

The implementation of professional development in the Foundation Phase in  
the North West Province with reference to Curriculum and  
Assessment Policy Statement

by

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## SUMMARY

The purpose of this study was to investigate the impact of the training given to Foundation Phase (FP) teachers in the implementation of Curriculum and Assessment Policy Statement (CAPS), with the intention to develop an alternative professional development (PD) approach for this Phase.

Literature indicates that the academic success of learners can be significantly affected by Foundation Phase teachers' access and participation in quality PD activities. It also indicates that PD is much more than training. It includes on-going workshops, follow-up, study, reflections, observations and assessment which accommodates FP teachers as learners, recognises the long-term nature of learning, and utilises methods that are likely to lead teachers to improve their practice as professionals.

In this study, mixed methods research approach was employed to collect empirical data. It includes questionnaires responded to by 84 FP teachers, three sets of interview questions, that is, one for 9 primary school principals, one for 3 subject advisors, and the last one for the Focus group made up of 10 FP teachers who were not included in questionnaires. Observation at training centre was also conducted.

The study revealed that the responses from the five sets of data collection instruments seemed to agree on the following:

- FP teachers were not involved in the design of their PD activities;
- An appropriate time for FP teachers to engage in PD activities is during school holidays;
- The length of the training was too short;
- Training was not based on the teachers identified needs; and
- It was not designed by teachers in cooperation with experts in the field.

This study therefore recommends the use of mixed-models approach because the Cascade model that was used, is not addressing the needs of all FP teachers.

Key terms: Professional development, Staff development, Teacher education, Foundation Phase teachers, Approach, Curriculum and Assessment Policy Statement, Policy implementation, Constructivist learning intervention, Self-regulatory learning intervention, North West Province.

I declare that "The implementation of professional development in the Foundation Phase in the North West Province with reference to Curriculum and Assessment Policy Statement" is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.



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17/04/2014

SIGNATURE

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## LIST OF ACRONYMS AND ABBREVIATIONS

The following are acronyms and abbreviations used in the study:

ACE	-	Advance Certificate in Education
APO	-	Area Project Office
B Ed.	-	Bachelor of Education
CAPS	-	Curriculum and Assessment Policy Statement
C2005	-	Curriculum 2005
COMETDS	-	Cooperative Model for Educator Training, Development and Support
CPD	-	Continuing Professional Development
CPTD	-	Continuing Professional Teacher Development
DoE	-	Department of Education
ELRC	-	Education Labour Relations Council
FP	-	Foundation Phase
HEI	-	Higher Education Institution
INSET	-	In-service Training
IPET	-	Initial Professional Education of Teachers
ITEA	-	Initial Teacher Education
NCS	-	National Curriculum Statement
NGO	-	Non-Governmental Organisation
NPDE	-	National Professional Diploma in Education
NWP	-	North West Province
OBE	-	Outcomes-Based Education
PD	-	Professional Development
PDE	-	Provincial Department of Education
RNCS	-	Revised National Curriculum Statement



- SACE - South African Council for Educators
- SAQA - South African Qualifications Authority
- SBA - School-Based Assessment

## **CHAPTER ONE: ORIENTATION**

### **1.1 INTRODUCTION AND BACKGROUND TO THE STUDY**

The South African curriculum went through many changes after 1994. There was Outcomes-based education (OBE), Curriculum 2005 (C2005), the Revised National Curriculum Statements (RNCS), and then National Curriculum Statements (NCS). In January 2012 Curriculum and Assessment Policy Statements (CAPS) was introduced to replace NCS. CAPS is a single, comprehensive, and concise policy document, which replaces the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12 (Department of Basic Education, 2012:1). Throughout these curricula changes, the Department of Education offered the same training to policy implementers, teachers of all phases in all school categories, even if the type of training they used led to unsuccessful implementation of the first four curriculum changes. The researcher's concern is the impact of the training given to Foundation Phase (FP) teachers to implement CAPS.

Foundation Phase is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe (Department of Education Schools, 2013:2). It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. This shows that FP teachers are challenged to exert their professional judgement, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation. They are the essential drivers of good quality education, but if they are not given adequate opportunities to learn, they may have little chance of meeting the ever-increasing demands placed upon them. For this reason, policy implementation training for FP must be considered to be a critical component of school improvement.

Department of Education (2003:foreword) indicates that teachers should enhance their capacity to develop their own Learning Programmes (subjects) taking cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience. This can only take place when FP teachers themselves take charge of their self-development by identifying the areas in which they need to grow professionally and make use of all opportunities made available

for them (Department of Education, 2007:3). They need on-going workshops, follow-up, study, reflections, observations and assessment that comprise professional development (PD) which accommodates them as learners, recognises the long-term nature of learning, and utilises methods that are likely to lead teachers to improve their practice as professionals (Gaible & Burns, 2012:15). Therefore, implementation of CAPS needs to be guided by an effective training that will take into cognisance the needs of teachers in the FP.

Recruiting and retaining competent employees is crucial to the success of every organisation, whether the organisation is just starting or has been in business for a number of years (Okumbe, 2001:2). The same applies within a school as an organisation. Once the school gets competent teachers, it needs to help them adapt to the organisation, ensure that their job skills and knowledge are kept current, develop appropriate career development activities, and provide an efficient and effective reward system (Rebore, 2001:357). As a result, FP teachers need professional development (PD) programmes which will provide comprehensive training and support over a multi-year period. They have to attend workshops, conduct peer and self-evaluation and work individually with professional mentors in their field.

Within the context of this chapter, the research problem is provided to facilitate an understanding of the problem under investigation. A brief discussion of the following topics is given, which are fully discussed in the following chapters: literature study (Chapter 2), theoretical framework (Chapter 3), and the research design and methodology (Chapter 4).

## **1.2 THE RESEARCH PROBLEM**

The researcher is concerned about the effectiveness/impact of the training given to FP teachers to implement CAPS in Ngaka Modiri-Molema region of the North West Province, using cascade model. The cascade model of PD involves the delivery of training through layers of trainers until it reaches the final target group (teachers) and the envisaged change in teachers is the ability to implement the new curriculum in schools. The National Department of Education has, by and large, relied on this model for its in-service training and for its teacher development. According to the Department of Education (2002:3), teachers need to develop foundational, practical and reflexive competencies, which together make up the applied competence that is required for teaching. In terms of the outcomes-based approach to education, a teacher is expected to act as a specialist in teaching and learning;

an interpreter and designer of learning programmes and materials; a leader, administrator and manager; a professional who plays a community, citizenship and pastoral role; a scholar, researcher and lifelong learner; a learning area and phase specialist; and an assessor (Learning for Sustainability Project, 2000:11; Department of Education, 2006:5; Department of Education, 2007:3; Department of Higher Education and Training, 2011:49).

The above are the key roles which are keys to teachers' professional performance and development. Since the training given to teachers to enable them to implement new curricula is usually top-down, the researcher is questioning its effectiveness in equipping FP teachers with skills and knowledge to perform these responsibilities effectively. The concern is supported by the Department of Education (2003: foreword) that during the apartheid education system, many of the teachers were not participants in the exciting process of curriculum design.

### **1.3 RESEARCH QUESTIONS**

The main research question is whether the training given to FP teachers to implement CAPS in Ngaka Modiri-Molema region of the North West Province, is effective enough to address their professional needs, considering the type and level of the learners they teach.

This study is guided by the following sub-questions:

- How is CAPS implemented in the Foundation Phase?
- How important is the support and professional development to teachers to deliver quality teaching?
- Which types and models can be used for professional support and development?
- Does the current CAPS professional development in-line with the principles of effective professional development practices?
- Is the learning during professional development framed according to the underlying constructivist principles driving the CAPS?
- What are the views of the Foundation Phase teachers, school principals and subject advisors in the North West Province in terms of the current professional development provided to Foundation Phase teachers to implement CAPS?
- Is there a constructivist embedded framework for CAPS professional development programmes to support Foundation Phase teachers?

## **1.4 AIM AND OBJECTIVES OF THE STUDY**

### **1.4.1 Aim**

The main aim of this study is to investigate the effectiveness/impact of the training given to FP teachers in the implementation of CAPS, using the cascade model of training, with the intention of developing an alternative approach to teacher professional development in Ngaka Modiri-Molema region of the North West Province.

### **1.4.2 Objectives**

The following are the objectives that helped in the achievement of the aim of the study:

- To provide an exposition of the CAPS to be implemented in the Foundation Phase.
- To view the importance of support and professional development to teachers to deliver quality teaching.
- To explore a variety of types and models for professional support and development;
- To analyse current CAPS professional development in terms of the principles of effective professional development practices.
- To frame the learning during professional development according to the underlying constructivist principles driving the CAPS.
- To explore the views of the Foundation Phase teachers, school principals and subject advisors in the North West Province in terms of the current professional development provided to Foundation Phase teachers to implement CAPS.
- To develop a constructivist embedded framework for CAPS professional development programmes to support Foundation Phase teachers, by drawing on professional theory and the inputs of the participants.

## **1.5 MOTIVATION FOR THE STUDY**

This study was worth undertaking because:

- CAPS was implemented in January 2012 at FP and so far, there is limited research in this area.
- The South African National Department of Education is using Cascade model of PD to train all teachers to implement policies and programmes, irrespective of the school level and the type of learners they teach and this has proved ineffective so this study proposes an alternative approach for teacher professional development for the implementation of new curriculum. The researcher wanted to analyse the impact of

this type of training to the FP teachers, whether this Cascade model addresses the professional needs of all FP teachers.

## **1.6 DELIMITATION AND LIMITATION OF THE STUDY**

In this study, the research was carried out in Ngaka Modiri-Molema region of the North West Province of South Africa. This study focuses on the effectiveness/impact of professional development training given to the FP teachers to implement CAPS, with the intention of developing an alternative approach of PD for the teachers in this Phase. Therefore, the generalisation of this study is limited to the North West Province.

## **1.7 RESEARCH CONTRIBUTION**

This study will contribute to the following:

### **- Research**

The study will inform the researchers about the nature of and the need for proper implementation of PD programmes for FP teachers in the North West Province, thus contributing to the body of knowledge.

### **- Policy**

The outcome of this study will contribute to the formulation of relevant school and provincial policies on the implementation of PD programmes that will cater for all teachers in the FP of the General Education and Training (GET) Band.

### **- Practice**

The development of an alternative PD approach for FP teachers might be helpful if the Education system wishes to embark on integrated PD programmes for teachers.

## **1.8 CLARIFICATION OF TERMS AND CONCEPTS USED IN THIS STUDY**

The purpose of this section is to give clarification of terms and concepts used in this study.

### **1.8.1 Professional development**

To define professional development is not easy, being highly dependent on the prevalent cultural and socio-economic climate. PD is much more than training. It includes on-going workshops, follow-up, study, reflections, observations and assessment that comprise PD which accommodates teachers as learners, recognises the long-term nature of learning, and utilises methods that are likely to lead teachers to improve their practice as professionals (Gaible & Burns, 2012:15).

According to Fullan (1991:326) PD refers to the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement. Salmon (1997:7) on the other hand sees PD as a means of improving the quality of teaching and learning. This can be achieved by recognising the status of the teacher as a professional and ensuring opportunity for that teacher to update and extend his/her knowledge and skills. Professional development should provide opportunities for reflection and learning from experiences as well as training and development for new roles and responsibilities to ensure the effectiveness of the individual teacher in contributing to the development of the whole school.

Desimone, Porter, Garet, Yoon and Birman (2002:81) and North Central Regional Educational Laboratory (NCREL) (2013:1) expand the definition to include the activities to enhance professional career growth. Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring.

Effective PD is the one rated positively by participants in terms of satisfaction with the experience. The test of effective PD is whether teachers come to know more about their subjects, their learners, and their practice, and make informed use of what they know. Effective PD should address the flaws of traditional approaches, which are often criticised for being fragmented, unproductive, inefficient, unrelated to practice, and lacking in intensity and follow-up (Elmore, 2002:26).

This study considers PD as a broad term that covers all forms of teachers' professional learning, whether formal or informal, within the school or out of school, self-directed or

externally prescribed. It is a process of learning and keeping up-to-date in one's area of expertise. It refers to activities and classes which teachers attend in order to learn new methods and subjects.

### **1.8.2 Teacher education**

Union University (2006:1) sees teacher education as preparing highly effective teachers to demonstrate knowledge in their respective fields, sensitivity to students' diverse learning needs, reflection in scholarship and inquiry, motivation of their learners becoming lifelong learners, and a careful examination of their worldview and integration of the fruit of the spirit. Wikipedia, Free Encyclopedia (2012:1) explains teacher education as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Although ideally it should be conceived of, and organised as a seamless continuum, teacher education is often divided into these stages:

- initial teacher training/education, which is a pre-service course before entering the classroom as a fully responsible teacher;
- induction, that is the process of providing training and support during the first few years of teaching or the first year in a particular school; and
- teacher development or continuing professional development (CPD), which is an in-service process for practicing teachers.

Teacher education is a form of professional education that has as its defining purpose to improve the professional practices of teachers (Report on the Ministerial Committee on Teacher Education, 2005:7). It is divided into Initial Professional Education of Teachers (IPET), a term changed to Initial Teacher Education (ITE) in 2011, as well as Continuing Teacher Development (CTD) which changed to Continuing Professional Development (CPD). The difference between the two sub-systems is that IPET prepare a person to reach the threshold of competent participation in the teaching profession. It involves the initial development of the basic competences and commitments characteristic of this profession, while CPTD enable teachers continually to revitalise and improve their professional practices (Report on the Ministerial Committee on Teacher Education, 2005:7). Grade R teaching qualifications are treated separately from teaching qualifications for ITE and CPD, as it has a specialised purpose and its focus is on one specific grade in the FP (Department of Higher



Education and Training, 2011:10). The progression path from Grade R teaching is into FP teaching, for which the minimum qualification is a B Ed in FP teaching.

According to this study, teacher education refers to programmes whereby prospective teachers receive training to become educators and facilitators in both formal and informal education sectors. These programmes can be either in the form of pre-service or in-service training.

### **1.8.3 In-service training (INSET)**

According to Oldroyd and Hall (1991) INSET is the education intended to support and assist the PD that teachers ought to experience throughout their working lives. Its starting point thus should be marked by the occasion when the newly qualified entrant to the teaching profession takes up his/her first appointment in school. Its finishing point coincides with retirement. PD on the other hand is for individuals or groups whose needs are identified by them or the school. A professional will have undergone a lengthy period of time in professional training in a body of abstract knowledge, and will have experience in the relevant field, in this case teaching.

Dean (1991:23) argues that INSET originally meant education and training of serving teachers, but that today is merely defined as in-service training. It is part of the process of change involving a series of activities, that is, programmes intended to change the style of instruction in the school. This simply means that INSET is an attempt to see to it that, as far as possible, the FP teachers change their styles to be able to cope with what is happening in order to manage change rather than be managed by it.

Bolam (2000:267) emphasises that INSET embraces all those education, training and job-embedded support activities engaged in by teachers following their initial certification, and head teachers. Such activities are aimed primarily at adding to the FP teachers' professional knowledge, improving their professional skills and helping them to clarify their various professional values so that they can educate their students more effectively.

In terms of this study INSET refers to planned activities practised both within and outside schools primarily to develop the professional knowledge, skills, attitude and performance of professional staff in schools in order to influence student performance. The focus is on activities that will enhance the performance of students.

#### **1.8.4 Staff development**

According to Bell and Day (1990:3) staff development can be regarded as a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes and activities of staff which are designed for the harmonious satisfaction of needs.

Professional staff development comes in many forms. It can take place in the workplace or in some other environment, it can be required or voluntary, it can be offered by an organisation or sought independently by an individual. Two-hour lectures, three-day conferences and year-long courses can all be considered staff development (Sparks & Loucks-Horsley, 2013:2).

In the context of this study, staff development is a systematic attempt to harmonise individuals' interests and wishes, and other carefully assessed requirements for furthering their careers with the future requirements of the organisation within which they are expected to work.

#### **1.8.5 Foundation Phase**

The Foundation Phase is the first phase of the General Education and Training Band, which is made up of Grades R, 1, 2 and 3 (Department of Education 2003;19). It focuses on primary skills, knowledge and values and in so doing lays the foundation for further learning. According to Basic Education (2011c:4), a Grade R learner is expected to do the three subjects, which is, one official language at Home Language level, Mathematics and Life Skills. Life Skills comprises Beginning Knowledge, Creative Arts, Physical Education and Personal, and Social Wellbeing (Basic Education, 2011d:1).

#### **1.8.6 Professional teacher**

According to Oosthuizen, Rossouw and de Wet (2004:25) a professional teacher is a person who is committed to the service of teaching, who is sanctioned by the community, having specialised knowledge and research continuously and who honour ethical code. A professional teacher is a person with the education competences and abiding commitments needed to engage successfully in the professional practices of teaching (Report on the

Ministerial Committee on Teacher Education, 2005:6). He/she is characterised more by a commitment to the ideals of the profession, and flexible competences to pursue those ideals in a variety of circumstances, than by mere obedience to the legitimate requirements of an employer.

In the context of this study, professional teacher is the one who is able to examine his/her beliefs about teaching and learning, through the process of self-reflection, critical thinking and goal setting.

### **1.8.7 An approach**

An approach means to make a proposal or overtures to with a specific end in view. It is defined as coming close to, as in appearance or quality. It is a preliminary action intended to elicit a favourable response (Rogert's II, 1995:46). An approach also refers to the method used in dealing with or accomplishing. In this study, an approach is way of dealing with something in a certain way, that is, to start dealing with professional development of Foundation Phase teachers in a certain way.

## **1.9. PRELIMINARY LITERATURE REVIEW**

According to Olive (2013:1) even the best policies can encounter implementation challenges. Olive adds that policies should be viewed as “living documents, which need leadership, resources, monitoring, and other inputs to thrive and achieve their goals”. In this section, a brief literature review concerning how CAPS was implemented at FP, the role of PD for the FP teachers, and the type of PD training offered to FP teachers to implement in CAPS were reviewed.

### **1.9.1 CAPS and its implementation at Foundation Phase**

A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which replaces the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12 (Department of Basic Education, 2012:1). Its focus is on the content per term and the required assessment tasks for each term. The advantage of the CAPS is that every subject in each grade will have a single, comprehensive and concise document.

Regarding CAPS training, SAPA (2011:1) indicates that about 336 subject advisors in 9 provinces attended the toolkit training, which covered 30 hours of training sessions over 5 consecutive days. Professional Development Educators (PDEs) were expected to use the training toolkit to train teachers in the introduction of CAPS in the Foundation Phase (FP). This shows that only one approach to PD, which is top-down was used, and this approach does not address the needs of all FP teachers.

In this Phase, a learner in Grade R do the three subjects, while the one in Grades 1-3 do four subjects. The progress of a learner in Grade R is determined by Adequate Achievement (Level 4) in one official language at Home Language level; and Moderate Achievement (Level 3) in Mathematics. For a learner to be permitted to progress from Grade 1 to 3 in the FP, he/she must have obtained Adequate Achievement (Level 4) in one official language at Home Language level; or Moderate Achievement (Level 3) in the second required official language at First Additional Language level; and Moderate Achievement (Level 3) in Mathematics. For a learner who does not meet the requirements for promotion, he/she can be progressed to the next grade in order to prevent the learner being retained in the FP for longer than four years, excluding Grade R (Basic Education, 2011d:3).

In terms of assessment in FP, the School-Based Assessment (SBA) was devised. SBA is a compulsory component for progression and promotion in all the different school phases. The weighting of SBA is 100% with no end-of-year examination, and progression (Grades 1-3) of learners to the next grade is based on recorded evidence in formal assessment tasks. Seven levels of competence have been described for subjects listed in the National Curriculum Statement Grades R-12. The purpose of these descriptions is to assist teachers to grade learners and grade them at the correct level.

The instructional time per week for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3. Ten (10) hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades R-2 (Basic Education, 2011d:7). This document also explains that, in Grade 3 a maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of three (3) hours and a maximum of four (4) hours for the language at First Additional Language level. The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation.

### **1.9.2 The value of professional development for the Foundation Phase teachers**

To define professional development is not easy, being highly dependent on the prevalent cultural and socio-economic climate. PD is much more than training. It includes on-going workshops, follow-up, study, reflections, observations and assessment that comprise PD which accommodates teachers as learners, recognises the long-term nature of learning, and utilises methods that are likely to lead teachers to improve their practice as professionals (Gaible & Burns, 2012:15).

At Foundation Phase PD can take many forms, such as when teachers plan activities together, when a mentor observes a mentee teaching and provides feedback, and when a team of teachers observes a video lesson and reflects on and discusses the lesson.

Effective PD is the one rated positively by participants in terms of satisfaction with the experience. The test of effective PD is whether teachers come to know more about their subjects, their learners, and their practice, and make informed use of what they know. Effective PD should address the flaws of traditional approaches, which are often criticised for being fragmented, unproductive, inefficient, unrelated to practice, and lacking in intensity and follow-up (Elmore, 2002:26).

Foundation Phase teachers, like most adults, can learn by participating in activities, that is, hands-on learning, by collaborating with other professionals and by reflecting on their work. The “one-shot workshop” has long been the primary modality of delivering PD in most school systems, which is also the case of FP teachers in the Ngaka Modiri-Molema of the North West Province. Birman et al. (2000:30) and Rhoton & Stiles (2002:2) argue that this is one of the least effective methods of training adults. Teachers in the FP need to be provided with opportunities to learn how to question, analyse and modify instruction to teach challenging content to today’s learners.

### **1.9.3 An analysis of current CAPS professional development in Foundation Phase**

The cascade model of PD involves the delivery of training through layers of trainers until it reaches the final target group. It is a training programme in which large numbers of teachers from different schools are involved and trained during PD (Engelbrecht, Ankiewicz and de Swardt, 2007:585). The South African National Department of Education has, by and large, relied on this model to provide PD to teachers to enable them to implement the new national curriculum. The top of the structure is the National Department itself which trains personnel from the Provinces, who in turn train personnel from regions. The latter are charged with the

responsibility of training personnel from circuits and teachers, who are then expected to train colleagues at school level for the implementation of new curriculum. The cascade model is fully discussed in Chapter 2 of this study.

