opportunity to self discovery learning.

Co-operative learning was strongly discouraged by the educators from the non-established schools. They view it as a means to develop certain learners in the classroom particularly those learners that are talkative and clever. This showed the misconception about the co-operative learning as a means of the nature and structure of Curriculum 2005.

The issue of the portfolio brought differences in understanding between the educators in the non-established school and established schools. The portfolio is understood as the recording of each learners work, according to the non-established educators. This shows their incorrect understanding of Curriculum 2005. The educators from the established schools however, demonstrated the correct understanding of curriculum 2005.

The manner in which the educators from the non-established school understand specific outcomes indicated their traditional way of teaching, which they believe is the use of test and examination at the end of the year. This implies the incorrect understanding of the implementation of Curriculum 2005. The educators from the established school showed some relevant understanding of the implementation of Curriculum 2005. This indicated correct understanding of Curriculum 2005.

The traditional way of teaching is still practiced particularly in the non-established schools of Mangaung. This is indicated by the educators from

the non-established school as they view learners as passive participates. On the other hand the educators from the established schools believe in the learner centred teaching approach.

### **5.1.5 Critic and limitation of the study**

The researcher visited only three schools in Mangaung. However it was not possible to visit all schools in the Free State. This suggests that this dissertation was too limited to do justice to the educators' understanding of curriculum 2005 and its implementation.

Literature review was conducted and guided by the topic. This does not justify fixed information for further research. The researcher used critical emancipatory theory for this study. If the researcher used positivism it would have not been possible to liberate the minds of the respondents on how they understand Curriculum 2005 and its implementation. Another reason for using the critical emancipatory theory was that it became clear to the researcher that the concepts 'understanding' and 'curriculum' are dynamic, fluid, multiple and growing. This strengthens the notion that the critical emancipatory paradigm was appropriate for this study.

Issues and concerns that prompted the researcher cannot be unrealised. This means that the rationale for this study is not fixed. The effect to this has been that the researcher has not attempted to be absolutely objective.

According to Mahlomaholo (1999) any research that is absolutely objective is conducted out of research. This strengthens the notion that findings about this study are not rigid, fixed, quantifiable nor universalised.

The number of respondents interviewed does not set a parameter for any researcher or research.

The manner in which the data was collected, analysed and interpreted tends to suggest how meaning was constructed by the researcher focused on the argument of the six respondents. This indicates that interpretation that the study makes of the data is therefore not absolute. Therefore, the researcher has not been able to distance himself from the process of research reported in this study.

#### **5.1.6 Suggestion for future research**

Research is still needed in future, particularly research involving the idea of the educators understanding of Curriculum 2005 and its implementation.

Future studies can be conducted in a setting different from the present one. However, different respondents could be used as this will assist in confirming, checking and denying the findings of this study.

Different grades can be studied to see if the findings also apply to other grades and educators in such grades.

This study proposes that all researchers interested in the finding of the educators understanding of Curriculum 2005 and its implementation should start on research that will produce knowledge aimed at strongly contesting the traditional way of learning and teaching mass recitation that are dominant discourses of the traditional approach in teaching.

Looking at the study, it is suggested that further research be conducted to find out whether similar findings as obtained in this study could be repeated.

### **5.1.7 Recommendations**

From this study it has become apparent that the Department of Education should be prepared to organise workshops that are well planned. These workshops should be conducted by professionally trained people so as to benefit teachers. Necessary materials to facilitate their teaching in the classroom should also be delivered.

In service teacher upgrading programmes need to be organised towards the implementation of Curriculum 2005 and be clear as far as developing understanding for educators to facilitate Curriculum 2005 properly or appropriately.

Provision of the necessary materials to facilitate learning should be given to teachers.

The Department must pay attention particularly to schools which are situated in the informal settlements.

Teachers must encourage parents to take initiatives in the learning of their children. This can be done through organising workshop with parents.

Curriculum 2005 should be introduced within manageable time-frames to achieve the social and educational goal, that is the pace and scope of implementation, structure and design of the revised Curriculum 2005 and implementation of the revised curriculum.

Teachers must understand what competencies learners will need in the future and organise their teaching so that learners can learn these things.

Learners should be the focus of everything that happens in education; learning should not take second place to traditional or administrative convenience.

Teachers should expect learners to learn in different ways and at different rates and they must try to allow for these differences.

Teachers must try to accommodate the different learning styles of learners and give them multiple opportunities to learn, rather than label them as failures if they do not learn on the first opportunity.

Teachers should vary the circumstances and methods of instruction to suit the learning that they want to occur.

Teachers must structure learning so that learners can experience success. If necessary, learners should be given more than one uniform, routine chance to receive instruction and to demonstrate their learning.

Teachers must know why they are teaching whatever they are teaching.

Teachers must be able to explain to learners the purpose of everything they are learning and the reason why they are learning it in a particular way.

Teachers should be concerned with helping learners to apply their knowledge; skills and attitudes/values.

Teachers should help learners to understand what is expected of them, and help them to develop the knowledge, skills and dispositions that will enable them to take some responsibility for their learning.

Teachers must use assessment methods that match the outcomes they are trying to assess. Often, paper-and-pencil tests are not suitable ways of assessing learners' ability to apply knowledge. Teachers should not pretend or assume that useful assessment has occurred just because they have given marks or grades to learners.

Teachers and educational administrators must take responsibility for learners achievement and create learning contexts that help learners to learn.

Teachers and administrators should critically reflect on their current practices and be willing to accept that there are better ways to helping learners achieve significant learning outcomes.

Effective implementation still depends on the strengths of the training and follow-up support that is provided to provincial officials, school managers and most importantly, teachers.

## **5.2 CONCLUSION**

This study discussed suggestions for future research, recommendations, final remarks and findings about the research.

This inquiry answered the research question "The understanding of the implementation of curriculum 2005 by grade four from the non-established which, differ from the established schools". According to the findings there seems to be a need for educator's

empowerment in the non-established schools.

The framework used for this research study was suitable, however, this study is about meaning construction, which cannot be generalized among humans because everyone interprets reality in a unique way.

Furthermore, in this research study respondents were presented as people in their own right. They were not presented as a sample to be generalized as representative of some large population.

The methodological choices, thus meaning the techniques used for data collecting and gathering including the role of the researcher was suitable for this particular type of research study.

I propose that the educators from the non-established schools be empowered by using all possible means including the media. We need to focus on empowerment training on sufficient and relevant knowledge, but also on workable aims, in order to develop understandings of curriculum 2005 and its implementation.

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## INTERVIEW NO. I

**RESPONDENT** : MALE (M)  
**RESEARCHER** : MALE (R)

R : Did the training help you see things differently?

M : Well, I believe that the best part of the training were things we did on independence and creativity of the learners.

R : Like what?

M : How to do group work with them.

R : Did you benefit something from the facilitators?

M : The facilitators of the course were not clear but the changes to be made.

R : Why?

M : They could not answer some of our questions. Instead they said "I don't know really somewhere somehow this OBE is difficult.

R : Did you gain a lot from the training session?

M : No.

R : Why?

M : We were trained for a period of a week you cannot be perfect in a week's time, that's not ok.

R : How do you see curriculum 2005 and its implementation?

M : Eh; I can say curriculum 2005 has come as a result that there was a need.

R : What need?

M : So that we can be in line with globalisation.

R : Please unpack yourself on the notion of globalisation.

M : Historically we live as different population groups, as we know that this groups received different quality of education. There was a need in the Education Department that our education should be the same for all.