#### **1.9.4 Experiences of PD and curriculum implementation from other countries**

As argued by the researchers from other countries, Foundation Phase teachers, like most adults, can learn by participating in activities, that is, hands-on learning, by collaborating with other professionals and by reflecting on their work. Darling-Hammond, McLaughlin and Milbrey (1995:600) argue that in order to understand deeply, teachers must learn about seeing and experience successful learning-centred and learner-centred teaching practices. The “one-shot workshop” has long been the primary modality of delivering PD in most school systems, which is also the case for Foundation Phase teachers in Ngaka Modiri-Molema region of the North West Province. Birman et al. (2000:30) and Rhoton & Stiles (2002:2) argue that this is one of the least effective methods of training adults. Teachers in the FP need to be provided with opportunities to learn how to question, analyse and modify instruction to teach challenging content to today’s learners. More discussion is in Chapter 2 of this study.

### **1.10 THEORETICAL FRAMEWORK**

This study is informed by, constructivist theory founded by Piaget (1985) and Vygotsky (1978). This theory describes learning as a change in meaning constructed from experience (Newby, Stepich, Lehman & Russell, 2000:34). This means that when FP teachers can be guided by the subject advisors in policy implementation trainings, they will be able to construct their knowledge actively rather than just mechanically ingesting knowledge from them or the textbook. This theory was chosen because it views learning as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. This means that FP teachers should not be regarded as empty vessels that need to be filled with information. The researcher aligns herself with this theory that learning should not be regarded as the passive transmission of information from one individual to another. FP teachers must be actively involved in policy design and implementation because they know and understand their own needs.

### **1.11 COVERING LETTER**

The purpose of a covering letter is to indicate the aim of the research, to convey to the respondents its importance, to assure them of confidentiality and to encourage their replies (Cohen, Manion & Morrison, 2007:259. In this study, the covering letter was developed (see Appendix F).

### **1.12 PILOT STUDY**

According to Thomas (2009:132) pilot study means conducting a much smaller study to prepare for a larger one. It is done to refine or modify research methods or to test out a research technique. Gray (2009:359) asserts that piloting is necessary to ensure that questions are accurate, unambiguous and simple to complete. Cohen et al. (2007:260) emphasise that a pilot study increases the reliability, validity and practicability of the questionnaire.

In this study, the questionnaire as a research instrument was tried out on a group similar to the one that provided information for the study. A feasibility study was conducted in Ngaka Modiri-Molema region with 10 FP teachers who did not respond to the main questionnaire. The purpose is to check if there will be changes coming as result of this pilot study. Piloting this instrument reduced the incidence of non-response to the questionnaire because confusing or unreliable questions were rejected at this stage. Result from piloting was used to simplify a term, “geographical location” to “area where your school is found”. The corrections were effected before administering the final instrument. As a result, out of eighty-four questionnaires distributed only seventy-seven were returned and usable.

### **1.13 TRUSTWORTHINESS OF THE STUDY**

Gray (2009:155) is of the opinion that in order for defensible statistical inferences to be made on the basis of the data, any research tool used must be internally valid and reliable. He emphasises that to achieve external validity such instruments must be designed in such a way that generalisation can be made from the analysis of the sample data to the population as a whole.

Therefore, this study is trustworthy because the researcher conducted it using information collected from relevant sources and from the reliable respondents such as FP teachers as implementers of CAPS, primary schools principals who must ensure that FP teachers

successfully implement CAPS in their schools and subject advisors who are the trainers of FP teachers in the implementation of CAPS. The instrument used to collect data displayed certain features. The following are some of the most important ones reflected in the researcher's instrument:

### **1.13.1 Reliability**

Reliability is an indication of consistency between two measures of the same thing (Gray, 2009:158). According to Thomas (2009:105) reliability refers to the extent to which a research instrument will give the same result on different occasions. This means that for a research tool to be reliable, it should give the same results when something was measured yesterday and today. It is the degree of consistency or stability of data collected by the same or a similar instrument on occasions when it should theoretically produce the same results (Cohen et al., 2007:117). Since reliability is never perfect, it is measured as a correlation coefficient. In this study, some measure of reliability was achieved by pre-testing the instruments.

### **1.13.2 Validity**

According to McMillan and Schumacher (2001:167) validity is the degree to which scientific explanations of phenomena match the realities of the world. To ensure validity, a research instrument must measure what it was intended to measure (Gray, 2009:155). It is a situation-specific concept, meaning that validity is dependent on purpose, population, and situational factors in which measurement takes place. Therefore, valid instruments evaluate what they are meant to evaluate (Thomas, 2009:107). In this study, content validity was adopted. Content validity refers to the extent to which the theoretical framework is reflected in the individual items in the questionnaire, or test items. In other words: Does the instrument reflect the theory concerning the investigation? (Strauss & Myburgh, undated; Cohen et al., 2007:109; Thomas, 2009:107). The questionnaire and the interview questions reflect the theory in chapters 2 and 3.

### **1.13.3 Ethical acceptability**

Behaving in an ethical manner increases the chances of maintaining positive relationships between the researcher and participants for the duration of the study (Burton et al.,



2008:50). Data-collecting instruments should display ethical acceptability. Therefore, the researcher issued consent forms (see Appendix G) and covering letters (see Appendix F) designed to check if the participants understand the purpose of the study, that they are aware of their rights as participants and confirm their willingness to take part. According to Strauss & Myburgh (undated); Cohen et al. (2007:245) and Burton et al. (2008:50) in doing this the following need to be considered:

- Voluntary participation and freedom to withdraw. In this study, the respondents were allowed to withdraw if they felt uneasy about their participation;
- The respondent should know the purpose of the research and how the information will be used. In this study, the researcher issued consent form explaining to the respondents the purpose of the study and how they would benefit by participating, and the respondent signed indicating her/his understanding;
- Before the research is conducted, the respondent should be familiar with the nature of the instrument. Therefore, the researcher issued a covering letter and a consent form before they could respond;
- Participation in the research should not have a detrimental effect for the respondent. In this study, the researcher did this by the non-disclosure of the respondents' names;
- The researcher should not expect the respondent to act contrary to his/her principles. In this case, the study was explained to the respondents and they were made aware of their rights;
- The respondent should benefit maximally from participating in the research; and
- The researcher was also fair towards his/her sponsors and donors (Strauss & Myburgh, undated). The respondents were told how they would benefit and that sponsors would be given the report at the end of the study.

In the case of this study, when the researcher visited schools, the first thing she did was to explain the purpose of her visit, that she was collecting information for her doctoral studies. In addition to the consent form and covering letter, the researcher also gave out a copy of permission letter obtained from the Provincial Department of Education (see Appendix H) and the one she wrote (see Appendix I), as evidence.

## **1.14 TRIANGULATION**

According to Flick (2011:186) triangulation refer to combining different sorts of data against the background of the theoretical perspective which you apply to data. It should produce knowledge on different levels, which means it goes beyond the knowledge made possible by one approach and thus contributes to promoting quality in research. Thomas (2009:111) regards it as seeing from different angles. In this study, triangulation refers to the combination of methodologies in the study of the same phenomena. The following are the various forms of triangulation the researcher used in this study, data triangulation, theory triangulation and triangulation of methods which are fully discussed in Chapter 4 of this study.

## **1.15 PLANNING OF THE STUDY**

This study consists of eight chapters. Chapter 1 is an orientation of the study, chapter 2 presents a literature review on CAPS and its implementation at FP, the role of PD in policy and programme implementation, and critical analysis of the Cascade model used to train FP teachers in CAPS implementation. Chapter 3 presents constructivist theory as a theory underpinning this study. Chapter 4 deals with research design and methodology. Chapter 5 deals with data analysis and presentation of results. Chapter 6 deals with data interpretation. Chapter 7 deals with an alternative approach for FP teachers' PD, and Chapter 8 presents major research findings, conclusions and recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The effectiveness of an organisation is not reflected in its ability to formulate policy but also in its ability to execute such policies effectively. This statement is supported by The Economist (2010:3) adding that “writing policy is the easiest thing to do, the hardest thing is to get governance and structure right from day one”. The researcher aligns herself with The Economist, that implementation of new policy must be considered critical because failed execution can lead to a lack of success. This led the researcher to investigating the impact of the training given to the Foundation Phase (FP) teachers to implement Curriculum and Assessment Policy Statements (CAPS), taking into consideration the type and level of the learners they teach.

In this chapter, the researcher gives a detailed description of CAPS in FP, value of the support given to FP teachers, value of PD, types and models of PD, and principles of effective teacher PD. Finally, the researcher gives a critical analysis of current CAPS professional development in FP.

### **2.2 AN OVERVIEW OF CAPS IN FOUNDATION PHASE**

This section gives an explanation of how CAPS was implemented at FP. It starts by firstly explaining the term “CAPS”, its requirements and promotion of learners for Grades 1-3, and how assessment is conducted.

#### **2.2.1 Explanation of what CAPS is.**

According to Basic Education (2011c:7) the National Curriculum Statement Grades R-12 was declared a National Education Policy and in January 2010 the writing teams were appointed to develop Curriculum and Assessment Policy Statement (CAPS) for all approved subjects in each grade. But the National Curriculum Statement (NCS) was used as a starting point to fill in gaps, reduce repetition and clarify where necessary. Basic Education (2011c:7) states that the curriculum’s outcomes and assessment standards found in NCS were reworked into general aims of the South African curriculum, the specific aims of each subject, clearly delineated topics to be covered per term and the number and type of

assessments required per term with the view to making it more accessible to teachers (Basic Education, 2011c:7). Each subject now has a grade-by-grade and term-by-term delineation of content and skills to be taught and learnt.

Basic Education (2011c:7) stipulates that the National Curriculum Statement Grades R-12, implemented during the period 2012-2014, is the curriculum that underpins the various programmes followed in each Grade from Grade R-12. It comprises:

- National Curriculum and Assessment Policy Statements for all approved subjects listed in this document; and
- The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12.
- National Protocol for Assessment Grades R-12. The Minister of Basic Education will declare the National Curriculum Statement Grades R-12 as national education policy by the end of April 2011 to be incrementally implemented during the period 2012-2014.

The reason for the curriculum change as outlined in Basic Education (2011c:20), is that the quality of outcomes in schools has been of major concern to educators, parents and the general public for a number of years. Government then decided to tackle the issue head-on and make the improvement of the quality of education its number one priority in the short-to-medium term. The Minister of Basic Education, Angie Motshekga, emphasises that the curriculum change processes have been extensive and widely consultative, whereby teachers and many people in the educational community were involved to ensure that the CAPS are up to standard (Basic Education, 2011c:3). This is good because The Wallace Foundation (2012:1) mentions that superintendents, principals, and others in positions of authority in school systems are instrumental in providing the vision, time, and resources to support continual professional learning, a positive school climate, and success for all students. The Minister introduced the following changes from the NCS:

- Discontinuation of the Learner Portfolio Files;
- Requirements for a single teacher file for planning;
- Reduction of the number of projects required by learners; and
- The discontinuation of Common Tasks of Assessment (CTAs) (Basic Education, 2011c:4).

Following is a discussion on programme requirements at FP.

### **2.2.2 The requirements of CAPS at Foundation Phase**

As stipulated in Basic Education (2011c:4), a Grade R learner is expected to do the three subjects, which is, one official language at Home Language level, Mathematics and Life Skills, which comprises Beginning Knowledge, Creative Arts, Physical Education and Personal, and Social Wellbeing (Basic Education, 2011d:1). It emphasises that the teaching of English as a First Additional Language had to be given priority alongside mother tongue and should be taught from Grade 1.

For the Grade 1-3 learners, it was suggested that four subjects must be taken, including one official language at Home Language level; one official language at First Additional Language level, provided it is not the same official language offered at Home Language level; Mathematics; and Life Skills, which comprises Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing (Basic Education, 2011d:1). This is supported by Career Planet (2013:1) that FP teachers are faced with the task of teaching children the foundations of reading, writing and literacy. They are also responsible for helping children to develop their thinking skills. By looking at CAPS, it seems packed and its requirements seem too demanding and one is wondering if FP teachers are coping.

### **2.2.3 The requirements of promotion for Grades 1-3**

Basic Education (2011d:3) believes that promotion from grade to grade through FP phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work. A learner who is not ready to perform at the next level, should be assessed to determine the level of support required. A learner's progress in Grade R will be determined by Adequate Achievement (Level 4) in one official language at Home Language level; and Moderate Achievement (Level 3) in Mathematics. For a learner to be permitted to progress from Grade 1 to 3, he/she must have obtained Adequate Achievement (Level 4) in one official language at Home Language level; or Moderate Achievement (Level 3) in the second required official language at First Additional Language level; and Moderate Achievement (Level 3) in Mathematics. Basic Education (2011d:3) is of the view that a learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the FP for longer than four years, excluding Grade R.

## 2.2.4 Assessment in Foundation Phase

Assessment in schools should be considered as the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning (Consistent Teacher Judgement, 2012:1). The central purpose of assessment is to provide information on learners' achievement and progress and set the direction for ongoing teaching and learning. Therefore, schools are to undertake assessment to collect information about learners' learning. This can occur through both formal and informal activities. The following discussion gives an explanation on how assessment is done in FP:

### 2.2.4.1 The School-Based Assessment (SBA)

The Department of Education has discontinued the use of the Common Task of Assessment (CTAs) and Provincial Education Departments were expected to devise an assessment component to replace the CTAs. The School-Based Assessment (SBA) was then devised, and considered a compulsory component for progression and promotion in all the different school phases. In FP, the weighting of SBA is 100% with no end-of-year examination, as shown in Table 2.1.

**Table 2.1 The weighting of School-Based Assessment in Foundation Phase**

Phase	SBA component %	End-of-year examination %
Foundation Phase	100	0

Source: Basic Education (2011:5)

### 2.2.4.2 The importance of assessment

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners (Basic Education, 2011d:5 & Consistent Teacher Judgement, 2012:1). These documents emphasise that classroom assessment has to provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of

achievement is collected using various forms of assessment. The evidence of learner performance must be recorded and reported.

Katchy (2012:1) considers classroom assessment as one of the most important classroom tools that teachers have at their disposal each and every day. He believes that if the teacher utilises classroom assessments properly, it can help the teacher and the learners in having a greater understanding on what is being, and what is expected to be learned. The main aim of assessments is to gather information about the learners. The researcher aligns herself with Katchy (2012:1) that some of the information gathered could help in locating strengths and weaknesses of the learners, monitoring learner progress in lessons, and the teacher can use this information to create and adjust lesson plans, among many other things.

The following are the types of assessment that can be used to assess the learners in FP.

#### *2.2.4.3 Types of assessment*

There are many forms of assessments, but regardless of the type, they all fall under one of two main categories (Katchy, 2012:1), that is formal and informal, with many sub-categories. The same applies to FP whereby classroom assessment can be both informal and formal. In both cases, it is important for the teacher to let the learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience. It is advisable at FP to combine these two assessments since it is useful for making valid and useful assessment of learners. The following are types of assessment used in FP:

##### *- Informal assessment*

Informal assessment is the assessment for learning or daily assessment, which monitors and enhances the learners' progress (Basic Education, 2011d:5). This can be done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners. Regarding informal or daily assessment, the teacher may stop during the lesson to observe learners or to discuss with the learners how learning is progressing. It can be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching. Basic Education (2011d:5) argues that informal assessment builds towards formal assessment and FP teachers should not only focus on the formal assessment.

Katchy (2012:1) asserts that in informal assessment, teachers are able to create and utilize tests that they design specifically for their classrooms/learners and/or for a lesson or topic being instructed. The author emphasises that there are no set guidelines, instructions or rules that need to be followed specifically when these tests are created or administered. In FP these assessments can be things that are part of the daily classroom routine.

*- Formal assessment*

A formal assessment, as Education.com (2012:1) explains, is based on the results of standardized tests or other examinations that are administered under regulated or controlled test-taking conditions. It argues that in the process of a formal assessment, data is collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis. Basic Education (2011d:5) considers it as the assessment of learning which provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. It emphasizes that teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This means that FP teachers must explain to the learners which knowledge and skills are being assessed and the required length of responses. It is also argued that feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. According to Basic Education (2011d:5) examples of formal assessments that can be used in FP include projects, oral presentations, demonstrations, performances, tests, examinations, and practical demonstrations.

Katchy (2012:1) asserts that in formal assessment, tests are all given the same procedures for how they are administered, the amount of time allowed for the test to be completed and how a test can be graded/scored and by whom. He argues that these tests must be created with a grade level in mind, not a single learner/class/school but an entire grade level that is reflective across the country.

In addition, the FP teachers are faced with the problem of ensuring the forms of assessment used are appropriate to the age and the developmental level of the learners in the phase. They have to ensure that assessment tasks are carefully designed to cover the content of the subject, and that a variety of skills are assessed.



#### *2.2.4.4 Progression*

Progression is the act or instance of moving from one thing to another or from one unit to another in a sequence to the next. Basic Education (2011d:6) stipulates that progression of learners in Grades 1-8 to the next grade is based on recorded evidence in formal assessment tasks. This means that those tasks that are used for formal assessment are recorded and used to decide whether a learner should progress or be promoted to the next grade. FP teachers are expected to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks, but they may however choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.

Finally, the FP teacher has to submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year, which can be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

#### *2.2.4.5 The composition of formal assessment*

According to Basic Education (2011d:5), School-Based Assessment and Practical Assessment Tasks are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment. This seems effective since they allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, for example, in a test or examination. It is advantageous in the sense that, in School-Based Assessment and Practical Assessment Tasks, a variety of assessment methods can be employed.

#### *2.2.4.6 Compilation of the school-based assessment and practical assessment mark*

Basic Education (2011d:6) endorses that both School-Based Assessment and the Practical Assessment Task components must:

- comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark;
- include a mark awarded for each assessment task and a consolidated mark;
- be guided by assessment components as specified for each subject;
- be available for monitoring and moderation; and
- be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

It also suggests that the FP teacher's file with assessment tasks must be:

- a complete record of assessment in that particular subject;
- be maintained by the teacher for every subject taught in respect of the National Curriculum Statement Grades R-12; and
- be available for monitoring and moderation purposes at every level.

Basic Education (2011d:5) warns that if the teacher fails to maintain a file with assessment tasks, it constitutes an act of misconduct and will be dealt with in terms of paragraph 5(3) of the policy document, or other appropriate measures. In addition, if the candidate fails to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, he/she will not be given a result and he/she must repeat the subject and redo the School-Based Assessment and/or Practical Assessment Task component for that subject.

The document's advice is that in the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

- He/she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body;
- The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself/herself for School-Based Assessment and/or Practical Assessment Task. Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task Assessment requirements the learner registered for that particular subject will receive an incomplete result.

As outlined by Department of Basic Education (2011:4) valid reason in this context includes the following:

- illness, supported by a valid medical certificate, issued by a registered medical practitioner;
- humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
- the learner appearing in a court hearing, which must be supported by written evidence; or
- any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.

It is also argued that, in the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

In addition, where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task in the subject for which he/she is responsible, marks will be adjusted accordingly as stipulated in Chapter 4 of the Curriculum and Assessment Policy Statements. Learners are assessed internally according to the requirements specified in the policy document National Protocol for Assessment Grades R-12 and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in paragraph 6.

The School-Based Assessment (SBA) mark as determined during the school year will be 100% of the total mark.

#### *2.2.4.7 Recording and reporting*

Department of Basic Education (2011:5) stipulates seven levels of competence that have been described for subjects listed in the National Curriculum Statement Grades R-12. The

various achievement levels and their corresponding percentage bands are depicted in Table 2.2.

**Table 2.2: Scale of Achievement for the National Curriculum Statement Grades R-3**

<b>ACHIEVEMENT LEVEL</b>	<b>ACHIEVEMENT DESCRIPTION</b>	<b>MARKS %</b>
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

Source: Department of Basic Education (2011:5)

The purpose of these descriptions is to assist teachers to grade learners and grade them at the correct level. FP teachers are expected to record and report learners' performance in terms of the achievement descriptors listed in Table 2.2.

#### *2.2.4.8 Time allocation*

According to Sankar (2012:1) allocated time (School Calendar) refers to teacher's physical presence time in the school and in the classroom. Table 2.3 depicts the instructional time for subjects in the FP.

**Table 2.3: Time allocation per week**

<b>SUBJECT</b>	<b>GRADE R (HOURS)</b>	<b>GRADES 1-2 (HOURS)</b>	<b>GRADE 3 (HOURS)</b>
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

Source: Department of Basic Education (2011:6)

As indicated in Table 2.3, the instructional time for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3. Ten (10) hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades 1-2 (Basic Education, 2011d:7).

Basic Education (2011d:7) also explains that in Grade 3 a maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of three (3) hours and a maximum of four (4) hours for the language at First Additional Language level. The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation. It argues that there must be time available to support learners who experience barriers to learning within the instructional time.

In summary, it seems FP teachers are encountering very demanding work because they teach from Grade R (reception) through to Grade 3 and they usually teach all of the subjects in the curriculum to the learners. They are also expected to promote the child's social, emotional, intellectual and physical development and they also do a lot of administrative work which includes preparing lessons, examinations, writing reports, marking, as well as sports and cultural activities.

## **2.3 VALUE OF THE SUPPORT GIVEN TO FP TEACHERS IN THE IMPLEMENTATION OF CAPS**

The Department of Basic Education (DBE) has the responsibility of ensuring that the education system at all its levels is properly prepared for the introduction of the CAPS in all grades, starting with the Foundation Phase. According to Basic Education (2011c:7), the approach taken was to prepare educators at all levels of the system to ensure a common understanding.

### **2.3.1 A training toolkit**

One of the supports given to FP teachers in the implementation of CAPS was a training toolkit. It was developed for use in all training on the CAPS and related innovations in the Foundation Phase. The Toolkit focuses on:

- the structure and content of the CAPS in the Foundation Phase;
- the role and use of the Workbooks in Grades R-3; and
- the Annual National Assessment (ANA) as a baseline assessment in Grades 2 and 3 and their implications for classroom practice (Basic Education, 2011c:16).

### **2.3.2 Training**

Another support given to FP teachers in the implementation of CAPS was training. First level training targeting 336 Foundation Phase, Provincial and District Curriculum Specialists as well as Teacher Union Representatives took place from the 21st February to 11th March 2011 (Basic Education, 2011c:16). The 336 participants were clustered into three groups, according to their provinces, to allow for in-depth participation. Each training session was conducted over 5 consecutive days underpinned by the following principles:

- a mix of interactive activity-based and discursive presentations;
- modelling of participatory, collaborative and co-operative learning practices;
- a focus on strengthening participants' content and conceptual knowledge of the Curriculum and Assessment Policy Statements (CAPS) for Grades R-3;
- an emphasis on classroom practice, pedagogy and teaching methodology; and
- Lesson planning and school-based assessment practices in Grades R-3 (Basic Education, 2011c:16).