- R : What do you mean by same?
- M : Actually cover or meet the new system of doing things.
- R : What do you mean by new system?
- M : It is where this idea of curriculum 2005 came about, and it was to implemented in different stages.
- R : What do you mean by different stages?
- M : The foundation phase, intermediate phase, senior phase.
- R : What do you think about the idea of curriculum 2005?
- M : I personally think the idea of curriculum 2005 and OBE is good idea.
- R : Why?
- M : Even the way of teaching learners is more practical than the old way of teaching.
- R : What is the difference?
- M : It is practical in the sense that learners learn different thing and its about real life.
- R : What are the characteristics of curriculum 2005 and its implementation according to you?
- M : Eh, actually when we look at 2005, the purpose of 2005 by 2003 all grades should have been completed. So there will be a review to try to improve where there has been weakness and reinforce the strengths.
- R : What about implementation?
- M : I can say that eh somewhere, somehow the department was in hurry to implement 2005.
- R : Why?
- M : Because looking at the majority of teachers we are having already in the system.
- R : What do you mean?
- M : They are the ones who are trained in the old order. Ever since the implementation has started, teachers who are trained in this OBE are not in

the system of the moment.

R : Why?

M : Perhaps, if the department can give more time in the training of teachers.

R : Why another training session?

M : There are teachers who are still sceptical about this OBE and curriculum 2005.

R : Do you receive information on implementation?

M : From time to time we receive this INFO letters that are distributed to schools on quarterly basis. I think from time to time they confuse other teachers.

R : Why?

M : Because for this three months you have to do this and this way. The next three months is new information and this is no more working.

R : What do you mean?

M : In a year you find that you change four to five times.

R : Do you understand curriculum 2005 and its implementation?

M : No.

R : Why?

M : I feel very much threatened, demotivated and experience lots of problem.

R : Why threatened?

M : I don't know curriculum 2005.

R : Why do you experience lots of problems?

M : For example as the teacher you will want one, two, three form the learner you will be frustrated as the teacher they are not there as a result of socio economic condition. Haba I ketsi bana boa.

R : Why?

M : They don't have access to things like electronic media, libraries and so on.

R : How do you evaluate your learners?

- M : Evaluation is frustrating.
- R : Why?
- M : Is not the same as the old order?
- R : What do you mean?
- M : It is complicated.
- R : Why?
- M : We still use marks and percentages although curriculum 2005 says what is it that a learner can do.
- R : I don't understand you?
- M : It says any learner can learn at his own pace, then you ask yourself if this one takes the period while the other one takes 10 minutes to build a car but is still fine. Then we still have a problem with performance.
- R : How?
- M : I feel bad about the idea of a learner learning at his own pace.
- R : How?
- M : Unpack yourself a little bit.
- M : Lets say you are having four topics for the year or concepts but because of this you will find that you have done two topics.
- R : How do you cope or adapt with the curriculum 2005 and its implementation?
- M : Mhh; rona neh we experience all other things that teachers experience in other schools, but we tried to motivate each other.
- R : How?
- M : In the sense that whenever there is new information regarding this OBE and curriculum 2005 we tried to hold meetings so that we can have common understanding of the new information.
- R : Where do you get the information.
- M : In the project called South African Science Educaiton Network (SANSEN), concentrate mostly in mathematics.

- R : Where?
- M : At Vista University.
- R : What are your other comment on curriculum 2005 and its implementation?
- M : I would like to see more research work.
- R : Why?
- M : The department does not know anything actually, they came with this curriculum 2005 for those five days workshop. They never call us for feedback.
- R : Is that all?
- M : No.
- R : What is it?
- M : People that are drafting this things of curriculum 2005 are Academics you know.
- R : What about that?
- M : You will ifnd that someone has never been in class has doctorate and what and they don't know how kids respond to different situations.
- R : What is your suggestion on that?
- M : The teachers are the one who are supposed to say these, are the things we experience in our classes.
- R : Why?
- M : The department whenever it releases a report or something, it should compile with the teachers.
- R : Why?
- M : Because they assume the problem.
- R : Ok, thanks for your time, ideas and so on.
- M : Ok sharp.

## INTERVIEW NO. 2

**RESPONDENT** : **FEMALE (F)**  
**RESEARCHER** : **MALE (R)**

R : Hallow mem.

F : Hallow sir.

R : Did the training help you see things differently?

F : I learnt that the greatest expectations were probably that curriculum 2005 would become more creative, confident and free to speak.

R : What do you mean by greatest expectations?