In all provinces there was a critical core of trained officials to manage provincial level training. These targeted School Management Teams and teachers. More than 25 officials were trained in the smaller Provinces, such as Limpopo, Free State, Mpumalanga, and North Cape. In the larger Provinces, like Gauteng, North West, Kwa-Zulu Natal and Eastern Cape, an average of 50 officials were trained.

According to Basic Education (2011c:16), all provinces developed their training schedules for the FP which started in the April school holidays. All FP teachers should therefore have received some orientation on the CAPS by the beginning of the 2012 academic year. In the North West Province about 4 250 teachers were trained in the April and June holidays at the North West University Campus.

### **2.3.3 Learning and teaching support material (LTSM) processes**

LTSM for primary school are things such as classroom decorations, classroom organizers, activity tools, grammar games and pre-made blank books. Basic Education (2011c:16) explains that LTSM are especially important in developing countries, as many schools lack material resources, such as age- and culture-appropriate reading materials for children. This is often compounded by the available human resources, as some teachers have obtained only limited academic and professional training. In these schools LTSM can play a central role in defining a more structured approach to what subject matter is taught and how it is taught.

In order to address the gap between the national commitment and the reality in so many schools, the DBE introduced a new system of selecting and providing LTSM in 2011. Recommendations in this regard were made by the Ministerial Committee on Learner and Teacher Support Material (LTSM). Basic Education (2011c:16) assert that these were discussed and approved by provincial Ministers of Education, Heads of Department and provincial LTSM officials. Detailed plans were developed in on-going consultation with the national publishing sector.

The new system focuses on two crucial aspects, (Basic Education, 2011c:16) which include, ensuring only high quality material is offered to schools and ensuring that all learners and teachers have the support material they need.

In summary, FP teachers teach from Grade R (reception) through to Grade 3. They usually teach all of the subjects in the curriculum to the learners. As Career Planet (2013) mentions, an important part of being a FP teacher includes promoting the child's social, emotional, intellectual and physical development. They do a lot of administrative work which includes preparing lessons, examinations, writing reports and marking. Sports and cultural activities are important throughout this phase.

## **2.4 VALUE OF PROFESSIONAL DEVELOPMENT**

Learning for Sustainability Project (2000:11) views teachers as a vital part of transformation of the education system. It argues that the true field for transformation is not in policy documents or curricula, but can only occur in the classroom. Therefore, teachers in the FP should not be taken as simply curriculum implementers, but should be also responsible for localised school-based curriculum development, amongst other new roles.

Teachers need a wide variety of on-going opportunities to improve their skills. Teacher professional development (PD), also known as "in-service training" or "teacher education" is the instruction provided to teachers to promote their development in a certain area such as technology, reading instruction and subject mastery. It is the tool by which policymakers' visions for change are disseminated and conveyed to teachers. Though the recipient of PD is the teacher, the ultimate intended beneficiary is the student.

## **2.5 TYPES AND MODELS OF PROFESSIONAL DEVELOPMENT FOR FOUNDATION PHASE TEACHERS**

Professional development comes in many forms. It can take place in the workplace or in some other environment, it can be required or voluntary, it can be offered by an organisation



or sought independently by an individual. Two-hour lectures, three-day conferences and year-long courses can all be considered PD. To be effective and successful, teacher professional development must be of high quality and relevant to teachers' needs. The following are types and models of PD that can be taken into consideration by policymakers when designing PD programmes for FP teachers:

### **2.5.1 School-focused PD of teachers**

School-focused PD of teachers refers to training which takes place on or off the job, and can be provided by outside agencies or by the school itself. It is a synthesis of the school-based and course-based models that emphasises the direction of PD activities towards the immediate and specific needs of a school and teachers (Mutshekwane, 1992:32). It incorporates all the strategies employed by trainers and teachers in partnership to direct training programmes to meet the identified needs of a school and to raise standards of teaching and learning in the classroom (Ashton, Henderson, Merritt & Mortinger, 1983:16).

School-focused PD may cater for individual FP teachers and staff members collectively through the identification of curriculum problems, planning, and implementing solutions for the school. In this model, ideas are collected and reviewed critically by the staff members in order to prioritise them, resulting in cooperative curriculum development (Ho, 1990:70). In the school-focused approach, planning and carrying out of a school PD programme can be a joint responsibility of the principals, Foundation Phase teachers and the Department of Education.

### **2.5.2 Teachers' centres**

According to Neville (1990:370) teachers' centres are exciting brokers for new ideas, and as networks of personnel, and are the resources most needed by teachers. They optimise PD education because their programmes are teacher-initiated and innovative, and teachers perceive them as non-institutional. Teacher training centres can provide continuing education, curriculum change and development, as well as teacher development. Gounden and Mkhize (1991:24) indicate that at teacher centres the courses provided could operate at local, district, regional or national level, while other experts such as universities, colleges of education and distance education may be drawn in to give advice. Teachers perceive training centres as belonging to them, providing for their needs, relevant to the classroom, and geared to the local school situation (Neville, 1990:370).

Neville (1990:370) points out that teacher centres operate with all levels of educational services such as the Department of Education, schools, and teachers unions. In terms of support for Foundation Phase teachers, these centres can provide meeting areas, up-to-date resources and equipment in all media, printing and publication services, and PD.

### **2.5.3 School-based PD of teachers**

School-based PD refers to activities taking place physically or within a school, such as a team consisting of teachers and principals who tackle problems arising in the school (Ashton et al., 1983:16). This approach was advocated as a remedy for the deficiencies of traditional PD courses. Lai (2011:622) mentions that the standard and quality of teacher development activities in this model vary among schools, indicating the difference in the level of resources and support receive from the local education department. As a result, a school has to identify and tackle its own problems in a relevant and professional manner. The principals, teachers, the support staff, and sometimes the community initiate the school-based in-service programmes (Ibe, 1990:29). Such programmes evolve through participatory and cooperative planning among school personnel.

This model was developed to make the process of needs analysis easier in order for training to be closely linked to needs, and barriers to implementation disappear. On the other hand, it can lead to little benefit unless there are good trainers. It is based on the following major premises:

- Teachers should be involved in the identification and articulation of their own training needs;
- Growth experience should be individualised; and
- The single school is the largest and most appropriate unit for educational change (Apeid, 1987).

In terms of the school-based model, the principal has to ensure that an environment exists where the trainer and the trainee comfortably share their concerns. Ho (1990:172) indicates that the success of the school-based programmes depend on the clarification of objectives, the principal's leadership style, teachers' characteristics, the nature of inputs, the implementation process, follow-up and evaluation activities. This model is good in the sense that FP teachers are not taken away from schools and from their regular responsibilities, training is concrete, meaningful and relevant because it is directly applied to the school, and there is immediate and continuous feedback.

#### **2.5.4 Course-based PD of teachers**

The course-based PD of teachers has been the most prevalent model used in both developed and developing countries. It is based on the notion of taking teachers out of their schools and instructing them at in-service centres (Mercer, 1989:3). In more recent times, there has been a realisation that the course-based model could do some things well, but in many areas it has failed. Heterogeneous groups have different needs and different expectations. Therefore, the course-based model cannot always be effective because there might be resistance against the centre manager or course coordinator, and this might be a barrier to learning (Gnamiller, 1989:3).

#### **2.5.5 The top-down approach**

In terms of the top-down approach, in order to respond to change, one has to set managerial strategies for introducing and implementing innovations in a structured organisation. Planning in this approach concentrates first at the top regional managers, then to the APOs, then to principals before tackling the needs of the teachers (Gnamiller, 1989:4).

#### **2.5.6 An approach integrated pre-and-in-service training**

The integrated pre-and-in-service training approach refers to the initial training and in-service education and training (Ashton et al., 1983:19). In this approach, training institution tutors divide students into groups of six or less, they work cooperatively with teachers in their classroom at intervals throughout the greater part of initial training courses. It gives initial training, enhances classroom experience in a supportive context, and enables teachers to participate in a mode of PD, which focuses directly on curriculum issues in their classrooms.

#### **2.5.7 A teacher up-grading system**

Up-grading in this context refers to a situation where a FP teacher receives training to become qualified or trained for a higher level such as the Advanced Certificate in Education ACE. It also includes a situation where unqualified or under-qualified FP teachers become qualified through courses or programmes such as NPDE. This system requires a very substantial commitment to PD, but has the merit of having built-in motivation since it involves a salary increase (Gounden & Mkhize, 1991:24).

### **2.5.8 Individual school development approach**

This is a cooperative activity where all staff members are engaged on conferences, study groups and visits for facilitation of curriculum development in a school.

### **2.5.9 Centralised provision model**

In the centralised provision model the bulk of PD activities are provided in one or more institutions, which either concentrate entirely on in-service work or offer this alongside pre-service training.

### **2.5.10 Distance teaching approach**

The distance teaching approach is meant for people who are widely dispersed. It relies on well-prepared teaching materials and assignments and feedback are done through correspondence. Occasional individual contact is arranged and the approach often includes opportunities for guidance and counseling.

### **2.5.11 Advisory teacher model**

In terms of the advisory teacher model, subject advisory teachers are appointed. They travel around schools to assist teachers individually or in groups (Republic of South Africa, 1991:143). These subject advisors must be well experienced in teaching and teacher guidance, and be dedicated to their work.

### **2.5.12 Learner-centred PD**

Gaible and Burns (2012:18) argue that, whether it is intended to bring teachers to basic, intermediate or advanced levels of skill PD should be learner-centred, enabling teachers to experience the types of instruction that they are asked to provide to their learners. Activities model instructional approaches that teachers can apply in their own settings, and may range from facilitated discussions to working in small groups to project-based instruction.

Within learner-centred PD, the voices and actions of teachers themselves, not of the PD provider, should be the focus and teachers should engage interactively and collaboratively in activities that reflect their curricula (Gaible & Burns, 2012:18). Like their students, teachers learn by doing, by collaborating with peers, reflecting and planning classroom activities, not by sitting and listening to a facilitator. Learner-centred PD recognises and addresses the

constraints teachers face in their schools. If teachers have no access to books, PD should help them devise strategies to develop learning materials.

### **2.5.13 Mixed-methods as models of PD**

Guskey (2000:22) and Sparks & Loucks-Horsley (2005:1), in their extensive review of the research, suggest the following five types of PD models:

- Individually guided development, whereby individuals identify, plan and pursue activities they believe will support their own learning;
- Observation/assessment, whereby teachers are observed directly and given objective data and feedback about their classroom performance;
- Involvement in a development/improvement process. Here, teachers develop curriculum, design programmes, or become involved in school improvement processes to solve general or specific problems;
- Training, at which teachers engage in individual or group instruction in which they acquire knowledge or skills; and
- Inquiry, that is, teachers identify and collect data in an area of interest, analyse and interpret the data, and apply their findings to their own practice.

PD models should give trainees the chance to engage in, invent, or discover strategies in context. A variety of methods must be used that systematically encourage teachers to explore and to be independent. Therefore, in order for teachers in the FP to acquire the necessary skills, they need an effective PD model which will cater for their needs, and this can be achieved through the combination of the above mentioned models.

The next section discusses the principles of effective teacher professional development.

## **2.6 PRINCIPLES OF EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT**

Improving learner achievement has always been at the forefront of major educational reform movements. According to Darling-Hammond (1990:340) and Guskey (2002:382) the academic success of learners can be significantly affected by teachers' access and participation in quality PD activities. This means that, in order for Grade R-3 learners, regardless of socioeconomic status, ethnicity, or geographical location, to have access to first-rate educational experiences, the FP teachers must be provided with access to quality PD.

Foundation Phase teachers, like most adults, can learn by participating in activities, that is, hands-on learning, by collaborating with other professionals and by reflecting on their work. Darling-Hammond, McLaughlin and Milbrey (1995:600) argue that in order to understand deeply, teachers must learn about seeing and experience successful learning-centred and learner-centred teaching practices. The “one-shot workshop” has long been the primary modality of delivering PD in most school systems, which is also the case for Foundation Phase teachers in Ngaka Modiri-Molema region of the North West Province. Birman et al. (2000:30) and Rhoton & Stiles (2002:2) argue that this is one of the least effective methods of training adults. Teachers in the FP need to be provided with opportunities to learn how to question, analyse and modify instruction to teach challenging content to today’s learners.

It appears that the current research on learning is not being practised on FP teachers. Lieberman (1995) emphasises that what everyone wants for students, that is, a wide array of learning opportunities that engage students in experiencing, creating, and solving real problems, using their own experiences and working with others is for some reason denied to teachers when they are learners. It seems teachers in the FP are given the message that outsiders’ views, ideas and practices are more valued than their own. Darling-Hammond et al. (1995:601) and Elmore (2002:4) argue that schools and school systems must become learning organisations, where the teacher is an equal and active learner in the process. Elmore (2002:6) sums it up best when he states that spending more money on existing PD activities, as most are presently designed, is unlikely to have any significant effect on either the knowledge or skill of teachers or on the performance of students.

The following are some of the characteristics which describe the qualities of effective PD which need to be considered by policymakers when designing PD programmes for FP teachers, even though they were meant for developed countries, they can be applicable in developing countries, like South Africa:

### **2.6.1 Professional development should deepen and broaden knowledge of content**

When the teachers know the common core of the content of a subject, Birman et al., (2000:29) emphasise that they will be able to communicate, work together towards common ends, function as a cohesive democratic society, and find shared ground on which to build tolerance for their differences. This simply means that if FP teachers do not know the content well they cannot teach it well. Therefore, the prime purpose of PD must be

deepening the content knowledge of teachers. This is especially important now that the standards for learners are becoming more rigorous. FP teachers need to know how concepts develop through the grades and how they are connected. They also need a deep knowledge of fundamental ideas within disciplines and knowledge of how some ideas thread through various disciplines (American Federation of Teachers, 2002:4; American Federation of Teachers, 2007:1).

### **2.6.2 Professional development should provide a strong foundation of particular disciplines**

Although knowing the content is critical, it is not sufficient. This suggests that FP teachers must know how to get learners to understand the content. Therefore, the development and implementation of PD programmes should be designed so as to help them develop an understanding of:

- the most useful ways of representing the ideas of a specific discipline;
- the most powerful illustrations and analogies for representing a concept;
- what makes learning specific things in a content area easy or difficult;
- the kinds of questions that reveal and develop understanding; and
- the most effective strategies to address the misconceptions that commonly arise with regard to particular content at particular developmental levels, given students with specific background experiences and prior knowledge (American Federation of Teachers, 2002:5; American Federation of Teachers, 2007:1).

It is argued that no single pedagogy fits all disciplines and topics equally well. This is particularly the case when “integrated” or “interdisciplinary” teaching is planned. Therefore, it is important that the core concepts and knowledge underlying disciplines be addressed in powerful ways. Learners must learn more than facts.

### **2.6.3 Professional development should provide knowledge about the teaching and learning processes**

Since learning cannot take place in chaos, a FP teacher must know how to manage a classroom full of youngsters and what is necessary for successful teaching and learning.

This implies that, development and implementation of PD should provide research-based and practice-related knowledge about:

- creating and maintaining appropriate, orderly teaching and learning environments;
- curriculum and assessment issues; and
- how cultures that support reflective and research-based practice can be built and supported (National Staff Development Council, 2001; American Federation of Teachers, 2002:6; American Federation of Teachers, 2007:1).

#### **2.6.4 Professional development should be rooted in and reflect the best available research**

Teachers have been prone to make instructional decisions with no basis other than tradition or feelings. The profession must acknowledge its research base and use it to enhance practice. Not only must schools and school districts tap this research in shaping the content of PD programmes, but also good adult learning theory must be applied to the delivery of that content. Significant changes in practice should not be instituted on the basis of unfounded preferences or because a particular idea is highly publicized in education circles (American Federation of Teachers, 2002:6).

It is argued that practice should be examined and change be considered on the basis of sound research. Effective PD, which models the kinds of strategies that research finds effective for learning, strengthens the ability of classroom teachers to implement those strategies (American Federation of Teachers, 2007:1). Effective PD uses valid research and proven theory by:

- identifying and incorporating current research and theory relevant to the targeted area;
- incorporating challenging content standards;
- enlisting instructors who are knowledgeable of the research and theory in their area;
- ensuring that resources and consultants are from credible organisations; and
- clearly linking practice into theory (Terzian, 2000; American Federation of Teachers, 2002:6).



### **2.6.5 Professional development should be teacher-driven**

During the design of PD programmes policymakers have to confirm that those activities are teacher-driven, the reason being that teachers know best when it comes to what their needs are. Ownership of PD by FP teachers can be a primary component of a successful quality programme. Effective PD practices must be connected to and derived from teachers' work with their students (Darling-Hammond et al., 1995:599). The Education Alliance (2005:3) suggests that collegiality is one of the most important steps in achieving effective school improvement. It explains that in a collegial environment, teachers can talk about their teaching in a concrete and precise manner. They will observe each other practicing the art of teaching and provide feedback, which leads to reflection by the teacher. High-quality PD should not only focus on the teachers but should also nurture the intellectual and leadership capacities of the teachers. It emphasises that teacher-driven PD must be viewed as a core element of quality education, which is as essential to the education process as classroom instruction (The Education Alliance, 2005:3).

Farkas, Johnson and Duffett (2003:39) add that teachers believe the best PD is the kind they select for themselves. If this approach can be used, they can participate in PD programmes focused on specific self-identified needs and weaknesses.

### **2.6.6 Professional development should be on-going and sustained**

The policymakers of PD must ensure that PD programmes and activities for FP teachers are on-going and sustained which is one of the key characteristics of quality PD. According to Birman et al. (2000:30); Association for Supervision and Curriculum Development Research Brief (2003:77) and Kedzior & Fifield (2004:108) activities that are offered over longer durations tend to have greater impact than those typically classified as one-shot workshops. This is true because longer, focused workshops or training can allow teachers in the FP to share work, develop new teaching strategies and collaborate with peers, all of which contribute to robust learning experiences for children. Extended PD activities promote a richer environment for the participants and allow teachers to develop clear connections between the material presented and their classroom experiences (The Education Alliance, 2005:3).

### **2.6.7 Professional development should be job-embedded and school-based**

In addition, the policymakers must ensure that PD programmes for FP teachers are school-based and job embedded. In order for teachers to embrace the changes that PD offers, a sustained daily opportunity to practise its benefits must be available. The general public's view of teaching is that the only task assigned to the teacher is to deliver approximately five hours of instruction per day. School-based, job-embedded PD may be one of the greatest improvements that can be made in schools (Darling-Hammond et al., 1995:602; American Federation of Teachers, 2002:10; Kedzior & Fifield, 2004:110).

Schools must become an active learning environment for teachers as well as for the learners. With the Cascade model of PD, it is nearly impossible to sustain an atmosphere of innovation and collaboration over the long haul. The current system provides few opportunities for Foundation Phase teachers to engage in learning about their profession.

Efficient PD is primarily school-based and built into the daily work of teachers (Desimone, Porter, Garet, Yoon, & Birman, 2002:89). In order for the FP teachers to learn to teach in new ways, PD must be redefined as a central part of teaching. It can no longer consist of add-on activities tacked onto the school day, week or year. It must be woven into the teachers' daily work (The Education Alliance, 2005:4).

Professional development gains power when integrated into everyday work and when teams of teachers make thoughtful decisions about instruction for the students in schools. When PD is important enough to school districts that they make effort to integrate it into the normal workday, it is perceived as more valued and more connected to daily work than activities arranged after an exhausting day in the classroom (American Federation of Teachers, 2002:10). The very organisation of a school should promote and provide for continual and purposeful reflection on teaching and learning. In addition, Guskey (2003:40) mentions that although effective PD clearly requires time, it also seems clear that such time must be well organised, carefully structured, and purposefully directed.

According to Gaible and Burns (2012:15), effective PD should address the core areas of teaching such as content, curriculum, assessment and instruction. They emphasise that all PD projects should:

- Address teacher and learners' needs via approaches that are appropriate for conditions in schools;
- Be long-term, on-going, sequenced and cumulative, providing teachers with opportunities to gain new knowledge and skills, reflect on changes in their teaching practice, and increase their abilities over time;
- Focus on student learning outcomes in ways that enable teachers to use their new knowledge and skills;
- Model learner-centred instruction so that teachers experience and reflect on the learning activities that they will lead; and
- Use formative and summative evaluation for programme improvement.

#### **2.6.8 Professional development should contribute to measurable improvement in student achievement and be driven by student needs**

Policymakers of PD programmes for FP teachers have to make sure that the PD programme is driven by learner's needs. The National Staff Development Council (2001:117) agrees that PD must focus on improvement in learning for all students. Therefore, PD should use disaggregated student data to determine teacher-learning priorities. Foundation Phase teachers should be given the opportunity to request PD activities which address specific students' needs (increasing student performance) on a school-by-school basis. Elmore (2002:38) takes the suggestion one step further when he suggests that PD must be connected with issues of instruction and student learning in the context of the teacher's actual classroom. An examination of student performance should ultimately drive the agenda for effective PD (Guskey, 2003:39).

Professional development must be powerful enough to result in changes in schools and practice that leads to higher student achievement on measures that are acceptable to the public and the profession alike (American Federation of Teachers, 2007:1). On the other hand, designs for assessing the impact of PD on learners also must account for the learners' share of the work. Learners' efforts must complement good teaching to produce good

results. In addition to learner scores, teacher practice is a valid and measurable outcome of PD (American Federation of Teachers, 2002:7). It should enable teachers to effectively use practices that have been found to make a difference in learner achievement.

### **2.6.9 Professional development should focus on adult learning**

To add on, policymakers should ensure that PD activities for FP teachers are adult learning-focused. Teachers as adult learners, should have adequate opportunities for learning. The field of education is one of the few professional areas where on-the-job training has not been highly regarded. Many education reformers recommend that teachers spend up to 20% of their time in PD (The Education Alliance, 2005:5). Today's agenda of educational reform demands that teachers update their skills on a continuous basis. The deep understanding required to teach in today's classrooms can be gained only through learning-centred experiences (Darling-Hammond et al., 1995:603). This emphasises the need for continued learning by FP teachers.

Teachers' learning may be more like the way students learn than was previously thought (The Education Alliance, 2005:5). The adult learning process relies heavily upon a collaborative model which allows participants to work with colleagues in the actual setting in which the work is performed (classrooms). This implies that FP teachers must be given the opportunity to share successes and reflect on failures.

### **2.6.10 Professional development should be intellectually engaging and address the complexity of teaching**

Foundation Phase teachers face increasingly diverse group of learners, and do so with the knowledge that there is no one way of teaching that is best for all of them. PD that is highly prescriptive about what teachers should do and say or presents them with rigid activities or overly detailed lessons does not generate the understanding and creativity necessary to enable them to deal with unexpected responses or with the varied backgrounds of students (National Staff Development Council, 2001:4). It emphasises that good PD engages teachers in thinking about tough issues and difficult content, in learning with and from colleagues, and in using the resources they will need to use with their students (American Federation of Teachers, 2002:8). Furthermore, it engages teachers intellectually with ideas

and resources, prepares them to grapple with meaning and with the complex problems they will encounter. Effective PD demonstrates effective teaching strategies for transference into the classroom by:

- addressing a variety of learning styles;
- providing for the needs of all students;
- using a variety of assessments;
- responding to student feedback;
- modelling practical, appropriate teaching techniques;
- promoting the use of human and material resources to broaden student learning; and
- using and encouraging the application of the most advanced and appropriate technologies (National Staff Development Council, 2001:4).

**2.6.11 Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate these into their practice**

Professional development does not take place in an isolated moment in time. It is not an event, but a process. Expertise grows over time as teachers reflect on and use ideas and strategies in the classroom, as they clarify their understanding, and as they wrestle with whether they are applying new knowledge appropriately (American Federation of Teachers, 2002:8). It would appear that PD requires the support of colleagues and the school administration, including opportunities to see how others interpret and apply such new knowledge. All of these can take place:

- when enough formal learning time is allotted to the development of an understanding of theory and application, content knowledge, curriculum, pedagogy, and assessment;
- if teachers are allowed to integrate new found knowledge and skills into classroom practice, and if schools are allowed to function as cohesive institutions, and when time is provided for reflective meetings, networking, and observing models in action;
- when time is taken to provide supportive, non-threatening feedback about teachers application of new knowledge; and
- when teachers are given time to discuss and question as they try new methods. Spreading PD over time appears to be even more important than the number of hours allocated (American Federation of Teachers, 2002:9).

### **2.6.12 Professional development should be designed by teachers in cooperation with experts in the field**

It is important that practitioners be centrally involved in formulating PD plans and that they “buy in” to the process. Teacher representation should be great enough to exert influence, but the process must ensure the incorporation of new and evolving knowledge beyond the school (American Federation of Teachers, 2002:9). Otherwise, what is already in place may merely be renamed and reinforced. It argues that the people who design, lead, and do follow-up should have appropriate expertise in subject matter, pedagogy, and children’s learning. These individuals should be respected by teachers and show respect for them. Effective PD is a process, which promotes participation by:

- involving all partners in the process from the beginning;
- seeking, valuing, and using participant input;
- establishing a representative steering committee; and
- using clear, two-way communication (American Federation of Teachers, 2007:1).

### **2.6.13 Professional development should take a variety of forms**

Teachers as adults learn in a variety of ways. Not only should there be variety within and among PD opportunities, but PD also should extend beyond formal coursework. As long as the components addressed in the preceding criteria are met, rich PD can occur while teachers are networking and participating in collaboratives, in standards development, curriculum and assessment work, lesson study and inquiry groups, conducting research, or while they are engaging in the rigorous advanced certificate process (American Federation of Teachers, 2002:10). PD can take place when there are clearly articulated, high standards for student achievement and when conversations take place about what standards mean, how to help students reach them, and how to know when students have reached them.

In summary, the above mentioned characteristics of effective PD need to be taken into consideration when designing PD programmes or activities for FP teachers in the North West Province of South Africa. In order to gain authentic evidence and make serious improvements on PD of FP teachers, visionary leaders must push beyond the starting point set by these initial efforts and move toward the PD’s ultimate benefit, that is, demonstrable improvements in student learning outcomes. Therefore, school leaders, especially principals,

must insist that PD planning for FP teachers focuses on two critical questions, such as “how will this help learners?” and “what evidence will people trust to verify that it does?” In this regard, that evidence might include a variety of indicators of learner achievement, such as assessment or test results, portfolio evaluations, marks or grades, or scores from standardised examinations.

In addition, the literature pertaining to PD for teachers is clear. Learners learn more from high-quality teaching. One of the surest ways to increase the quality of teaching force is to provide PD programmes that are teacher-driven, on-going and sustained, school-based and job-embedded, content-focused, focused on learners’ needs, and using adult learning strategies. PD is most effective when it is made accessible to all teachers in the FP and becomes a part of a system-wide effort to improve classroom instruction.

An extensive body of research suggests that creating smaller, learner-centred and more personal school settings will increase teacher engagement in the learning process (Carroll, Fulton, Abercrombie & Yoon, 2004:47). Foundation Phase teachers can be attracted to such environments, as this shared sense of responsibility translates into an improved capacity for growth and improvement. Hiring well-prepared teachers is essential but not sufficient. Therefore, the policymakers of PD programmes for teachers in the FP must ensure that the programmes provide them with appropriate PD opportunities that ensure access to resources and assistance on an on-going basis.

The next section focuses on a critical analysis of current CAPS professional development in Foundation Phase.

## **2.7 A CRITICAL ANALYSIS OF CURRENT CAPS PROFESSIONAL DEVELOPMENT IN FOUNDATION PHASE**

The cascade model of PD involves the delivery of training through layers of trainers until it reaches the final target group. According to Eraut (1995) it uses a top-down approach or centre-periphery strategy, where the envisaged change in teachers is the ability to implement the new curriculum in schools. The National Department of Education has, by and large, relied on this model for its in-service training and for its teacher development. As

shown in Figure 2.1, the top of the structure is the National Department itself which trains personnel from the Provinces, who in turn train personnel from regions. The latter are charged with the responsibility of training personnel from circuits and teachers, who are then expected to train colleagues at school level for the implementation of change.

### **2.7.1 How the Cascade model is used in the implementation of PD programmes for FP teachers in the North West Province**

In the North West Province, the cascade model of PD and information dissemination is used to develop Foundation Phase teachers. Concerning this model, Learning for Sustainability Project (2000:15) argues that information or content knowledge is passed down a chain of education officials, regional managers, subject advisors and then finally on to teachers as shown in Figure 2.1. Regarding the Cascade model, one or two teachers from a school receive standardised PD via a training-based model and return to their schools to replicate the training that they have received, serving as “champion teachers” or a “vanguard team.” This simply means that a group of individuals in the FP receive training and then become trainers themselves. This approach is commonly used in developing countries to deal with large numbers of teachers and limited resources.

### **2.7.2 Criticism of the Cascade model of professional development**

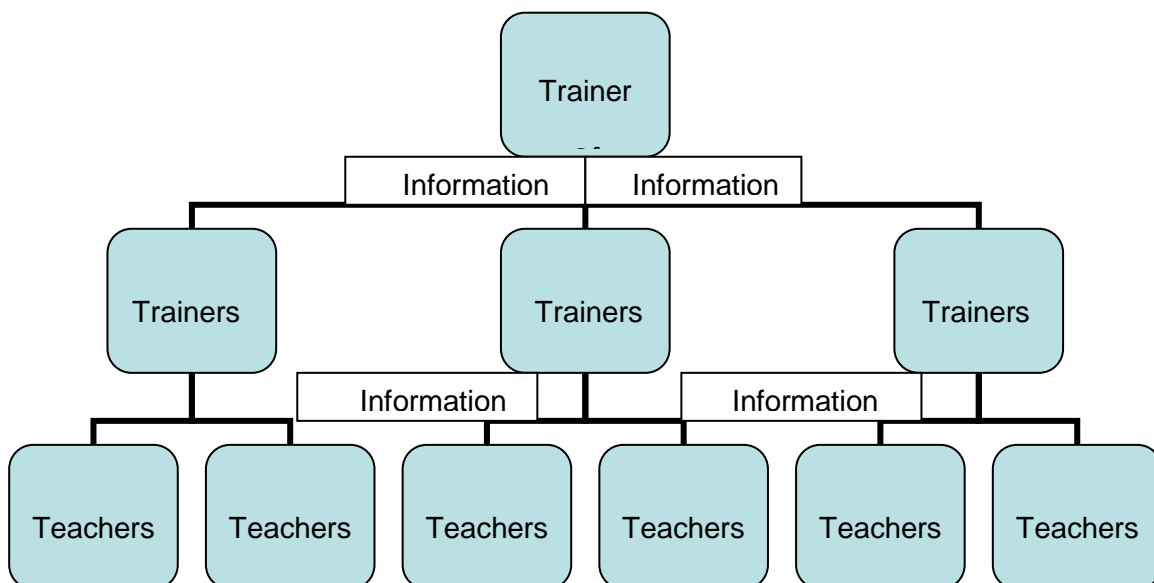
Hayes (2012:137) argues that the cascade model of teacher training and development seems to be preferred by the National Department of Education because it is cost-effective and uses existing teaching staff as co-trainers. It should be remembered that the chosen people might not be necessarily good trainers. Although this system of passing information along a “chain” of teachers can serve the purpose of bringing simple messages to people in a cost effective manner (Learning for Sustainability Project, 2000:15), it has been shown to be an inadequate means of helping FP teachers to develop and to enable them to cope with the changes expected of them. This model is not sufficient since in most cases it does not address the FP teachers’ needs. That is why the researcher is concerned about its effectiveness in catering for the needs of FP teachers in the implementation of PD programmes in the North West Province.



In addition, the following are also some of the shortcomings of the cascade model of PD for teachers, which clearly indicate that this model is not addressing the needs of the FP teachers in the North West Province:

- It is externally designed, with little regard for contextual realities;
- It makes no allowance for feedback;
- It focuses on the transmission of information, rather than the building of skills and competences;
- It has a tendency to multiply or retain errors that are passed “down the chain”;
- It allows no time for reflection;
- It does not provide opportunities to clarify, reflect or practice in the field;
- It is usually based on (often theoretical) sets of lectures;
- It is top-down; and
- It provides no assistance in the field (Learning for Sustainability Project, 2000:17).

**Figure 2.1: The cascade model of professional development**



Gaible and Burns (2012:20) argue that, although the scale of Cascade-based PD is potentially tremendous, weaknesses in the approach may limit its effectiveness. They maintain that factors that impede changes in teachers’ instructional practices include:

- Workshops that typically focus on helping champion teachers learn new techniques as users, without helping them build the skills they need as professional-development providers;

- Strong challenges for champion teachers due to a lack of both PD for school leaders, and programmes that motivate teachers to participate in PD; and
- Champion teachers who may lack the leadership, facilitation skills and mastery of the new techniques they need to guide their colleagues effectively even when time and resources are part of the overall PD programme.

Elder (2012:3) states that:

- the model allows a high dilution rate, losing quality from level to level so that by the time the information reaches the final target group, it has lost some of its "real value";
- Trainers might not necessarily have the appropriate skills. Related to this is the claim that trainers are heavily loaded with a multiplicity of responsibilities and just do not have the capacity to take on more; and
- Proper monitoring and assessment of activities are not possible and there is no way of fairly measuring teacher performance on a comparative basis, which is against one's own performance and against others.

Department of Education (2002:3) argues that teachers need to develop foundational, practical and reflexive competencies, which together make up the applied competence that is required for teaching. In terms of the outcomes-based approach to education, a teacher is expected to act as:

- a specialist in teaching and learning;
- an interpreter and designer of learning programmes and materials;
- a leader, administrator and manager;
- a professional who plays a community, citizenship and pastoral role;
- a scholar, researcher and lifelong learner;
- a learning area and phase specialist; and
- assessor (Learning for Sustainability Project, 2000:11; Department of Education, 2006:5; Department of Education, 2007:3).

These are the roles which are keys to teachers' professional performance and development. By looking at the shortcomings of the Cascade model, which was used in the implementation of CAPS, one wonders if FP teachers were equipped to take on these responsibilities. This is supported by the Department of Education (2003:foreword) that during the apartheid education system, many of the teachers were not participants in the exciting process of curriculum planning.

Under the old views of knowledge and learning, education was seen as the process of teachers filling up 'empty vessels' or learners with pre-packed information. In terms of PD or teacher training, this view is applied in the cascade model (see Figure 2.1), where it is assumed information can be 'cascaded' from trainers to learners.

The new curriculum advocates an outcomes-based system of education that draws on a social constructivist view of knowledge and learning. Under this orientation, knowledge is viewed as a complex set of meanings that people together construct, negotiate and reconstruct within particular contexts, social settings and ranges of cultural values. Learning is therefore taken to be a process of building competences rather than an exercise in absorbing transmitted information.

It seems that the view of knowledge and learning has important implications for in-service PD. No longer can teachers in the FP simply be provided with information and be expected to have developed professionally and to pass this information on to their learners or other teachers. To fulfil their new roles, teachers in the FP need to be given space and opportunities to discuss, develop more complex understanding, practice skills in classroom settings, reflect on their own learning and teaching and then act on these reflections.

## **2.8 RESUME**

There is no doubt that there are a number of factors involved in bringing expected benefits from PD for FP teachers. However, the most important factor of all is probably the needs, interests and attitudes of the FP teachers about PD. That is to say, only when they feel the need for PD, and when they are willing to attend PD activities, will the PD be effective.

In this chapter, types and models of PD for FP teachers from certain developed and developing countries were outlined. From the discussion in this chapter one may suggest that the most effective approach of PD is the combination of the elements of the above models. Such an approach can be capable of improving the quality of teaching and bring about efficiency.

The next chapter deals with the theory underpinning this study.

## **CHAPTER THREE: CONSTRUCTIVISM AS A LENS TO VIEW LEARNING THROUGH PROFESSIONAL DEVELOPMENT**

### **3.1 INTRODUCTION**

This study is informed by the constructivist theory founded by Piaget (1985) and Vygotsky (1978). The Constructivist theory describes learning as a change in meaning constructed from experience (Newby, Stepich, Lehman & Russell, 2000:34). This means that when FP teachers can be always guided by the subject advisors in policy implementation trainings, they will be able to construct their knowledge actively rather than just mechanically ingesting knowledge from them or the textbook. This theory was chosen because it views learning as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. This means that FP teachers should not be regarded as empty vessels that need to be filled with information. The researcher aligns herself with this theory that learning should not be regarded as the passive transmission of information from one individual to another. FP teachers must be actively involved in policy implementation trainings because they know and understand their needs.

This section explains what constructivism is and gives the characteristics of constructivist learning and teaching. Theoretical principles of constructivism, practical application of constructivism theory in a PD setting and the benefits of constructivism to FP teachers are also discussed. Finally, PD practices that can bring teachers to teach in learner-centred ways are also dealt with.

### **3.2 WHAT IS CONSTRUCTIVISM?**

Constructivism is the theory underpinning this study. It is basically a theory based on observation and scientific study about how people learn (Concepts to classrooms, 2004:1). It deals with the way people create meaning of the world through a series of individual constructs (Wikipedia, The Free Encyclopedia, 2012:1). According to this theory, people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. This suggests that when FP teachers encounter something new in policy implementation trainings, they have to reconcile it with their previous ideas and experience, maybe changing what they believe or maybe discarding the new information as irrelevant. The implication here is that, during policy implementation trainings FP teachers must be given a chance to be active creators of their own knowledge,

and they can succeed in doing that when they ask questions, explore, and assess what they know.

In the PD situation, the constructivist facilitator uses a number of different teaching practices, which involve encouraging FP teachers to use active techniques, such as experiments, and real-world problem solving, to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The point here is that, during policy implementation trainings the subject advisor/facilitator has to make sure he/she understands the FP teachers' pre-existing conceptions, and guides the activity to address these and then build on them.

In addition, constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding (Concepts to classrooms, 2004:1). The implication is that if FP teachers in the constructivist training can be given a chance to question themselves and the strategies they use, they would ideally become "expert teachers". This gives them ever-broadening tools to keep learning. Therefore, a well-planned PD environment is required since it would help FP teachers to learn "how to learn".

Constructivism does not dismiss the active role of the teacher or the value of expert knowledge (Concepts to classrooms, 2004:1); the role is just modified, so that teachers help students to construct knowledge rather than to reproduce a series of facts. This means that during PD training, the subject advisors/facilitators should provide tools such as problem-solving and inquiry-based learning activities with which FP teachers formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism is good in the sense that it transforms the FP teacher from a passive recipient of information to an active participant in the learning process.

Furthermore, constructivism is considered a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. The argument is that they would not reinvent the wheel but rather attempt to understand how it turns and how it functions. During policy implementation trainings, subject advisors/facilitators have to make sure that FP teachers become engaged by giving them an opportunity to apply their existing knowledge and real-world experience, learn to hypothesise, test their theories and ultimately draw conclusions from their findings.

### 3.3 CHARACTERISTICS OF CONSTRUCTIVIST LEARNING AND TEACHING

TeAchnology (2012:1) notes that the learning theory of constructivism incorporates a learning process wherein the students gain their own conclusions through the creative aid of the teacher as a facilitator. Therefore, the best way to plan teacher worksheets, lesson plans, and study skills for the FP teachers is to create a PD programme which will allow each teacher to solve problems while the subject advisor/trainer monitors and flexibly guides the FP teacher to the correct answers and on the other hand encourages critical thinking.

Constructivist theory is therefore relevant to this study since the researcher is concerned about how PD policies and programmes are implemented at FP in the Ngaka Modiri-Molema region of the North West Province of South Africa. The following characterise constructivist learning and teaching (Vygotsky, 1978; Jonassen, 1991:11-12; Wilson and Cole, 1991:59-61; Jonassen, 1994:35; Ernest, 1995:485 & Honebein, 1996:11). They are not only applicable in the classroom but also in PD activities and programmes designed for FP teachers:

- Multiple perspectives and representations of concepts and content are presented and encouraged;
- Goals and objectives are derived by the student or in negotiation with the teacher or the system;
- Teachers serve in the role of guides, monitors, coaches, tutors and facilitators;
- Activities, opportunities, tools and environments are provided to encourage meta-cognition, self-analysis, self-regulation, self-reflection and self-awareness;
- The student plays a central role in mediating and controlling learning;
- Learning situations, environments, skills, content and tasks are relevant, realistic, authentic and represent the natural complexities of the 'real world';
- Primary sources of data are used in order to ensure authenticity and real-world complexity;
- Knowledge construction and not reproduction is emphasised;
- The construction takes place in individual contexts and through social negotiation, collaboration and experience;
- The student's previous knowledge constructions, beliefs and attitudes are considered in the knowledge construction process;
- Problem-solving, higher-order thinking skills and deep understanding are emphasised;

- Errors provide the opportunity for insight into students' previous knowledge constructions;
- Exploration is a favoured approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals;
- Students are provided with the opportunity for apprenticeship learning in which there is an increasing complexity of tasks, skills and knowledge acquisition;
- Knowledge complexity is reflected in an emphasis on conceptual interrelatedness and interdisciplinary learning;
- Collaborative and cooperative learning are favoured in order to expose the student to alternative viewpoints;
- Scaffolding is facilitated to help students perform just beyond the limits of their ability. Scaffolding is a process of guiding the student from what is presently known to what is to be known. It allows students to perform tasks that would normally be slightly beyond their ability without the assistance and guidance from the teacher. Appropriate teacher support can allow students to function at the cutting edge of their individual development; and
- Assessment is authentic and interwoven with teaching.

### **3.4 THE PRINCIPLES OF CONSTRUCTIVISM**

Constructivism has roots in philosophy, psychology, sociology, and education (Hoover, 2011:1). While it is important for policymakers and subject advisors responsible for policy implementation trainings to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher PD. In constructivist theory, Piaget (1985) mentions that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. He indicates that assimilation occurs when individuals' experiences are aligned with their internal representation of the world. They assimilate new experience into an already existing framework. According to him, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. It can be understood as the mechanism by which failure leads to learning. This implies that when FP teachers act on the expectation that the world operates in one way and it violates their expectations, they often fail, but by accommodating this new experience and reframing their model of the way the world operates, they learn from the experience of failure.

Constructivism describes how learning happens, regardless of whether the student is leveraging his/her experiences to understand a lecture or attempting to design something. In

both cases, the theory of constructivism explains that the students construct knowledge (Newby et al., 2000:34). Constructivism's central idea is that human learning is constructed, that students build new knowledge upon the foundation of previous learning.

According to Hoover (2011:1), there are two important notions that orbit around the simple idea of constructed knowledge. The first is that students construct new understandings using what they already know. Hoover argues that there is no tabula rasa on which new knowledge is etched. Rather, students come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences. The second notion as Hoover (2011:1) mentions is that learning is active rather than passive. The argument is that students confront their understanding in the light of what they encounter in the new learning situation. If what students encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. The researcher aligns herself with Hoover that during policy implementation trainings, if the FP teachers can be guided to remain active throughout the process, they will apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge.

### **3.5 PRACTICAL APPLICATION OF CONSTRUCTIVISM THEORY IN A PD SETTING**

In terms of the constructivist perspective, learning is determined by the complex interplay between students existing knowledge, the social context, and the problem to be solved (Newby et al., 2000:34). In PD training, instruction refers to providing FP teachers with a collaborative situation in which they have both the means and the opportunity to construct new and situationally-specific understandings by assembling prior knowledge from diverse sources. A discussion of how constructivism theory can be applied in the PD situation follows:

#### **3.5.1 Constructivist learning intervention**

As is the case with many of the current/popular paradigms, FP teachers are probably already using the constructivist approach to some degree. Instead of having them relying on someone else's information and accepting it as truth, they have to be exposed to data, primary sources, and have the ability to interact with others so that they can learn from the incorporation of their experiences. Therefore, the PD experience should be an invitation for a myriad of different backgrounds and a learning experience which allows the different



backgrounds to come together and observe and analyse information and ideas (TeAchnology, 2012:1).