F : Like researces, but we do not have resources how can we continue with it.

R : What?

F : Curriculum 2005.

R : How do you see curriculum 2005 and its implementation?

F : Mh its practical in real life compared to the tradional way of teaching.

R : Why?

F : It is learner centred, learners search knowledge in other words they become researchers. The teacher only guides the learners and show their skills.

R : What are the characteristics of curriculum 2005 and its implementation according to you?

F : Yeah, you know curriculum 2005 is much broader than the old system.

R : How?

F : In the past you were taught to be specific and trained to belong to a particular field.

R : What about curriculum 2005?

- F : In curriculum 2005 there are a number of things, its much broader. Eh, we want a learner to be a citizen.
- R : What about teachers?
- F : Teachers do not have the technological skills but are forced to teach it.
- R : What do you mean?
- F : People who possess skills are found in the private sectors such as Telkom.
- R : I don't get it?
- F : I think the department must re-evaluate the technology areas.
- R : Why?
- F : This area need more research so that teachers can be able to adapt.
- R : Do you understand the purpose of curriculum 2005 and its implementation?
- F : Yes, I understand.
- R : Briefly discuss it.
- F : It is worthwhile and this means we are all equal. Curriculum 2005 shows us that we need skills to meet the needs of our daily life. The implementation has some problems because people who trained us did not have understanding of curriculum 2005.
- R : How do you feel and what are your opinions and experiences of the curriculum 2005 and its implementaton?
- F : What I feel bad about it, I think you know the question of resources.
- R : What do you mean?
- F : Resources are needed especially the disadvantaged schools, where by learners will be put in the same class to have the same understanding of scientific concept.
- R : Why?
- F : The one from the disadvantaged society will feel isolated then as a teacher you feel frustrated.
- R : Do you feel good about curriculum 2005?

- F : Yes I feel good.
- R : Why?
- F : As the teacher you learn with the learners. In the past you will find that a teacher who teaches a specific class or grade at the end there is no challenge.
- R : Why?
- F : With curriculum 2005 there is lots of challenges you do research and the learner too and you learn form the learners.
- R : How?
- F : Adding to t hat in Natural Sciences we were taught about the rats of which we never know. What are we going to do with those rats.
- R : Carry on.
- F : With curriculum 2005 its different what the learner is doing must have outcome. What I learnt about curriculum 2005 is that all teachers are complaining about assessment.
- R : Why?
- F : Its really a problem to us.
- R : Why?
- F : Eh in that even people who trained us about the implementation of this are not sure about to assess or evaluate learners.
- R : Do you know about a portfolio?
- F : The teacher has to complete the portfolio of the learner.
- R : Do you have a portfolio?
- F : I don't have a portfolio at the same time a learner is doing grade seven and the following year moving to a next school and the teacher is not sure about the learner.
- R : Do you know about a portfolio?
- F : The teacher has to complete the portfolio of the learner.
- R : Do you have a portfolio?

- F : I don't have a portfolio at the same time a learner is doing grade seven and the following year moving to a next school and the teacher is not sure about the learner.
- R : Do you understand the portfolio?
- F : I don't understand the portfolio what does it need.
- R : How do you cope or adapt with the curriculum 2005 and its implementation?
- F : We are always searching for information.
- R : How?
- F : Reading newspapers.
- R : What are your other comments?
- F : They must discuss problem with teacher like how did you come to this end, maybe our ideas may relieve them and us. We also learn a lot from these learners. One other things is accreditation eh I believe you have degrees in Social Science that will be the way of increasing the talent.
- R : What do you mean?
- F : The idea is to bring teachers closer. They will do just at their work by doing so they give the worth of the course.
- R : Another point?
- F : They can negotiate with this university so that teachers can register OBE courses to extend their training.
- R : Why?
- F : Because the departmental workshops are information sessions not workshop.
- R : Why?
- F : They need people who have skills.
- R : In what?
- F : In curriculum 2005.
- R : Ok thanks for your time.
- F : Thank you.