Constructivist facilitators pose questions and problems, and then guide FP teachers to help them find their own answers. According to TeAchnology (2012:2) strategies for classroom applications of constructivism for the teacher may include having students working together and helping to answer one another's questions. Another one includes designating one student as the "expert" on a subject and having them teach the class. Another strategy is to allow students to work in groups or pairs and research controversial topics which they must then present to the class. Concepts to classroom (2004:2) add that they can use the following techniques in the process of teaching:

- prompting learners to formulate their own questions, that is inquiry;
- allow multiple interpretations and expressions of learning, which is multiple intelligences; and
- encouraging group work and the use of peers as resources, and that emphasises collaborative learning.

The above indicates that learning is constructed in a constructivist classroom. The same applies during policy implementation trainings whereby FP teachers are not supposed to be regarded as blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. Their previous knowledge is the raw material for the new knowledge they will create.

Social constructivism views each student as a unique individual with unique needs and backgrounds. The student is also seen as complex and multidimensional (Bransford, Brown & Cocking, 2000:88). It does not only acknowledge the uniqueness and complexity of the student, but actually encourages, utilises and rewards these as an integral part of the learning process (Wood, 1998:79). With social constructivism, a student is encouraged to arrive at his/her own version of the truth, influenced by his/her background, culture or embedded worldview. The researcher aligns herself with Wood that in the absence of the social interaction with other more knowledgeable people, it is impossible for FP teachers during policy implementation trainings to acquire social meaning of important symbol systems and how to utilise them. Students need to be helped to develop their thinking abilities by interacting with PD experts. Social constructivism emphasises that it is important to take into account the background and culture of the student throughout the process, as

this background also helps the knowledge and truth that the student creates, discovers and attains in the process (Wood, 1998:79).

Social constructivism also emphasises the importance of the student being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the instructor to teach and where the student played a passive role (Bransford et al., 2000:102). Learning activities require the students' full participation, like hands-on experiments. Hands-on activities are the best for the classroom applications of constructivism, critical thinking and learning (TeAchnology, 2012:2). To have observations taking place with a daily journal can help the students to better understand how their own experiences contribute to the formation of their theories and observational notes, and then comparing them to other students' reiterates that different backgrounds and cultures create different outlooks; while neither is wrong, both should be respected. An important part of the learning process is that students reflect on and talk about their activities. Students also help set their own goals and means of assessment (Concepts to classroom, 2004:3).

The instructors have to adapt to the role of facilitators, (Dalgarno, 1996:89) which helps the teachers to get to their learners own understanding of the content rather than giving a didactic lecture, which covers the subject matter. This implies that the student must play an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the student (De Vries, 2002:21). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Scerri, 2003:129).

Social constructivist scholars view learning as an active process where students should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners (Driscoll, 1994:23). In fact, for the social constructivist, reality is not something that can be discovered because it does not pre-exist prior to social invention of it. Honebein, Duffy and Fishman (1993:16) argue that reality is constructed by one's own activities and that people together as members of a society invent the properties of the world.

In support, other constructivist scholars emphasise that individuals make meanings through the interactions with each other and with the environment they live in. According to Brooks and Brooks (1993:51) and Bransford et al. (2000:39) knowledge is thus a product of humans and is socially and culturally constructed.

In the social constructivist viewpoint, the facilitator and the students are equally involved in learning from each other as well (Bransford et al., 2000:40). This means that learning should be experienced as both subjective and objective, and requires the facilitator's culture, values and background to become an essential part of the interplay between the teachers and the tasks in the shaping of meaning. In policy implementation trainings, FP teachers need to be given an opportunity to compare their version of the truth with that of the facilitator and fellow teachers in order to get a new, socially tested version of truth.

Wood (1998:55) emphasises that learning is an iterative process, involving discursive, adaptive, interactive, and reflexive qualities. The implication here is that there should be a harmonious relationship between the facilitator and the FP teachers in policy implementation training processes. FP teachers have to control their own learning process, and lead the way by reflecting on their experiences. As a result, they will become experts in their own learning.

According to this theory, policy implementation training processes and activities need to be designed in such a way that situations are created whereby FP teachers would feel safe in questioning and reflecting on their own processes, either privately or in group discussions, so that they would in turn practice it in their schools. It should also help them to create activities that lead the learners in their classrooms to reflect on their prior knowledge and experiences. They must be encouraged to always talk about what was learned and how it was learned since it will make them not to forget the importance of the training offered.

### **3.5.2 Collaboration between students**

Students with different skills and backgrounds should collaborate in tasks and discussions in order to arrive at a shared understanding of the truth in a specific field (Jonassen, 1991:29). Jonassen emphasises that the constructivist classroom relies heavily on collaboration between students. There are many reasons why collaboration contributes to learning. One of the main reasons of using collaboration so much in constructivism is that students learn about learning not only from themselves, but also from their peers. The same applies to the FP teachers during policy implementation training; when they review and reflect on their learning processes together, they can pick up strategies and methods from one another. The emphasis is that the FP teachers in policy implementation training processes should work together as peers and apply their combined knowledge to solve the problems. The dialogue which results might provide them with on-going opportunities to explore the alternative interpretations and to test and refine their understanding.

On the other hand, Rogoff (1990:18) and Collins, Brown & Holum (1991:9) argue that constructivist instruction has been likened to an apprenticeship in which teachers participate with learners in solving meaningful and realistic problems. This does not mean that the teacher knows the answer to the problem. The problem may be as new to the teacher as it is to the learners, but teachers are probably more familiar with the processes of solving problems and constructing knowledge. This suggests that facilitators in policy implementation training should serve as models and guides, showing the FP teachers how to reflect on their evolving knowledge and providing direction when they have difficulty. In this case, learning is shared. Policy implementation training needs to be structured in such a way that it will enable FP teachers to determine their own learning needs, set their own goals, and monitor their own progress. The amount of guidance the facilitators provide in policy implementation training should depend on the FP teachers' knowledge levels and experience. The facilitator should create and maintain a collaborative problem-solving environment.

According to *Concepts to classrooms* (2004:3), the main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and as exploration continues, they revisit those conclusions. The constructivist model says that when a student gets a new piece of information he/she compares the information to the knowledge and understanding he/she already has, and one of the following might occur:

- The new information matches up with his/her previous knowledge pretty well, meaning it is consonant with the previous knowledge, therefore, the student adds it to his/her understanding. It may take some work, but it is just a matter of finding the right fit, like with a puzzle piece;
- The information does not match previous knowledge, meaning it is dissonant. The student has to change her/his previous understanding to find a fit for the information. This can be hard work; or
- The information does not match previous knowledge, and it is ignored. Rejected bits of information may just not be absorbed by the student or they may float around, waiting for the day when the student's understanding has developed and permits a fit (*Concepts to classrooms*, 2004:3).

In addition, the setting should include classroom applications of constructivism within a few key concepts. The first is discovering and maintaining an individual's intellectual identity, which as TeAchnology (2012:2) says, will force students to support their own theories, in essence, taking responsibility for their words and respecting those of others. The next component is having the teacher asking open-ended questions and leaving time to allow the students to think and analyse a response, based on their experiences and personal inquiry. Open-ended questions and critical thinking encourage students to seek more than just a simple response or basic facts and incorporate the justification and defense of their organised thoughts.

To sum up, these exercises and classroom applications of constructivism can allow students to develop the skills and confidence to analyse the world around them, create solutions or support for developing issues, and then be able to justify their words and actions, while encouraging those around them to do the same and respecting the differences in opinions for the contributions that they can make to the whole of the situation. Classroom applications of constructivism support the philosophy of learning which build a learner's' and teacher's' understanding.

### **3.6 THE BENEFITS OF CONSTRUCTIVISM TO FP TEACHERS**

TeAchnology (2012:2) mentions that constant conversation between the learners and the teacher should be allowed. Its argument is that this engagement can create a discourse of comfort wherein all ideas can be considered and understood and the learners then feel safe about challenging other hypotheses, defending their own, and supporting real-world situations with abstract supporting data. When using constructivist theory those FP teachers who have undergone implementation training would be able to construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. As a result, the following benefits of constructivism as outlined by Concepts to classroom (2004: 3) are inevitable:

- Learners will learn more, and enjoy learning more when they are actively involved, rather than passive listeners;
- Education works best when it concentrates on thinking and understanding, rather than on rote memorisation. Constructivism concentrates on learning how to think and understand;

- Constructivist learning is transferable. In constructivist classrooms, students create organising principles that they can take with them to other learning settings;
- Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life;
- By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world; and
- Constructivism promotes social and communication skills by creating a classroom environment that emphasises collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to negotiate with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

### **3.7 THE IMPLICATION OF CONSTRUCTIVISM FOR TEACHING**

According to Hoover (2011:2), constructivism has the following implications for teaching, which the researcher emphasises that they need to be taken into consideration by policy-makers and facilitators in policy implementation training processes at FP. Hoover (2011:2) alludes that teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened. The implication is that in policy implementation trainings constructivist facilitators should not take the role of the "sage on the stage," rather, they should act as "guides on the side" who provide students with opportunities to test the adequacy of their current understandings. He argues that if learning is based on prior knowledge, then teachers must note that knowledge should provide learning environments that exploit inconsistencies between learners' current understandings and the new experiences before them. This is a challenge to teachers since they cannot assume that all children understand something in the same way. Furthermore, children may need different experiences to advance to different levels of understanding.

Hoover further argues that if learners must apply their current understandings in new situations in order to build new knowledge, then teachers must engage learners in learning, bringing learners' current understandings to the forefront. Teachers have to ensure that learning experiences incorporate problems that are important to learners, not those that are primarily important to teachers themselves and the educational system. Teachers can also encourage group interaction, where the interplay among participants helps individual learners become explicit about their own understanding by comparing it to that of their peers.

Furthermore, Hoover (2011:2) warns that if new knowledge is actively built, then time is needed to build it. According to him, ample time facilitates student reflection about new experiences, how those experiences line up against current understandings, and how a different understanding might provide students with an improved, not "correct" view of the world.

### **3.8 CRITIQUE OF CONSTRUCTIVISM**

Hoover (2011:2) wants to find PD practices that can bring teachers to teach in learner-centred ways, if learning is a constructive process, and instruction must be designed to provide opportunities for such construction. All policymakers and PD facilitators should recognise that construction in learning is not just the domain of children but of all learners. Therefore, constructivist PD can give FP teachers time to make explicit their understandings of learning (for example, is it a constructive process?), of teaching (for example, is a teacher an orator or a facilitator, and what is the teacher's understanding of content?), and of professional development (for example, is a teacher's own learning best approached through a constructivist orientation?). Furthermore, such PD provides opportunities for FP teachers to test their understandings and build new ones. This shows that training that affects learner-centred teaching cannot come in one-day workshops. Systematic, long-term development that allows practice and reflection on that practice is required.

It is also useful to remember the educator's maxim, teachers teach as they are taught, not as they are told to teach (Hoover, 2011:2). Thus, trainers in constructivist PD sessions model learning activities that FP teachers can apply in their own classrooms. It is not enough for trainers to describe new ways of teaching and expect FP teachers to translate from talk to action. It is more effective to engage them in activities that will lead to new actions in classrooms.

Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous. If efforts in reforming education for all learners are to succeed, then focus must be on learners. To date, a focus on learner-centred learning may well be the most important contribution of constructivism.

### **3.9 RESUME**

This section summarises the viewpoints from constructivist theory concerning PD trainings given to FP teachers. In the constructivist training, the subject advisor/facilitator becomes a guide for the FP teacher, providing bridging or scaffolding, helping to extend the teacher's zone of proximal development. On the other hand, the teacher as a student is encouraged to develop meta-cognitive skills such as reflective thinking and problem solving techniques. Therefore, in order for these to be achieved, the model used in PD trainings must be flexible to address the needs of FP teachers because like children, teachers need different experiences to advance to different levels of understanding.



## **CHAPTER FOUR: THE RESEARCH DESIGN AND METHODOLOGY**

### **4.1 INTRODUCTION**

Chapters two and three presented the literature reviews concerning this study. Chapter two presented issues related to Curriculum and Assessment Policy Statement (CAPS) at Foundation Phase (FP), value of the support given to FP teachers, value of professional development (PD), the types and models of PD and the analysis of current CAPS professional development in FP. Chapter three presented constructivism as theory underpinning this study. Since the quality of any research project is enhanced by the researcher's good understanding of the research design, chapter four of this study describes the research design and methodology. It presents the research approach, population and sampling, research methods, research instruments, compilation of research instruments, pilot study, and trustworthiness of the study and data analysis.

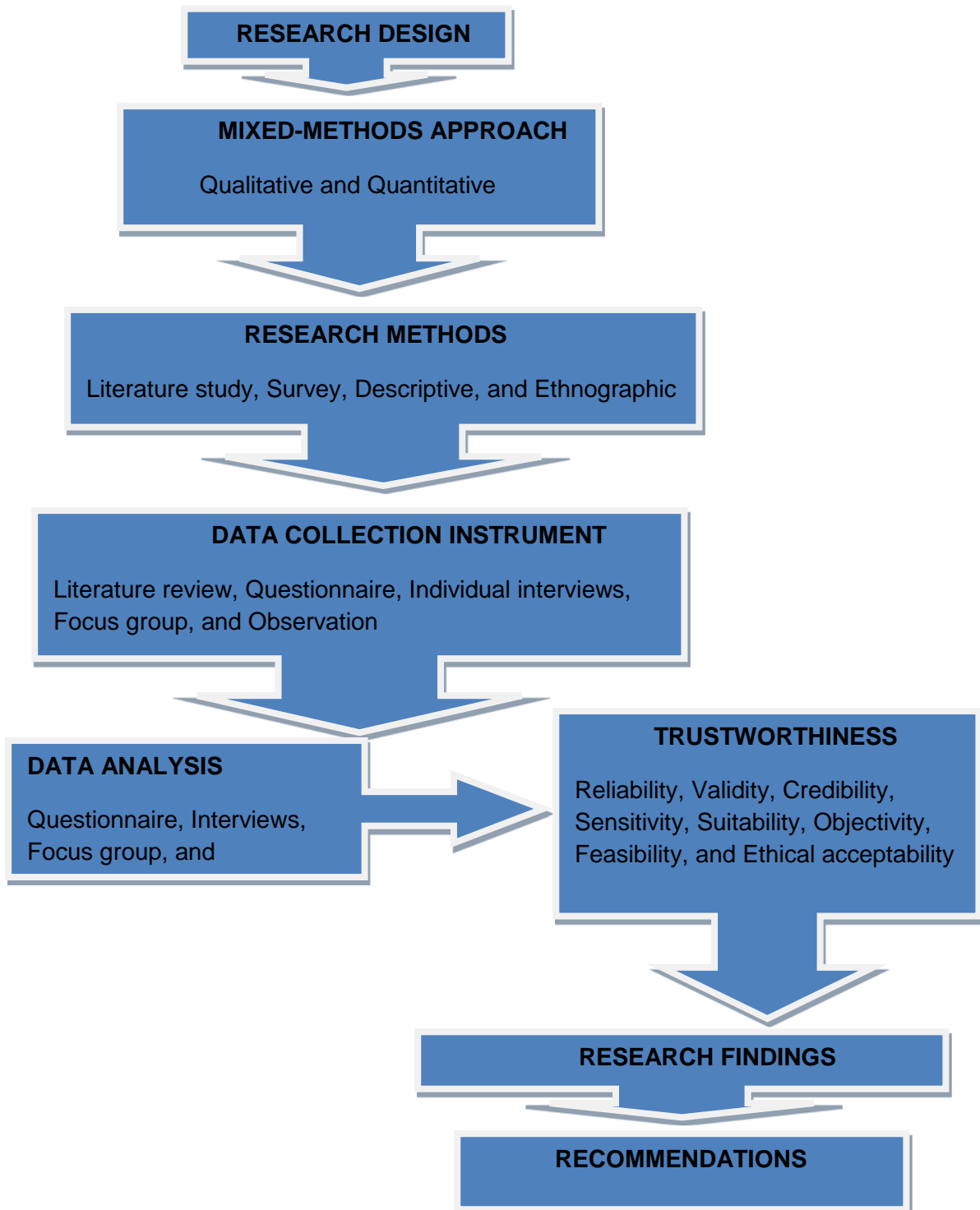
Thomas (2009:70) sees research design as a plan that indicates where the research is going in order to answer the main research question. Gray (2009:131) defines it as the overarching plan for the collection, measurement and analysis of data. It describes the purpose of the study and the kinds of questions to be addressed, the techniques to be used for collecting data, approaches to selecting samples and how the data are going to be analysed. Babbie (2011:93) sums the meaning of research design as the process of focusing one's perspective for the purpose of a particular study. It involves a set of decisions regarding what topic is to be studied, among what population, with what research methods, and for what purpose. In this study, research design provides the glue that holds the research project together. It is used to structure the research to show how all of the major parts of the research project such as the choice of the research approach, correct sample and sampling technique, research methods, data collection instrument, data analysis techniques and trustworthiness work together to try to address the central research questions as indicated in Figure 4.1.

### **4.2 MIXED-METHODS RESEARCH APPROACH**

McMillan and Schumacher (2001:15) and Creswell (2012:18) explain that research can be approached qualitatively, that is presenting data as a narration with words, and/or quantitatively, which is presenting statistical results represented with numbers. In this study mixed-methods were used as indicated in Figure 4.1. The researcher used the mixed-

methods research approach to tackle a given research question from any relevant angle, making use where appropriate of previous research and/or more than one type of investigative perspective.

**Figure 4.1 A schematic representation of the research design**



It offers the researcher the best of the in-depth, contextualized, and natural but more time-consuming insights of qualitative research coupled with the more efficient but less rich or compelling predictive power of quantitative research (Dedoose, 2012:1). Combining evidence from these approaches can significantly add to the strength and depth of an argument, as well as to triangulate and verify data collected.

#### **4.2.1 Quantitative approach**

Quantitative research approach is a mode of inquiry used often for deductive research, when the goal is to test theories or hypotheses, gather descriptive information, or examine relationships among variables (National Institute of Health, 2013:1). These variables are measured and yield numeric data that can be analysed statistically. Quantitative data have the potential to provide measurable evidence, to help to establish (probable) cause and effect, to yield efficient data collection procedures, to create the possibility of replication and generalization to a population, to facilitate the comparison of groups, and to provide insight into a breadth of experiences.

Quantitative approach is considered to be objective and tables are drawn to present questions about variables. According to Burns and Bush (2003:121) quantitative approach involves a structured questionnaire and a large sample. It is an approach in which the response options have been predetermined and a large number of subjects are involved. It often involves a sizeable representative sample of the population and formalised procedure for gathering data (Monobe, 2005:23). In this study, data that was gathered through questionnaire was analysed through quantitative data analysis.

#### **4.2.2 Qualitative approach**

Qualitative approach is a systematic and rigorous form of inquiry that uses methods of data collection such as in-depth interviews, ethnographic observation, and review of documents (National Institute of Health, 2013:1). It helps researchers understand processes, especially those that emerge over time, provide detailed information about setting or context, and emphasise the voices of participants through quotes. According to McMillan and Schumacher (2001:15) and Wiersma and Jurs (2005:13) qualitative approach provides verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants' perspectives. Once collected, the data is analysed inductively to generate findings. It involves observing, and/or asking open-ended questions, usually with a small number of informants (Burns & Bush, 2003:18). Gray (2009:166) is of the opinion

that qualitative data can be a powerful source for analysis. His argument is that qualitative research is highly contextual, being collected in a natural 'real life' setting, often over long periods of time. It goes beyond giving a mere snapshot or cross-section of events and can show how and why things happen, also incorporating people's own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict. Therefore, the researcher chose a qualitative approach because:

- It allows for an inductive form of reasoning and generalisation is the point of departure (Wiersma & Jurs, 2005:13);
- It is in the form of themes and categories which allow for easier data analysis (Berliner, 2002:52 & Gray, 2009:167); and
- In addition, there are no fixed rules that should be followed (Burns & Bush, 2003:18).

Mixed-methods research is chosen in this study because it is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence such as observations and interviews, or multiple types of quantitative evidence such as surveys and diagnostic tests. It involves the intentional collection of both quantitative and qualitative data and the combination of the strengths of each to answer research questions.

## **4.3 POPULATION AND SAMPLING**

### **4.3.1 Population**

Gay (2004:82) defines population as the total number of possible units or elements that are included in the study or the totality of people, organisations, objects or occurrences from which a sample is drawn. Opie (2004:88) sees it as a collection of members on which the investigation will focus. Population sets boundaries on the study units. It refers to individuals in the universe who possess specific characteristics. According to Monobe (2005:31) and Draw, Hardman & Hosp (2008:83) population refers to all constituents of any clearly described group of people, events or objects who are the focus of an investigation. In this study, population is categorised as teachers, principals, and subject advisors in the North West Province.

The North West Province is made up of 4 regions, that is, Bojanala, Dr Ruth Segomotso-Mompoti, Kenneth Kaunda, and Ngaka Modiri-Molema regions. In this study, Ngaka Modiri-Molema region, which is made up of 5 districts called Area Project Offices (APOs) was

chosen. This region was chosen because it is convenient to the researcher as she is a full-time worker who would find it difficult to travel due to financial and time constraints.

### **4.3.2 Sampling**

A sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population (Babbie, 2011:185). Therefore, sampling is the process of selecting units, such as people or organisations, from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. Cohen, Manion and Morrison (2007:92) indicate that factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, they often need to be able to obtain data from a smaller group or subset of the total population in such a way that knowledge gained is representative of the total population under study. In this study both probability and non-probability sampling were used. According to Burton, Brundrett and Jones (2008:46) probability sampling or representative sampling is used in survey with the intention to produce generalisable outcomes in the form of statistical inferences, while non-probability sampling is usually employed in small scale studies.

In this study, for a probability sample, which is quantitative, the researcher used stratified random sampling while for non-probability, which is qualitative, purposive sampling was used.

#### *4.3.2.1 Quantitative: (Probability) Stratified random sampling*

According to Cohen et al. (2007:101) and Greener (2011:63), stratified sampling involves dividing the population into characteristics that are regarded as being key to the study, be it the age, gender, and ethnicity, and each category is randomly sampled within that in order to get participants. Random sampling is based on the idea that the best way to remove bias from those that one includes in research is to include all members of the population, and to select those who you wish to include through a random process. In this case everyone has the same chance of being selected, then bias where it occurs should be balanced out amongst those chosen provided the sample is big enough (Greener, 2011:63). Stratified random sampling is appropriate as it reflects the proportion of the various sub-groups involved thus prevents skewing of the data in favour of a group that is actively engaged with the process (Burton et al., 2008:47 & Gray, 2009:152).