### INTERVIEW NO. 3

**RESPONDENT : FEMALE (F)**  
**RESEARCHER : MALE (M)**

M : Did the training help you see things differently?

F (Thandi): Yes.

M : How?

F : I can say, first thing the difference is from the learners. The way they concentrate in the classroom and the way, I can say they act because they express themselves. They express themselves their feeling they express themselves their activity, in front of others. I can say ntho that training give me that confidence when I stand in front of them I know what I am doing. I have that confidence they listen to me very well. After listening they will act what I want.

M : Do they really listen to you?

F : Yes.

M : How do you manage to get hold of learners' attention?

F : Ok, they show concentration, ntho, after, when I stand in front of the class.

M : Are you sure?

F : Yes.

M : Is there any difference between the new and the old approach?

F : Yes.

M : Is there difference in standing?

F : I don't waste the long time in standing in front of them.

M : What do you mean by long time?

- F : Maybe 10 to 15 minutes everything they do in group, they understand everything I need or to understand the question, maybe I give them the question. They will discuss it if there is any one who do not understand the question, somebody will help here or help him to understand the question and discuss it. That is where I see C005 different.
- M : Is C005 fruitful for learners?
- F : Yes.
- M : To what extent is it fruitful?
- F : Mh, but somehow, somewhere is difficult for others.
- M : In which learning area is your specialisation?
- F : The learning area is the subject neh?
- M : Do you know the learning areas?
- F : Mh, Mh, eh!
- M : I mean technology is one of the learning areas. What do you teach?
- F : Mathematics and science.
- M : How do you see curriculum 2005 and its implementation?
- F : The C005 for me is difficult, very difficult.
- M : Why?
- F : First I did not have enough training.
- M : What do you mean by enough training?
- F : When you come to the classroom you will get difficulties. I don't know what to do, because the facilitators only give us the methods to do, but they did not do it practical.
- M : What do you mean by practical?
- F : Maybe for example, you take one class and teach the learners. Facilitators did not do that and the only difference I see is that of group-work. They say this learning areas are intergrated, I don't see that. The teacher guide is different from the books of learners, yes is the same as phase organiser.
- M : Is there not intergration?

- F : I don't see any difference that is why I say the difference is on groupwork.
- M : Are you sure?
- F : Yes.
- M : How?
- F : Mathematics is still old method and does not correlate with History, for example, first quarter is transport in Maths, there is calculation.
- M : Is there any link between the new and old approach in learning?
- F : Yes.
- M : Why do you say there is a link?
- F : Because I am always standing in front of them, they say no more standing in front of the learners. If I sit down, and give them work nothing is going to happen.
- M : Do you think the problem is with you as the educator or learners' understanding of C005 approach?
- F : I think is me, is difficult for me. That's why I say I did not get enough training.
- M : What are the characteristics of curriculum C005 and its implementation?
- F : I don't understand.
- M : How is it different from traditional way of teaching?
- F : Ok, they gain knowledge, what can I say, mandithi ngezinto eziphandle ukugqitha eziseclasini. (Researcher's explanation: They learn more about their surrounding).
- M : Do you understand the purpose of curriculum 2005 and its implementation?
- F : Yes.
- M : What is the purpose?
- F : I can repeat that answer of characteristics to extend the knowledge of the learners.
- M : How do you feel?

F : Sorry, let me ask you a question, How do I feel for the learners or my side?

M : You as the educator.

F : I am good for my side, I can say is my, mh.

M : What is your opinion?

F : I like to get more training, what I am afraid for 2005 is around the corner.

M : What are your experiences?

F : What I experience is that at least I see the difference from the learners. I feel more different with the learners, when they concentrate in the classroom because they can concentrate while they are working in classroom than the old tradition the learner must sit and concentrate doing nothing else.

M : Do you understand the contents of C005 and its implementation?

F : No, I am not quite clear.

M : Why?

F : I did not get enough training.

M : How do you cope or adapt with the C005 and its implementation?

F : I don't, say I very fine with this or I very good. I am trying to implement it in the classroom, but I don't what know what can I say.