In this study, the researcher used stratified random sampling because it provides greater precision and often requires a smaller sample which saves money. By using this technique, the researcher obtained sufficient data about each group of FP teachers from the three APOs chosen, which made a meaningful analysis.

#### *- Sampling of schools and teachers*

In this case, all primary school teachers in the FP across Ngaka Modiri-Molema region were included in the sample. This is because the views of all FP teachers were important because they are the implementers of CAPS. Therefore, in this study, out of five Area Project Offices (APOs) in Ngaka Modiri-Molema region the researcher randomly sampled three APOs. With the help of the district Department of Education, a list of all primary schools in each of the selected APOs in Ngaka Modiri-Molema region was made available. The researcher discovered that the number of primary schools from the chosen APOs differ because of the size of the area. Some APOs have twelve primary schools, while others had more than twenty. For consistency, the researcher decided to settle for ten primary schools from each APO because the size of one of the APOs chosen was ten primary schools, but she was advised by the UNISA Ethical Clearance Committee that the sample was too big. She then settled for seven primary schools in each APO. The researcher again found that the number of FP teachers in primary schools selected differs because of the size of the school; some primary schools have four teachers at FP, while others had more than eight. For consistency again, the researcher settled for four FP teachers because some schools have only four teachers at FP, that is, one teacher from Grade R, one from Grade 1, one from Grade 2 and one from Grade 3, from each school. In the case where particular primary schools did not have Grade R, the researcher went to the feeder pre-school and purposively chose a Grade R teacher to balance the sample. The total number of primary schools sampled was twenty-one while that of FP teachers was eighty-one.

#### *4.3.2.2 Qualitative: (Non-probability) Purposive sampling*

In purposive sample, people or other units are chosen, as the name implies, for a particular purpose (Cohen et al., 2007:103). The researcher selects a sample on the basis of knowledge of a population, its elements, and the purpose of the study (Babbie, 2011:179). For instance, one might choose people who one has decided are typical of a group or those who represent diverse perspective on an issue.

In addition, out of six subject advisors who were responsible for training FP teachers on how to implement CAPS, three were randomly selected to participate in this study, which is one from each APO. Participants also included a purposive sample of nine primary schools principals selected from the twenty-one primary schools chosen, that is, three principals from each of the three APOs chosen. The principals and subject advisors of the Department of Education in the North West Province were purposively selected because of the special knowledge they possess regarding the training given to FP teachers to implement CAPS. In this study, nine principals (i.e. three principals from each APO) and three subject advisors (i.e. one from each APO) were purposively sampled for the interviews. In addition, they were selected because of their willingness to participate in this study.

The researcher wrote the names of six subject advisors in an alphabetical order, then use even-numbers to select three. The same method was applied to choose nine principals from the twenty-one principals of the selected primary schools.

#### **4.4 RESEARCH METHODS**

Cooper and Schindler (2003:146) define research methods as a sequential process that involves several tasks that have clearly defined steps. The research methods have been developed for acquiring knowledge by reliable and valid procedures (McMillan & Schumacher, 2001:9). Data collection may be done with measurement techniques, extensive interviews and observations, or a collection of documents.

Burns and Bush (2003:24) see research methods as a means of identifying data collection mode, questionnaire design, sample plan and other aspects of the anticipated research. This suggests that research methods help the researcher in gathering relevant information for her research topic and it also helps in developing research instruments. Therefore, any study demands that certain appropriate research methods should be selected to collect data. This generally guaranteed the trustworthiness of the data collected (McNeil, 1995:15). As indicated in Figure 4.1, the research methodologies used in this study include a study of relevant literature, survey, descriptive and ethnographic research method.

#### **4.4.1 A study of relevant literature**

One of the research methods used in this study is literature study. A literature review is usually a critique of the status of knowledge of a carefully defined topic. Therefore, the basic requirement of any study is to use a review of relevant literature to provide a theoretical background to the research question. Berliner (2002:58) believes that for the researcher to conduct a systematic study she should take it upon herself to review literature available in her field. Hittleman and Simon (2002:39) maintain that literature review adds much to an understanding of the selected problem and helps place the results of a study in a historical perspective. An orderly relevant literature review provides a theoretical framework of the study.

In order to arrive at acceptable findings and to be able to compare what has already been done locally and internationally, a critical literature review was done in chapters two and three on how CAPS was implemented at FP, on the role of PD to FP teachers and also explained the impact of the training given to FP teachers to implement CAPS in North West Province. The literature reviewed consisted of recent books and journal articles. The importance of the literature reviewed is that it helped the researcher to design the research instruments.

#### **4.4.2 Survey research method**

Survey is another research method used in this study. Gray (2009:219) defines a survey as a detailed and quantified description of population. It is a collection of data from a varied number of respondents, who may be responding to a questionnaire or interview, or they may be completing some kind of diary (Thomas, 2009:135 & Greener, 2011:39). A survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, identify standards against which existing conditions can be compared and determine the relationship that exists between specific events. In this study, a sample was made from a population of teachers, principals and subject advisors. The survey research method was used because through literature review, questionnaire (fully discussed under 4.5.1) and interviews (fully discussed under 4.5.2), the researcher obtained answers from individuals to enable her not only to describe but also to compare, to relate one characteristic to another and to demonstrate that certain features exist in certain categories. Therefore, one hundred and eighty-four FP teachers responded to questionnaires, nine



primary schools principals and three subject advisors were interviewed regarding the impact of the training FP teachers received to implement CAPS in Ngaka Modiri-Molema region of the North West Province.

#### **4.4.3 Descriptive research method**

Another method used in this study is descriptive research method. Descriptive research is concerned with the current or past status of something. It describes the achievement, attitudes, behaviours or other characteristics of a group of subjects (McMillan & Schumacher, 2001:283). It asks, "What is?" or "What was?", and it reports things the way they "are" or "were". This involves a detailed description of the phenomenon under investigation, which could be people, organisations and objects interacting with one another or the frequency of occurrence of particular characteristics (Babbie, 2011:68). In this study, the descriptive method used is observation (fully discussed under 4.5.3). The researcher was present at one of the training centres to observe how policy implementation trainings were conducted at FP. From there she gave a description of how the CAPS training was organised and run in the Ngaka Modiri-Molema region of the North West Province.

#### **4.4.4 Ethnographic research method**

Ethnographic research method was also used in this study. Ethnographic research method is a holistic approach to research developed by anthropologists in order to understand people within their social and cultural contexts (Social Innovator, 2013:1). According to Greener (2011:74) it involves a very small sample. The underlying theoretical basis of ethnography is that people's actions and thoughts are dependent on a vast range of factors and what they say and do in one context is not necessarily what they actually do in another (Social Innovator, 2013:1). Therefore, to fully understand peoples' behaviour, opinions and decision-making processes, the researcher spend time with FP teachers, principals and subject advisors in their various physical and social environments to observe how the training is being conducted and gather more information about the impact of that training on FP teachers. In this study, the primary method of the ethnographer is participant observation. This involves the immersion of the researcher into the lives of those that she was studying. The ethnographer seeks not only to observe and enquire about situations people are faced with, but to participate within them. Ethnographers study a situation from within, that is, they become part of the situation they are studying to understand it like other players. Thomas (2009:118) emphasises that the researcher participates in people's lives for a certain period of time observing what happens, listening and collecting information that

might bring some clarity to the study. Greener (2011:75) identifies participation, observation, interviews, focus group and documentary analysis as ethnographic classifications. The following are some of the aspects of this study that can be classified as ethnographic:

- Interviews (fully discussed under 4.5.2). In this study, the researcher interviewed primary schools principals and subject advisors regarding their knowledge and experience on how CAPS is implemented at FP. The researcher informed them that their conversation would be recorded using a tape recorder.
- Observation (fully discussed under 4.5.3). In this study, the researcher availed herself at one of the training centres. She explained to the FP teachers, primary schools principals and subject advisors that she was collecting data for her doctoral studies. She made them aware that she was investigating how FP teachers were trained to implement CAPS.
- Focus group (fully discussed under 4.5.4). In this study, the researcher conducted focus group interviews with a number of FP teachers. The researcher acted as a moderator or facilitator to initiate a discussion on the impact of the training FP teachers received to implement CAPS.

#### **4.5 RESEARCH INSTRUMENTS**

In this study, the research instruments used were both qualitative and quantitative. For quantitative the researcher used questionnaires while for qualitative she used interviews. According to McMillan and Schumacher (2001:34) a survey method is an umbrella format of a questionnaire and an interview. A research instrument is important in any research study. Instruments are used to collect data needed for the study. They have to do with rationality and achievement, and expressive values and orientation (Babbie, 2000:316). As indicated in Figure 4.1, in this study, a questionnaire was used, followed up by an in-depth structured interview and observation with a target sample identified by the survey to be of interest. Burton et al. (2008:80) state that a questionnaire is used because it is more suitable for larger sample which is being asked to respond in short and simplified ways; in this case, larger sample is eighty-four FP teachers. They mention that due to logistical constraints interviews are really only appropriate for a small samples and in this case smaller sample is nine primary schools principals and three subject advisors.

#### **4.5.1 Quantitative: Questionnaire schedule**

Questionnaire is one of the research instruments used in this study to collect empirical data. Questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order (Gray, 2009:337). It is an instrument with open or closed questions to which respondents must react (De Vos, 2001:89). According to Burton et al. (2008:74) and Gray (2009:338), the following are some of the advantages of using closed questionnaire in this study:

- It is low cost in terms of both time and money. They were sent to a large numbers of respondents at relatively little cost;
- The inflow of data was quick and from many people;
- Respondents completed the questionnaires at a time and place that suited them;
- Data analysis of closed questions was relatively simple and questions were coded quickly;
- It can be structured to provide comparable information in an easily collectable form; and
- Provided respondents with privacy, anonymity and space for reflection.

#### **4.5.2 Qualitative: Interview schedule**

Interview schedule is another empirical data collecting research instrument which was used in this study. Cohen et al. (2007:267) consider it as an interchange of views between two or more people on a topic of mutual interest, see the centrality of human interaction for knowledge production, and emphasise the social situatedness of research data. Gray (2009:369) defines it as a conversation between people in which one person has the role of researcher. The interviewer has on hand a set of written questions which are posed in a structured and methodical fashion. Gray emphasises that these questions might only be used to remind the researcher of the key areas that need probing. White (2002:76) and Burton et al. (2008:74) see the following as advantages of using an interview as a technique for collecting data in this study:

- Interviews were flexible as a researcher can probe for more specific answers by repeating questions which she thinks the respondent did not understand;
- The interview technique got a higher response rate than any data collecting technique;
- The researcher was able to assess the trustworthiness of the respondent's answer, as she was able to observe how the respondents responded;
- The researcher had control over the order of questions and made sure that the respondents did not answer questions out of order;
- The respondents answered questions in a spontaneous way they narrated and explained the procedure or how things were done;
- The respondents were the only ones who could answer as they were selected purposively and there was no chance that somebody can answer for them; and
- The researcher controlled the questioning and made sure that all questions were answered (White, 2002:76).

These advantages contributed to the choice of the interview as a technique for collecting data in this study.

#### **4.5.3 Qualitative: Observation**

Another empirical data collection instrument used in this study is the observation schedule. According to Gray (2009:397) observation involves the systematic viewing of people's actions and the recording, analysis and interpretation of their behaviour. It provides an opportunity to get beyond people's opinions and self-interpretation of their attitudes and behaviours towards an evaluation of their actions in practice. Data gathered from observation were very rich in evidence. The researcher observed that observational method is associated with ethnographic methodology in that it studied people in their natural settings. Therefore, observation was used in this study to get very rich evidence.

#### **4.5.4 Qualitative: Focus group**

Focus group was also used to collect empirical data in this study. As Gray (2009:389) explains, focus group can be a low-cost way of collecting empirical data but it requires a

considerable amount of cooperation and enthusiasm from participants. People were brought together so that their attitudes to new products could be tested. Gray asserts that logistical problems can also arise; for example, if the focus group contains 6 or 7 participants, tape recording may not pose a major problem. But if the group is made up of more than 20 participants the researcher will need to use two good quality tape recorders strategically placed to pick up usable recordings. In this study, focus group of FP teachers was used so that their attitudes to the training they received to implement CAPS could be tested.

At the training centres, with the help of the subject advisors responsible for training FP teachers to implement CAPS, ten FP teachers were requested to participate in focus group interviews. Those who participated in focus group were not those who responded to the questionnaire

Members of the focus group were requested to assemble in a hall at lunch time, where the researcher asked them few questions regarding the training they received on how to implement CAPS. The duration of the discussion was 15-20 minutes. With their permission, the researcher used a tape recorder to record the discussion and to save time during their lunch. Discussion in focus group was done in the last day of the training so that the respondents could be able to explain how the training was.

## **4.6 LOCALISATION OF RESPONDENTS**

Participants were interviewed in their place of work. These consisted of the principals at their schools and subject advisors at their APO offices in Ngaka Modiri-Molema region of the North West Province. The FP teachers sampled were given questionnaires at their schools and they were also requested to fill the questionnaires in their own free time. These were collected two days after receiving them and they were collected at the place of employment. Focus Group Interviews and observations were conducted at the training centres.

## **4.7 DATA COLLECTION**

### **4.7.1 Questionnaire schedule**

Cohen et al. (2007:245) define a questionnaire as a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. McMillan and Schumacher (2001:40) see a questionnaire as a

means in which the subjects respond to written questions to elicit reactions, beliefs and attitudes. Most questionnaire schedules are both closed and open-ended. In most cases questions are closed with only a few of them being open which ask for reasons and an elaboration on certain points (McMillan & Schumacher, 2001:261).

In this study, the researcher compiled one questionnaire schedule for the FP teachers in Ngaka Modiri-Molema region of the North West Province. Eighty-four FP teachers were included because they are the recipients of policy implementation training. They were therefore able to provide information about impact of the training they received to implement CAPS. In this study, the questionnaire consists of thirteen questions, which consist of closed-ended as well as open-ended questions. The questionnaire was carefully structured to obtain the relevant data. It was divided into 4 sections (see Appendix A):

- Section A: Biographical and demographical data (Question 1-7);
- Section B: Questions regarding the FP teachers' knowledge of CAPS (Question 8-9);
- Section C: Questions regarding the role of PD for FP teachers (Question 10-11); and
- Section D: Questions on the impact of the current model used to train FP teachers to implement CAPS (Question 12-13).

The researcher travelled to all sampled primary schools to distribute the questionnaires. At each school, she left 4 copies of the questionnaires with the school principal who then distributed them to 4 FP teachers. The researcher collected feedback after 2 days.

#### **4.7.2 Interview schedule**

Burton et al. (2008:74) see an interview as a useful tool for obtaining sensitive or in-depth information from a knowledgeable respondent. Its interactive nature allows the interviewer to probe and pursue relevant themes. It is most effective when there is a positive relationship and trust between the interviewer and interviewee. An interview schedule technique allows respondents to answer questions in a more free way. Respondents were allowed to explain things the way they saw them and the way they know them. This becomes a very useful technique for collecting data.

The researcher also compiled two different types of interviews: one for principals, which consisted of ten questions (see Appendix B) and for the subject advisors, nine questions were constructed (see Appendix C). The researcher secured an appointment to interview the

principals and the subject advisors. Principals were interviewed at their schools and subject advisors at their APOs offices. All interview questions were related to the questionnaires because the researcher wanted to triangulate the responses.

#### **4.7.3 Focus group**

In this study, the researcher prepared 4 questions for the focus group made up of FP teachers who did not participate in responding to questionnaire (see Appendix D). Although the questions were prepared, the researcher was also prepared for unexpected comments and even the expression of views she might have found unhelpful or even distasteful. The researcher made sure that she did not get drawn into expressing her own opinion. She adhered to her duty of facilitating the session and eliciting views of others. She remained calm and neutral, welcoming the expression of all opinions and kept the tape recorder running.

As discussed in 4.5.4, the researcher was present at the training centres. With the help of the subject advisors responsible for training FP teachers to implement CAPS, ten FP teachers were requested to participate in focus group interviews. Those who participated in focus group were not those who responded to the questionnaire

Members of the focus group were requested to assemble in a hall at lunch time, where the researcher asked them few questions regarding the training they received on how to implement CAPS. The duration of the discussion was 15-20 minutes. With their permission, the researcher used a tape recorder to record the discussion and to save time during their lunch. Discussion in focus group was done in the last day of the training so that the respondents could be able to explain how the training was.

#### **4.7.4 Observation**

The researcher aligns herself with Gray (2009:413) that it is impossible to observe everything that takes place in a situation. Therefore, in order to focus on key areas the researcher developed 6 items that were observed in order to get rich evidence on the impact of the training FP teachers received to implement CAPS (see Appendix E). The researcher used overt observation, that is, those being observed were made aware that observation is taking place, since this is ethical. She built relationship with individuals who played a key role in either granting or denying access at CAPS training centres.

The researcher observed how the training was conducted on that day. Her observation was guided by the guidelines she developed. She was taking some notes on what she observed, which also helped in triangulation.

#### **4.8 COVERING LETTER**

The purpose of a covering letter is to indicate the aim of the research, to convey to the respondents its importance, to assure them of confidentiality and to encourage their replies (Cohen et al., 2007:259). In this study, the covering letter (see Appendix F) was developed to accompany the research instruments.

#### **4.9 PILOT STUDY**

According to Thomas (2009:132) pilot study means conducting a much smaller study to prepare for a larger one. It is done to refine or modify research methods or to test out research technique. Gray (2009:359) asserts that piloting is necessary to ensure that questions are accurate, unambiguous and simple to complete. Cohen et al. (2007:260) emphasise that a pilot study increases the reliability, validity and practicability of the questionnaire.

In this study, the questionnaire as a research instrument was tried out on a group similar to the one that provided information for the study. A feasibility study was conducted in Ngaka Modiri-Molema region with 10 FP teachers who did not respond to the final questionnaire. The purpose was to check if there need to be changes made as a result of this pilot study. Piloting instruments reduced the incidence of non-response to the questionnaire because confusing or unreliable questions were thrown out at this stage. Results from piloting were to simplify the term, “geographical location” to “the area where your school is found”. The corrections were effected before administering the final instrument. As a result, out of eighty-four questionnaires distributed, seventy-seven were returned and usable.

#### **4.10 TRUSTWORTHINESS OF THE STUDY**

According to Hornby (2001:1285) trustworthiness means that you can rely on something to be good, honest or sincere. Trustworthiness of the research is the credibility, transferability, dependability and conformability of the study (Strauss & Myburgh, undated). De Vos



(2001:182) believes that trustworthiness addresses ways to ward off biases in the results of qualitative and quantitative analysis. Gray (2009:155) is of the opinion that for defensible statistical inferences to be made on the basis of the data, any research tool used must be internally valid and reliable. He emphasises that to achieve external validity such instruments must be designed in such a way that generalisation can be made from the analysis of the sample data to the population as a whole.

Therefore, this study can be trusted because the researcher conducted it using information collected from relevant sources and from the reliable respondents such as FP teachers as implementers of CAPS, primary schools principals who must ensure that FP teachers successfully implement CAPS in their schools and subject advisors who are the trainers of FP teachers in the implementation of CAPS. The instrument used to collect data displayed certain features, as shown in Figure 4.1. The following are some of the most important ones reflected in the researcher's instrument:

#### **4.10.1 Reliability**

Reliability is an indication of consistency between two measures of the same thing (Gray, 2009:158). According to Thomas (2009:105) reliability refers to the extent to which a research instrument will give the same result on different occasions. This means that for a research tool to be reliable, it should give the same results when something was measured yesterday and today. It is the degree of consistency or stability of data collected by the same or a similar instrument on occasions when it should theoretically produce the same results (Cohen et al., 2007:117). Since reliability is never perfect, it is measured as a correlation coefficient. In this study, some measure of reliability was achieved by using and distributing questionnaires to FP teachers from the three sampled APOs and the same results were obtained.

#### **4.10.2 Validity**

According to McMillan and Schumacher (2001:167) validity is the degree to which scientific explanations of phenomena match the realities of the world. To ensure validity, a research instrument must measure what it was intended to measure (Gray, 2009:155). It is a situation-specific concept, meaning that validity is dependent on purpose, population, and situational factors in which measurement takes place. Therefore, valid instruments evaluate what they are meant to evaluate (Thomas, 2009:107). In this study, content validity was adopted.

Content validity refers to the extent to which the theoretical framework is reflected in the individual items in the questionnaire, or test items. In other words: Does the instrument reflect the theory concerning the investigation? (Strauss & Myburgh, undated; Cohen et al., 2007:109; Thomas, 2009:107). The questionnaire and the interview questions were designed based on the theory in chapters 2 and 3.

#### **4.10.3 Credibility**

Hair, Bush and Ortinau (2000:652) define credibility as the quality that comes about by developing a final report that is accurate, believable and professionally organised. It refers to accountability, dependability and confirmability. Credibility is the accountability of the whole research process. This includes actions in preparation of the research, and the authority of the researcher. The credibility criterion involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research, Trochim (2006:2). In this study, the researcher made it a point that data is collected in an accurate manner and a qualified supervisor was used to make this study credible. Transferability refers to the extent to which the results of the research can be applied in similar contexts (Monobe, 2005:19). The research is transferable because the researcher used surveys and surveys are sufficiently representative of a sample to ensure that descriptions of the sample can be used to describe the population. The results of this study can be transferred to a similar situation in South Africa. Dependability refers to the degree to which the reader can be convinced that the findings indeed occur as the researcher claims they did. It means that the findings remain consistent when another independent researcher goes through the raw data and comes to the same findings (Strauss & Myburgh, undated). According to Monobe (2005:19) dependability refers to the question of whether we can trust the answers that people give us. It emphasises the need for the researcher to account for ever-changing context within which research occurs. In this study, the researcher explained that she interviewed primary school principals, subject advisors and focus group of FP teachers to understand how CAPS training was conducted, and the results helped the researcher to identify the gaps in the implementation of CAPS and be able develop a suitable model of policy implementation, which will be fully discussed in Chapter five of this study.

#### **4.10.4 Sensitivity**

Sensitivity refers to the likelihood in an experiment that the effect of an independent variable will be detected when the variable does, indeed have an effect, sensitivity is increased to the extent that error variation is reduced (Shaughnessy, Zechmeister & Zechmeister, 2000:532). McMillan and Schumacher (2001:589) argue that an instrument is sensitive if it registers small changes. In this study, a four-point scale was designed in order to ensure its sensitivity.

#### **4.10.5 Suitability**

According to Hornby (2001:1199) suitability means right or appropriate for a particular purpose or occasion. An instrument should be suitable for the purpose for which it is used. Mistakes are often made on using tests that are suitable for one population group on a different population group without considering the implications (Strauss & Myburgh, undated). In this study, the questions were set in such a way that the respondents were able to understand and respond to them.

#### **4.10.6 Objectivity**

Strauss and Myburgh (undated) see the objectivity of an instrument as relating to the degree to which it remains unaffected by the distortion of reality caused by values, feelings, desires or prejudices of the researcher or respondent in the situation. It is a procedural criterion by which to ensure that information that results from a research project will be truly objective, it is the degree to which the researcher uses scientific procedures to collect, analyse and create non-biased information (Hair et al., 2000:659). In this study, trained researchers were used to collect data through designed instruments to avoid the researcher's bias.

#### **4.10.7 Feasibility**

Monobe (2005:21) defines feasibility as a research instrument that could be practically used or tested. Therefore, the use of an instrument should be practicable for the researcher as well as the respondent. Skills, costs and time are important. The researcher should be trained to use the instrument and the respondent should be trained to use the instrument and should possess specific skills. In this case the researcher has been teaching research

and supervising students at M.Ed, B.Ed (Honours) and Fourth Year levels for the past 11 years and these students were also trained to conduct the research.

#### **4.10.8 Ethical acceptability**

Ethics generally are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. They are norms or standards of behaviour that guide moral choices about behaviour and relationship with others (Cooper & Schindler, 2003:120). Behaving in an ethical manner will increase the chances of maintaining positive relationships between the researcher and participants for the duration of the study (Burton et al., 2008:50). Therefore, data-collecting instruments should display ethical acceptability. Therefore, the researcher issued consent form (see Appendix G) and covering letters (see Appendix F) designed to check if the participants understand the purpose of the study, that they are aware of their rights as participants and confirm their willingness to take part. According to Strauss & Myburgh (undated); Cohen et al. (2007:245) and Burton et al. (2008:50), in doing this the following need to be considered:

- Voluntary participation and freedom to withdraw. In this study, the respondents were allowed to withdraw if they felt uneasy about their participation;
- The respondent should know the purpose of the research and how the information will be used. In this study, the researcher issued consent form explaining to the respondents the purpose of the study and how they would benefit by participating, and the respondent signed indicating her/his understanding;
- Before the research is conducted, the respondent should be familiar with the nature of the instrument. Therefore, the researcher issued a covering letter and a consent form before a participant responded;
- Participation in the research should not have detrimental effects for the respondent. In this study, the researcher did this by the not disclosing the respondents' names;
- The researcher should not expect the respondent to act contrary to his/her principles. In this case, the study was explained to the respondents and they were made aware of their rights; and
- The respondent should benefit maximally from participating in the research.

In this study, when the researcher visited schools, the first thing she did was to explain the purpose of her visit, that she would collect information for her doctoral studies. In addition to the consent form and covering letter, the researcher also gave out a copy of permission letter obtained from the Provincial Department of Education (see Appendix H).

## **4.11 TRIANGULATION**

According to Flick (2011:186) triangulation refers to combining different sorts of data against the background of the theoretical perspective which you apply to data. It should produce knowledge on different levels, which means it goes beyond the knowledge made possible by one approach and thus contributes to promoting quality in research. Cohen et al. (2002:112) define triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. Bell (2001) sees it as a method that compares different kinds of data from different sources to see whether they agree with one another. Thomas (2009:111) regards it as seeing from different angles. In this study, triangulation refers to the combination of methodologies in the study of the same phenomena. The following are various forms of triangulation the researcher used in this study that enhanced the validity and reliability of the information obtained from the respondents:

### **4.11.1 Data triangulation**

One of the forms of triangulation the researcher used in this study is data triangulation. Data triangulation refers to the use of different sources of data as distinct from using different methods in the production of data (Flick, 2008:42). It combines data drawn from different sources and at different times, in different places or from different people (Flick, 2011:186). In this study, information was verified by using different research instruments such as questionnaires, interviews, focus group and observations. Questionnaire was administered to FP teachers, while different respondents such as primary schools principals and subject advisors were interviewed. This enhanced the validity and reliability of the information obtained from the respondents.

### **4.11.2 Theory triangulation**

Triangulation of theories is another form of triangulation used in this study. This means that the researcher approached data with multiple perspectives and hypotheses in mind. Various

theoretical points of view could be placed side by side to assess their utility and power (Flick, 2011:186). Theory triangulation becomes relevant when it is applied to a concrete set of data. In this study, both constructivism and self-regulatory theories were used and its data was verified with findings of this study. The advantage of this triangulation is that it prevents the researcher from sticking to her preliminary assumptions and from ignoring alternative explanations.

#### **4.11.3 Triangulation of methods**

The last form of triangulation used in this study is methodological triangulation. According to Flick (2011:186) triangulation of methods involves a complex process of playing each method off against the other so as to maximise the validity of field efforts. In this study, triangulation of methods was used to assess the nature of the research problem and its relevance to the method used to train FP teachers to implement CAPS. It also assesses the strengths and weaknesses of that particular type of training because that method is adapted to the special problems at hand.

#### **4.12 DATA ANALYSIS**

Data analysis involves organising, accounting for, and explaining the data, in short, making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen et al., 2007:147). This data must be organised and broken down into organised sections to determine important findings. According to Cooper and Schindler (2003:663) data analysis is the describing of data handling, preliminary analysis, statistical tests, computer programmes and other technical information.

This section focuses on interpreting qualitative and quantitative data from literature review, questionnaire and interview schedules, focus group and observation as shown in Figure 4.1. In this study, FP teachers were given questionnaires to fill in, while primary schools principals and subject advisors were interviewed. Focus group interviews and observation at training centres were conducted as well.

The researcher collected and analysed data by using both quantitative and qualitative approaches.

#### **4.12.1 Quantitative data analysis**

The statistical techniques used to analyse quantitative data in this study included Descriptive statistics for Frequency Tables and Charts/Graphs, while Statistical Inferences was used for T-test, Spearman's rho test and Chi-square test. This was done through the Statistical Software Package for Social Sciences (SPSS 21) and Minitab, with the assistance of the statistical services of the Department of Statistics at North West University of the Mafikeng campus in the North West Province. These packages have the advantage of being accurate and are a fast method of analysing data.

#### **4.12.2 Qualitative data analysis**

Qualitative data was analysed by transcribing verbatim what the respondents said from a tape recorder and the researcher also wrote down what the respondents said, after which a summary of responses and findings were drawn. Qualitative research approaches relate to the characteristics of language as communication and are concerned with the discovery of irregularities. Qualitative research relating to the characteristics of language is content analysis, discourse analysis and ethnography of communication, symbolic interaction and ethno-methodology.

##### *4.12.2.1 Content analysis*

According to Babbie and Mouton (2003:491) content analysis is a research method that examines words or phrases within a wide range of texts including books, book chapters, essays, interviews and speeches, as well as informal conversations and headlines. They argue that by examining the presence or repetition of certain words and phrases in these texts a researcher is able to make inferences about the philosophical assumptions of a writer, a written piece, the audience for which a piece is written, and even the culture and time in which the text is embedded. Content analysis refers to the gathering and analysis of textual content. Content refers to messages for example words, meanings, symbols and themes. Text referred to can be written, spoken or visual. Content analysis can be used for both quantitative and qualitative evaluations of texts. The central idea in content analysis is that the many words of text are classified into considerably fewer content categories (Bell, 2005:152). In this study, the content of the questionnaire has been arranged into the following categories:

- Biographical and demographical data (Question 1-7);
- Implementation of CAPS at Foundation Phase (Question 8 - 9);
- The role of PD for FP teachers (Question 10- 11); and
- The type of PD training offered to Foundation Phase teachers (Questions 12.-13).

#### 4.12.2.2 *Ethnoscience and structural ethnography*

Ethnoscience and structural ethnography place a great emphasis on reduction and statistical procedures in their analyses. Structural ethnographers pay more attention to the definitional meanings in language. They see their work as culminating in the discovery of cultural themes as larger patterns within the world. Ethnographers consider language as the most important mode for transmitting culture between successive generations (De Vos, 2001:102; Bell, 2005:178). In this study, ethnography was also used to analyse data.

### **4.13 RESUME**

This chapter presented the clarity of research design, research approach, population and sampling, research methods, research instruments, compilation of research instruments, pilot study, and trustworthiness of the study and data analysis. Chapter four shows the research design and methodology for collecting data and this set the trend for this study. Chapter five presents data analysis thereof.



## **CHAPTER FIVE: DATA ANALYSIS AND PRESENTATION OF RESULTS**

### **5.1 INTRODUCTION**

The researcher used mixed-methods approach to collect empirical data, which comprises quantitative and qualitative methods. For quantitative approach she used questionnaires given to FP teachers to respond to. For qualitative approach she interviewed primary school principals, subject advisors and a focus group of FP teachers. Observation methods were also conducted at training centres. Initially, the researcher sampled 10 primary schools in each of the 3 APO selected, and from each school she sampled 4 FP teachers, the total being 120 FP teachers, with 12 primary school principals and 3 subject advisors. The researcher was advised by the Ethical Clearance Committee of UNISA that the sample was too big, so she reduced it. As a result, 7 primary schools were chosen in each of the selected APOs and in each school 4 teachers were sampled with the total of 84 FP teachers, 9 principals and 3 subject advisors.

### **5.2 DATA PERTAINING TO FOUNDATION PHASE TEACHERS**

To evaluate the quality of the training given to FP teachers to implement CAPS, the researcher sent questionnaires to 7 primary schools which were randomly selected in each of the three districts (APOs) sampled in the Ngaka Modiri-Molema region of the North West Province. A total of 84(100%) subjects were identified to take part in this study and 77(91%) respondents returned usable questionnaires, which was a good return rate. Questionnaires (see Appendix A) sought information and asked for views about the following:

- Biographic and demographic data which is in Section A;
- Questions regarding the FP teachers' knowledge of CAPS, and the support given to FP teachers in the implementation of CAPS, are found in Section B;
- Questions regarding the impact of PD in the implementation of CAPS at FP are in Section C; and
- Questions on the type of PD model used to train FP teachers to implement CAPS are in Section D.

Questionnaires were completed by FP teachers. A copy of the questionnaire is attached as Appendix A.

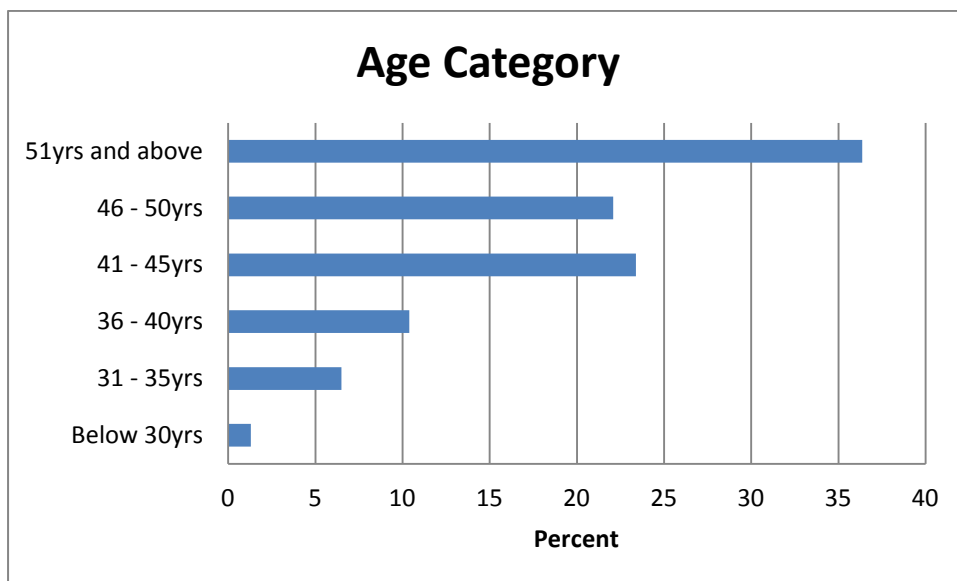
## 5.2.1 Biographic and demographic data of the respondents

Figure 5.1 to 5.7 were drawn to give a picture of the biographical and demographical statistics of the respondents. This information helps to indicate who the respondents were. A brief summary of the respondents' information provided in these Tables and Figures are discussed hereunder.

### 1. AGE OF THE RESPONDENTS

The subjects reported their ages by selecting one of the given six age groups from Figure 5.1. It is noted that 1(1.3%) of the respondents were below 30 years, 5(6.49%) were between 31 and 35, 8(10.39%) were between 36 and 40, 18(23.38%) were between 41 and 45, 17(22.08%) were between 46 and 50, while 28(36.36%) were 51 years and above.

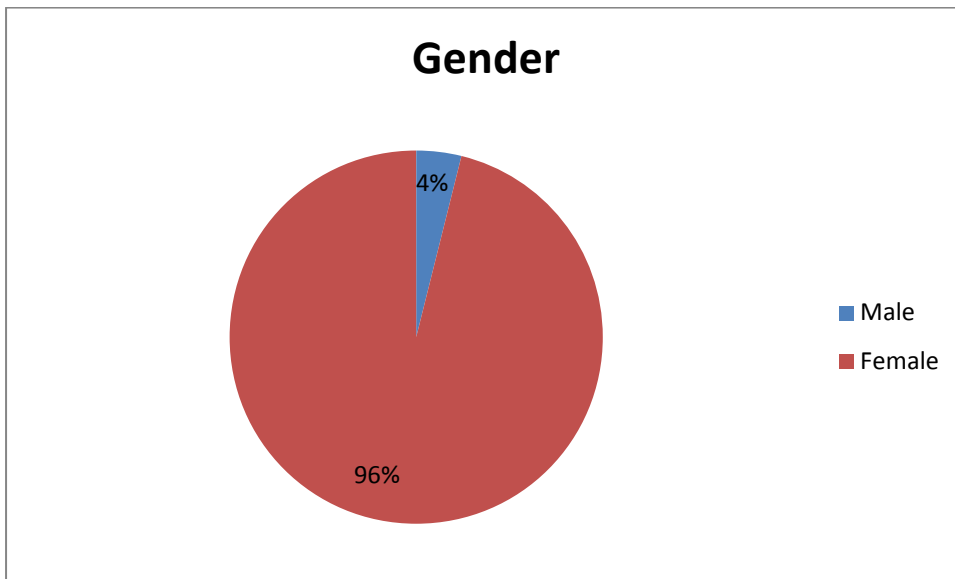
**Figure 5.1 Age Category**



### 2. GENDER OF THE RESPONDENTS

The respondents were requested to indicate their gender. In terms of Figure 5.2, 74(96.1%) of the respondents were females, while 3(3.9%) were males teaching the FP learners.

**Figure 5.2 Gender**

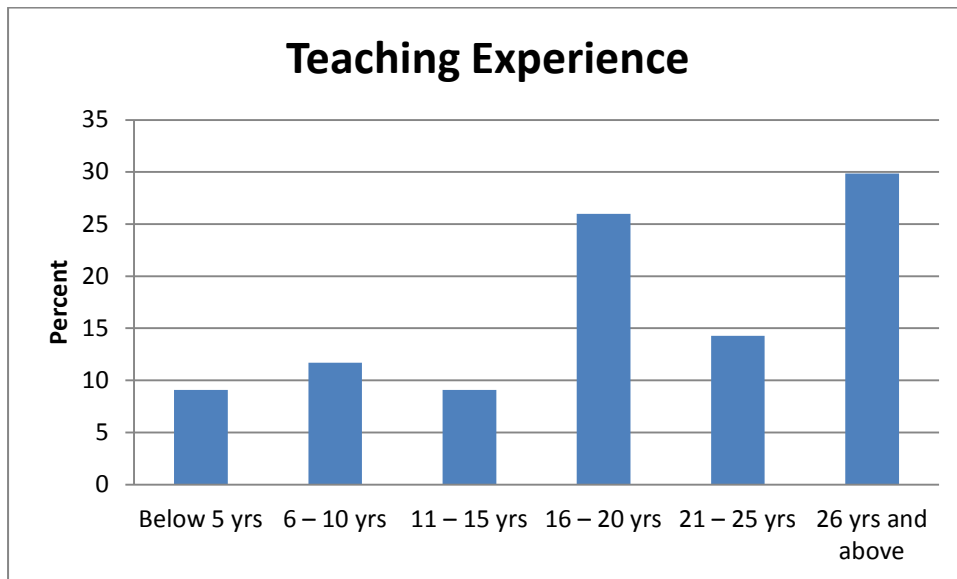


This implies that the designers and policy-makers of PD should be aware that the majority of teachers in the FP are female as shown in Figure 5.2. In some cases it would be difficult for them to attend INSET far away from their homes.

### **3. FOR HOW LONG HAVE YOU BEEN TEACHING?**

Figure 5.3 shows that respondents with less than 5 years experience were 7(9.09%), those with 6-10 years were 9(11.69%), those with 11-15 years were 7(9.09%) those with 16-20 years were 20(25.97%), those with 21-25 years were 11(14.29%), while 23(29.87%) had 26 years of experience and above. A majority 54(70.13%) of the respondents have teaching experience of 16 years and above.

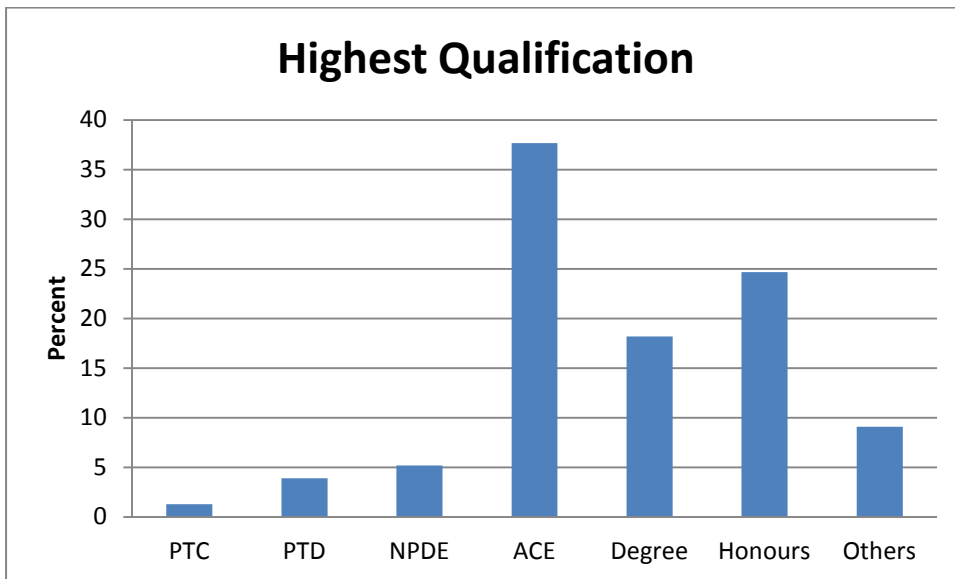
**Figure 5.3 For how long have you been teaching?**



#### **4. HIGHEST QUALIFICATION**

Respondents were requested to indicate their highest qualifications. Figure 5.4 indicate that 1(1.30%) of the respondents had Primary Teacher Certificate, 3(3.90%) have Primary Teacher Diploma, 4(5.19%) had National Professional Diplomas in Education, 29(37.66%) had Advance Diploma in Education, 14(18.18%) have a Junior degree and a teacher qualification/4 year Diploma in Teaching, 19(24.68%) have Honours degree and a teacher's qualification. 7(9.09%) said others, one possesses a Reception Year Teaching qualification, another had a Master's Degree in Education and others did not mention their qualifications.

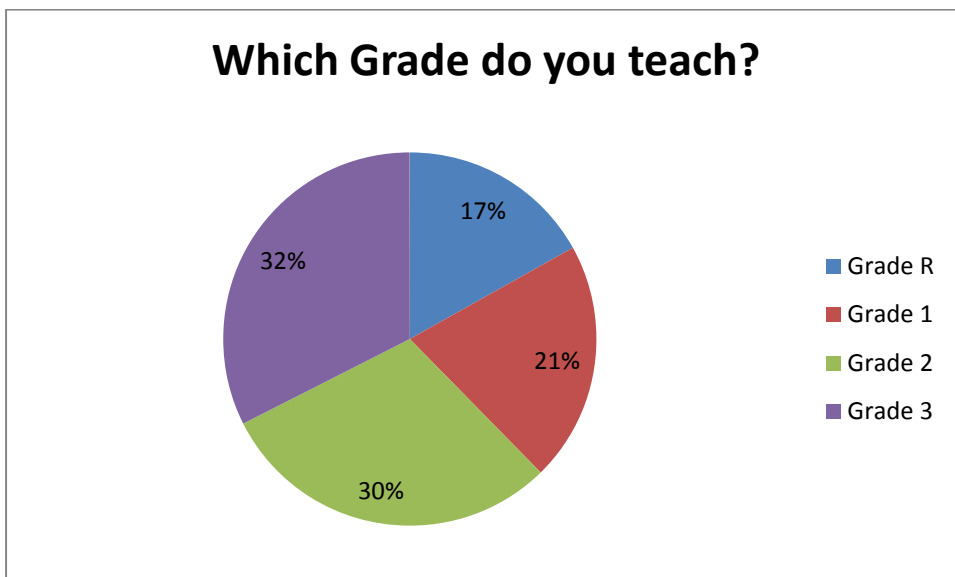
**Figure 5.4: Your Highest Qualification**



**5. WHICH GRADE DO YOU TEACH?**

Figure 5.5, it is noted that 13(16.88%) of the respondents teach Grade R learners, 16(20.78%) teach Grade 1, 23(29.87%) teach Grade 2, while 25(32.47%) teach Grade 3 learners.