M : What are you doing to help your learners?

F : Yes.

M : How?

F : Every Friday we meet other teachers to discuss C005, because some of us did not attend training.

M : Are there teachers who did not get training?

F : Yes.

M : Why?

F : Others were sick.

- M : What are your comments concerning C005 and its implementation.
- F : When they give us training, please they must come maybe in my class, not in course to meet with us and the learners.
- M : Who must come?
- F : The facilitators, they must present may one learning area, may be I will understand.
- M : Did facilitators miss something during the training session?
- F : Yes.
- M : What?
- F : I can say, when they train us is difficult because it was not practical in a classroom situation you are faced with slow, average and good learners, is difficult because we mix them.
- M : Why mix them?
- F : They say we must not label learners, as slow and good, sometimes they do well at the end. I will realise that the slow learners are coping because of this mix. That is why I say they must live us to label them and they must work alone.
- M : What do you think about groupwork?
- F : Is good, but when we label them is good.
- M : What do you mean by labelling them?
- F : Group them according to their mental ability.
- M : Why like that?
- F : I will try to get them, to reach slow learners everyday, because you will think the child is good whereas is not.
- M : Do you think your job will be easier by doing that (by labelling learners).
- F : Yes, one other thing reading and writing is not given attention.
- M : Why?
- F : It was totally not discussed during training.

#### INTERVIEW NO. 4

**RESPONDENT** : LUVVO  
**RESEARCHER** : R

R : Did the training help you see things differently?

Luvo : Yes, so to speak.

R : Why?

Luvo : Because it is the different approach from the older approach we use to have. Normally in the past teaching was centred around the teacher, eh, that is know the new approach is learner based in other words the teacher does not talk all along.

R : Has your method of teaching changed?

Luvo : Eh, group teaching has been there but it was not emphasised, you see, what I mean know that the whole thing is outcomes based group teaching which used to be there in the past know is given priority.

R : How do you see curriculum 2005 and its implementation?

Luvo : Eh, curriculum 2005 is good, the only thing about it has to be put in the resources. Where I am based, the number of learners does not correspond with the teaching. The resources one has at hence, if eh, is good for few learners in a class. The resources are main issue at the moment.

R : Will you manage with few learners per class?

Luvo : Yes.

R : Why?

Luvo : It will make a lot of difference, there you are able to check the child individually, because what happens it consumes your time, it needs more periods.

R : Do you find it difficult when you have big numbers of learners in class?

Luvo : Yes.

R : Why?

Luvo : Is that, one is unable to satisfactory check each and every learner. Eh, some learners are not participating well, they rely on others. In group you will find that: there are those in the fore front others are relying on them. Eventually it makes learners lazy, it does not take you know what we want to take out in each learner.

R : Do you thing group work makes learners lazy?

Luvo : Ja, may be is the new thing all together as I indicated before like the huge number of learners. The difference is after the introduction of this 2005 most learners' performance has drop down drastically maybe is because the teacher doesn't get a chance to attend all learners.

R : Where does the problem of understanding lies?

Luvo : Ja, you will find that teachers do struggle.

R : How?

Luvo : Like I indicated before, due to resources large number of learners when C005 was introduced to us we only went there for four days. Mind you this was to change the entire system. You can't change the system within four days. Then you expect it to function properly. It was as if knowledge was pump at us no practicals of it, as a result it makes us very difficult. Teachers are confused others don't want to hear it been mentioned. Even the facilitators when you question them further there were not clear about the critical outcomes.

R : What do you mean by clear?

Luvo : It seems, those people is as if that, in my opinion there were given material and present this to teachers.

R : Were there people from other countries to witness the workshop?

Luvo : No, it was people from the department of education.

R : What are the characteristics of C005 and its implementation.

Luvo : Oh! I should think eh; one does not know what do you mean by characteristics.

R : Why is it different from traditional approach?

Luvo : Ok, you know what with regard to characteristic; no syllabus, learners work at their own pace. I remember facing my facilitator after six month. I went to him and tell him I becoming frustrated. I am moving at snail pace. I worried , kids are not suppose to write test marks are accumulated through out the year.

R : Do you think the idea of syllabus is still good?

Luvo : Ja.

R : Why?

Luvo : I mean personally, why do I say that I went to my facilitator after six months. I told him that I was going to continue with my old method because I was being frustrated. I have more than eight years teaching mathematics if I have to use this method really I become frustrated because, if within six months I manage to teach only two chapters. There is a lot of work left out, with the traditional way I know within six months I will teach may be five chapters, by the end of the year I shall have covered the three quarter of the work.

R : What do you mean by three quarter of the work?

Luvo : Maybe, I shall have completed nine chapters out of fifteen.

R : What do you think of learners, having to construct their learning?

Luvo : Is good.

R : How?

Luvo : Like I said the emphasis with OBE its on the practical activities. Kinds should come with their ideas. Teaching starts from there I have got no problem about that. The only problem the work is not structured if you feel like teaching this. I mean there is no clear direction. Like in the past with regard to the syllabus, if you are at a particular school and i Im in this school. I know for six months we shall have taken almost the same thing with this curricular any thing depend on you as an individual.

R : How do you feel about evaluation?

Luvo : Is good.

R : How?

Luvo : There is one thing that is good about it, because you accumulate learners effort throughout the year unlike in the past the examination was the determining factor.

R : How do you evaluate your learners?

Luvo : Evaluation is based, if you can look close like we educators who have been there, its only terminology that has been used, for example, when you evaluate leaners we use so many things we've got also traditional test, you have project which children they have to do. We have this practical work whereby learners

they have to do what they see in reality in existence.

R : How do you deal with the question of marks?

Luvo : Ja, actually we don't give children marks according to OBE you know, what happens with the children, when you give them marks its as if you are practising racism, sometimes kids will feel inferior to others.

R : What do you mean by inferior?

Luvo : Like average, excellent and so on.

R : Do you understand the purpose of C005 and its implementation?

Luvo : The purpose is to empower learners the terminology is difficult to understand even the 66 critical outcomes is difficult even for learners, they have to be achieved in the specific period.

R : What do you mean by empowering learners?

Luvo : To be independent thinkers.

R : How do you feel about C005 and its implementation?

Luvo : I feel good and bad.

R : Why?

Luvo : Some are good and others are bad to my opinion, like the terminology is difficult for learners and teachers, and some publishers they publish books in order to make money, we need to sit down, educators are not consulted.

R : Do you think the experiences of educators are very important?

Luvo : Yes.

R : Why?

Luvo : They are the people close to the learners in this case are not consulted, by those professors, etc, parents must be involved. You can look down to people who are working on production.

And this C005 has to take hundred years to make sense to us, five years is too little.

R : What are your comments?

Luvo : OBE is not bad, but the way it was implemented – so far we have one child who

has invented a fan, a ventilator.

R : How?

Luvo : Has taken a part of cassette, a part of charger connected them and invented a car using a box when you press it backward it will go forward vice a vice.

R : Mhh, that's excellent. How do you adapt to C005 and its implementation?

Luvo : By reading cirenloog interacting with other schools holding meetings.

R : Do you really have support?

Luvo : I can say, the support is not perfect.

R : What do you mean by perfect?

Luvo : I can say teachers are reluctant, and they go for early retirement.

R : What are suggestion?

Luvo : Training of teachers, like I was trained three years. After training I will gather confidence, I won't be frustrated – consider enough learners.

R : What do you mean by enough?

Luvo : Correct numbers like is in class. Resources, we need books, again our parents need to be informed, we don't even have laboratories, computers.

R : Why do you say parents are not informed?

Luvo : We just informed them about OBE our parents are not informed.

R : Did you have workshop with parents?

Luvo : No.

R : Is there lack of understanding within parents?

Luvo : Yes, you can go out and find out. They only know that OBE is the new system of education.

R : Do you think there is lack of knowledge concerning the C005 and its implementation?

Luvo : Yes, it is good to see a person like you coming to us, my school to find the information about a particular school.