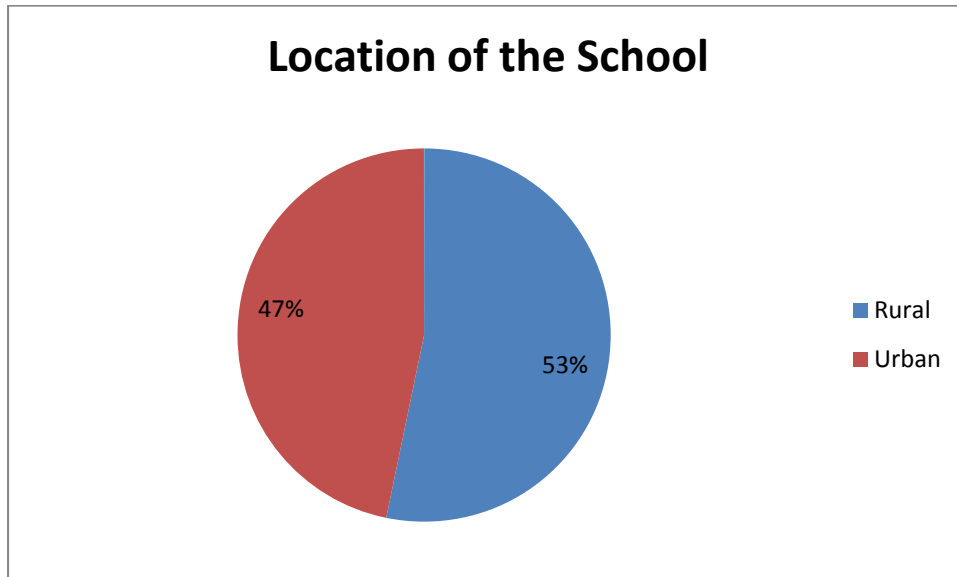
**Figure 5.5 Which Grade do you teach?**



## 6. AREA WHERE YOUR SCHOOL IS FOUND

According to Figure 5.6, 41(53.25%) of the respondents were from rural areas, while 36 (46.75%) were from urban areas.

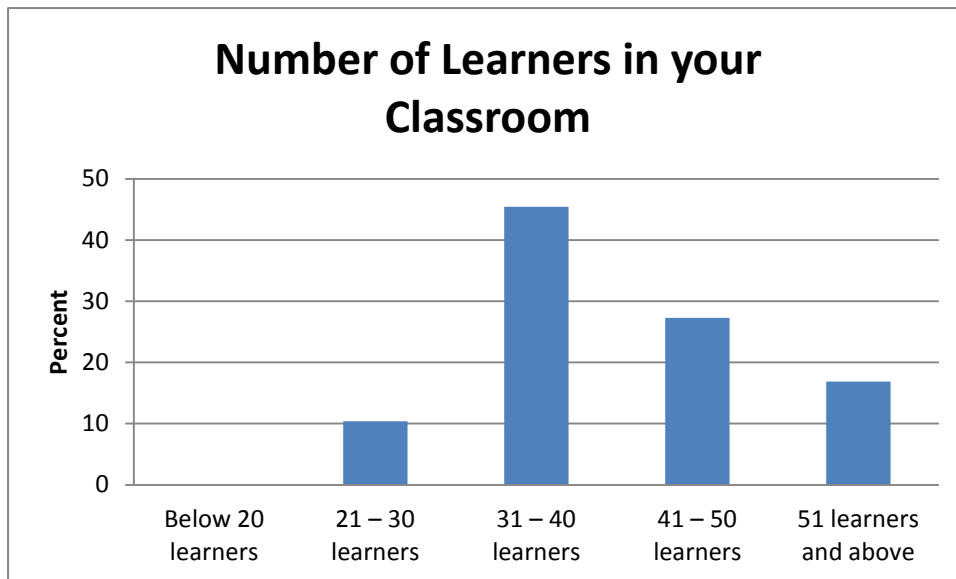
**Figure 5.6 Area where your school is found**



## 7. NUMBER OF LEARNERS IN YOUR CLASSROOM

From Figure 5.7, it is noted that no class has below 20 learners, 8(10.39%) has between 21-30 learners, 35(45.45%) has between 31-40 learners, 21(27.27%) has between 41 and 50, while 13(16.88%) have 51 and above.

**Figure 5.7 Number of learners in your classroom**



**5.2.2 Foundation Phase teachers’ knowledge of Curriculum and Assessment Policy Statement (CAPS) and the support they received to implement it.**

**ITEM 8: FOUNDATION PHASE TEACHERS’ KNOWLEDGE OF CAPS**

In this section, the respondents were requested to indicate their knowledge of CAPS. The following are their responses as depicted in Table 5.1:

**Item 8.1 Do you know what CAPS is all about?**

Table 5.1 shows that all of the respondents agreed that they know what CAPS is all about.

**Item 8.2 Were you involved in ensuring that CAPS for FP is up to standard?**

As shown in Table 5.1, all the respondents disagreed that they were involved in ensuring that CAPS for FP is up to standard.

**Item 8.3 Is it true that in CAPS paper work is reduced as follows?**

The following are the respondents’ responses in items 8.3.1, 8.3.2, 8.3.3 and 8.3.4 regarding the contribution made by CAPS towards paper work in their classrooms:

According to item 8.3.1 in Table 5.1, 43(55.84%) of the respondents said “yes” that learner portfolio have been phased out, but 34(44.16%) said “no” to the statement. In item 8.3.2, 45

(58.44%) of the respondents said “yes” a teacher is required to have a single file for planning but 32(41.56%) said “no” to the statement. In item 8.3.3, 41(53.25%) of the respondents said “yes” that the number of projects required by learners have been reduced but 36(46.75%) said “no” to the statement, while in item 8.3.4, 35(45.45%) of the respondents said “no” the Common Tasks of Assessment (CTA) has been phased out but 42(54.55%) said “yes” to the statement.

**Table 5.1: Foundation Phase teachers’ knowledge of CAPS**

<b>8. FP teachers’ knowledge of CAPS</b>		<b>Yes</b>		<b>No</b>	
		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
8.1	Do you know what CAPS is all about?	77	100	0	0
8.2	Were you involved to ensure that CAPS for FP is up to standard?	0	0	77	100
8.3	Is it true that in CAPS paper work is reduced as follows?				
8.3.1	Learner Portfolio Files have been phased out.	43	55.84	34	44.16
8.3.2	A teacher is required to have a single file for planning	45	58.44	32	41.56
8.3.3	The number of projects required by learners have been reduced	41	53.25	36	46.75
8.3.4	The Common Tasks of Assessment (CTA) has been phased out.	42	54.55	35	45.45
8.4	The content of the subjects offered in FP at a particular Grade is:				
8.4.1	Manageable	36	46.75	41	53.25
8.4.2	Demanding.	41	53.25	36	46.75
8.5	Is the instructional time allocated to each subject per week, enough for a teacher to cover everything required?	29	37.66	48	62.34
8.6	Are you satisfied on how the assessment is conducted at FP?	22	28.57	55	71.43

**Item 8.4: How do you view the content of the subjects offered in FP in a particular Grade?**

The respondents were requested to indicate their views regarding the content of the subjects offered in FP in a particular Grade. The following are their responses of:

**Item 8.4.1: Content of the subjects offered at FP in a particular Grade was manageable.**

In Table 5.1 item 8.4.1 indicates that 41(53.25%) of the respondents said “no” that the content of the subjects offered in FP, in a particular Grade is not manageable.

**Item 8.4.2 Content of the subjects offered at FP at a particular Grade was demanding.**



In Table 5.1 item 8.4.2 41(53.25%) respondents said “yes” it was demanding. This indicates that all of the respondents agreed that content of the subjects offered in FP, in a particular Grade is not manageable.

**Item 8.5: Is the instructional time allocated to each subject per week, enough for a teacher to cover everything required?**

In terms of Table 5.1, 29(37.66%) respondents indicated that the instructional time allocated to each subject per week, is enough for a teacher to cover everything required but 48(62.34%) said “no” to the statement.

**Item 8.6: Are you satisfied on how assessment is conducted at FP?**

Table 5.1 shows that 55(71.43%) of the respondents were not satisfied on how assessment is conducted at FP but 22(28.57%) were satisfied on how assessment is conducted. This implies that assessment at FP is too demanding, whereby teachers are unable to assess and give feedback on time.

**ITEM 9: SUPPORT GIVEN TO THE FOUNDATION PHASE TEACHERS IN THE IMPLEMENTATION OF CAPS**

Table 5.2 to 5.9 depict information regarding the support given to FP teachers in the implementation of CAPS, which include toolkit, training, and learning and teaching support material.

**Item 9.1 CAPS Toolkit**

Table 5.2 depicts information about the Toolkit which was used during CAPS training. The following are the responses:

**Item 9.1.1 Was the CAPS Toolkit provided?**

According to Table 5.2, 53(68.83%) of the respondents agreed that the CAPS toolkit was provided, but 24(31.17%) disagreed with the statement.

**Item 9.1.2: If yes, did you have access to the Toolkit?**

As shown in Table 5.2, 53(68.83%) of the respondents agreed that they have access to the CAPS Toolkit, but 24(31.17%) of the participants disagreed with the statement.

**Table 5.2 CAPS Toolkit as a support given to FP teachers**

9.1 CAPS Toolkit		Yes		No	
		f	%	f	%
9.1.1	Was the CAPS Toolkit provided?	53	68.83	24	31.17
9.1.2	If Yes, did you have access to the Toolkit?	53	68.83	24	31.17

**Item 9.1.3 If Yes, how helpful was the Toolkit?**

Table 5.3 was drawn to show the importance of the toolkit that was used to support FP teachers during the implementation of CAPS. The following are the responses to *items 9.1.3.1, 9.1.3.2, 9.1.3.3 and 9.1.3.4*:

In Table 5.3, *item 9.1.3.1* shows that 72(90.6%) of the respondents agree and strongly agree that the toolkit was helpful in explaining the structure and content of the CAPS in the FP, while 5(9.43%) disagreed with the statement. In *item 9.1.3.2*, 47(88.7%) of the respondents agreed and strongly agreed that the toolkit was helpful in explaining the role and use of the Workbooks in Grades R-3 but 6(11.3%) disagreed and strongly disagreed with the statement. In *item 9.1.3.3*, 44(83%) of the respondents agreed and strongly agreed that the toolkit was helpful in explaining the Annual National Assessment (ANA) as a baseline assessment in Grades 2 and 3, but 9(17%) disagreed and strongly disagreed with the statement, while *item 9.1.3.4* shows that 38(71.7%)of the respondents agreed and strongly agreed that the toolkit was helpful in explaining the implications of ANA for classroom practice, but 15(28.3%) disagreed and strongly disagreed with the statement.

**Table 5.3 Toolkit was helpful**

9.1.3 Toolkit was helpful in explaining the:		SD		D		A		SA	
		f	%	f	%	f	%	f	%
9.1.3.1	Structure and content of the CAPS in the FP.	0	0	5	9.43	35	66.04	13	24.53
9.1.3.2	Role and use of the Workbooks in Grades R-3.	3	5.66	3	5.66	40	75.47	7	13.21
9.1.3.3	Annual National Assessment (ANA) as a baseline assessment in Grades 2 and 3.	6	11.32	3	5.66	36	67.92	8	15.09
9.1.3.4	The implications of ANA for classroom practice.	4	7.55	11	20.75	33	62.26	5	9.43

Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

## 9.2 Training in CAPS

Table 5.4 depicts information regarding CAPS training to the FP teachers. The following are their responses in *items 9.2.1 and 9.2.2*:

As shown in Table 5.4 in *item 9.2.1*, all 77(100%) of the respondents indicated that CAPS training was provided but in *item 9.2.2*, 74(96.1%) of the respondents said “yes” that they were trained to implement CAPS, but 3 (3.9%) said they were not trained.

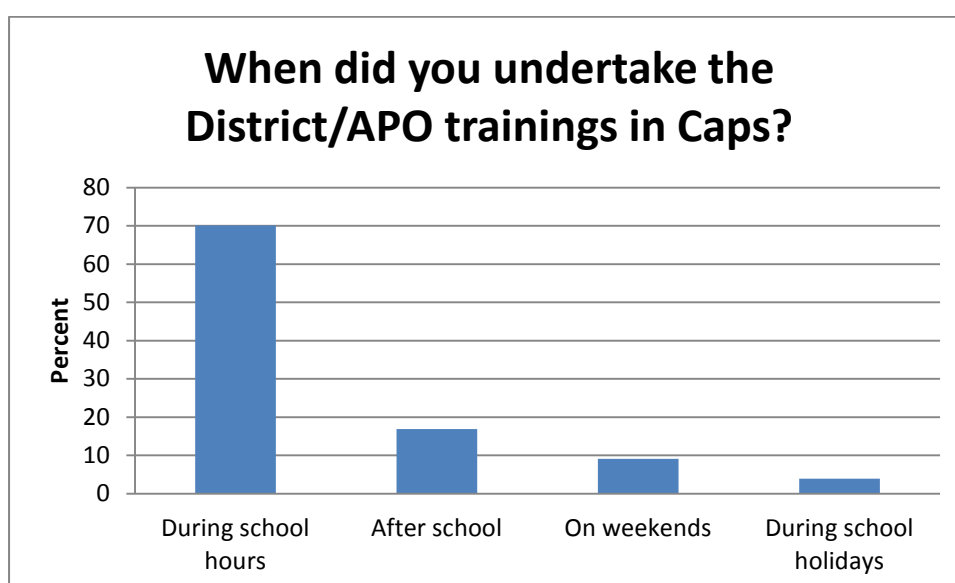
**Table 5.4 Training in CAPS**

9.2 Training in CAPS		Yes		No	
		F	%	F	%
9.2.1	Was Training in CAPS provided?	77	100	0	0
9.2.2	If Yes, were you trained in CAPS?	74	96.1	3	3.9

### Item 9.2.3: When did you undertake the District/APO trainings in CAPS?

Figure 5.8 show that the majority 54(70.13%) of the respondents said they undertook their CAPS training during school hours whereby classes had to be suspended, which is not good. Thirteen (16.88%) said they were trained after school, which is also not good because the teachers had been working the whole day and without rest they had to attend training. This can hamper their concentration which can make their development less effective. Seven (9.09%) said they attended on weekends, while 3(3.90%) said during holidays.

**Figure 5.8 When did you undertake the District/APO trainings in CAPS?**



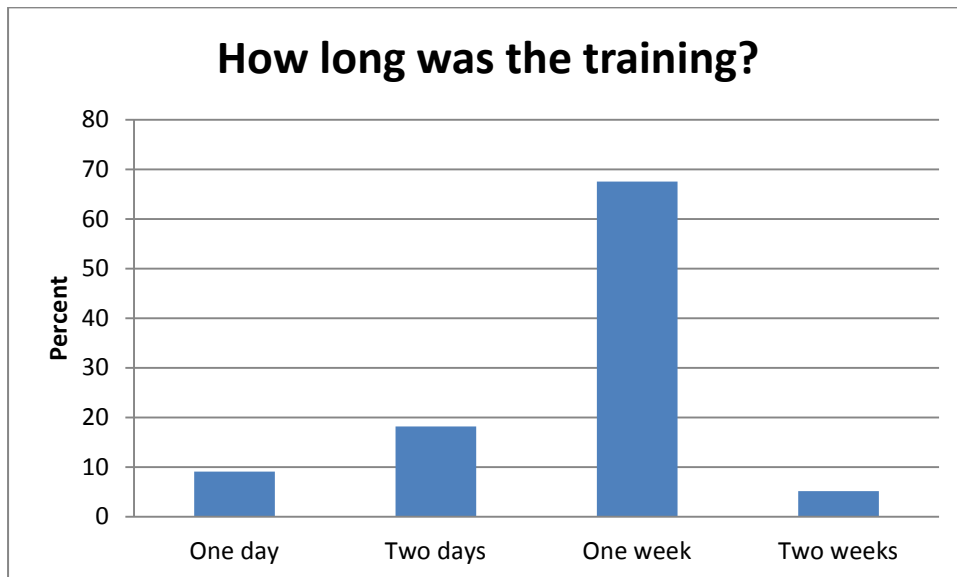
**Item 9.2.4 Which category mentioned in 9.2.3 is suitable for you and why?**

The respondents indicated that they wish PD activities could take place during school holidays.

**Item 9.2.5: How long was the training?**

Respondents were asked: What was most commonly the length of PD activities they attended? From Figure 5.9 it is noted that 7(9.09%) of the respondents indicated that the length of the PD activities they attended was one day, 14(18.18%) indicated that it was two days, 52(67.53%) said one week, and 4(5.19%) said two weeks.

**Figure 5.9 How long was the training?**



**Item 9.2.6: Was the length of CAPS training enough for the success of PD activities?**

As shown in Figure 5.9, 65(84.42%) of the respondents complained about the length of the PD activities they attended which was too short, while 12(15.58%) did not complain.

**Item 9.2.7 Were you involved in the design of CAPS training you attended?**

According to Table 5.5, all 77 (100%) of the respondents indicated that none of them was involved in the design of PD activities they attended.

**Table 5.5: Success of the length of the training and involvement in the design of training**

Success of the length of CAPS training		Yes		No	
		f	%	F	%
9.2.6	Was the length of CAPS training enough for the success of PD activities?	12	15.58	65	84.42
9.2.7	Were you involved in the design of CAPS training you attended?	00	00	77	100

**Item 9.2.8 Where did your training in CAPS take place?**

Table 5.5 shows that 64(83.68%) of the respondents said their CAPS training took place at the centres organised by Provincial/APO Department of Education, while 13(16.68%) of the respondents indicated that they were trained at their respective schools.

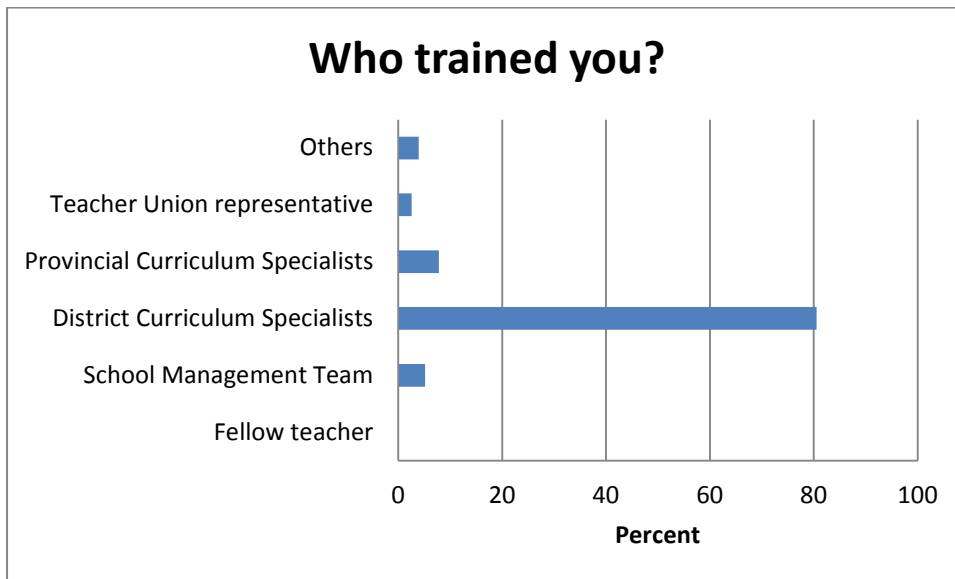
**Table 5.6: Where did your training in CAPS take place?**

Where did your training in CAPS take place?		F	%
9.2.8.1	School	13	16.68
9.2.8.2	North West University campus	0	0
9.2.8.3	Centres organised by Provincial/APO Department of Education	64	83.12
9.2.8.4	Others	0	0
<b>Total</b>		<b>77</b>	<b>100</b>

**Item 9.2.9: Who trained you?**

In Figure 5.10 a majority 62(80.52%) of the respondents indicated that they were trained by their District Curriculum Specialists, 4(5.19%) by School Management Team, 6(7.79%) by Provincial Curriculum Specialists, 2(2.60%) by Teacher Union Representatives, while 3(3.90%) said others but they did not specify.

**Figure 5.10: Who trained you?**



**Item 9.2.10 Who initiated your CAPS training?**

All 77(100%) of the respondents mentioned that their training on how to implement CAPS was initiated by the National Department of Education.

**Item 9.2.11: What did you benefit from the CAPS training?**

The respondents indicated the following as their benefits from CAPS training: experience, school based assessment of learner portfolio, how ANA assessment is conducted, skills in teaching, motivation in teaching and content knowledge.

**Item 9.3: Provision of learning and teaching support material (LTSM)**

In Table 5.7 the respondents were requested to indicate their views regarding the provision of LTSM during CAPS training. The following are their responses in *item 9.3.1, 9.3.2 and 9.2.3*:

As shown in Table 5.7, in *item 9.3.1*, 56(72.7%) of the respondents agreed and strongly agreed that they were provided with learning and teaching support material, but 21(27.7%) disagreed and strongly disagreed with the statement. In *item 9.3.2*, 51(66.2%) of the respondents agreed and strongly agreed that during CAPS training provision of learning and

teaching support material was made on time, but 26(33.8%)disagreed and strongly disagreed with the statement. In *item 9.3.3*, 39(50.7%) of the respondents disagreed and strongly disagreed that during CAPS training provision of learning and teaching support material was sufficient, but 38(49.4%) agreed and strongly agreed with the statement.

**Table 5.7: Provision of Learning and Teaching Support Material (LTSM)**

		SD		D		A		SA	
<b>9.3 During CAPS training:</b>		<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
9.3.1	I was provided with learning and teaching support material.	9	11.69	12	15.58	50	64.94	6	7.79
9.3.2	Provision of learning and teaching support material was made on time.	5	6.49	21	27.27	41	53.25	10	12.99
9.3.3	Provision of learning and teaching support material was sufficient.	9	11.69	30	38.96	30	38.96	8	10.39

Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

### **5.2.3 The impact of PD training attended by FP teachers to implement CAPS**

#### **ITEM 10: THE IMPACT OF THE PD TRAINING ATTENDED BY FP TEACHERS TO IMPLEMENT CAPS**

The respondents were requested to compare the qualities of CAPS training activities they attended with the principles of effective PD as outlined in Table 5.8. The researcher wanted to find out if the training they attended brought an impact in terms of teacher development and classroom management. Table 5.8 outlines the responses from the participants regarding CAPS training activities attended by FP teachers from various schools. According to the literature in Chapter 2 of this study, effective PD should have:

#### ***Item 10.1 Deepened and broadened my knowledge of content***

From Table 5.8, 59(76.6%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended deepened and broadened their knowledge of content, while 18(23.4%) agreed and strongly agreed with the statement.

**Item 10.2 Provided a strong foundation of particular disciplines**

Table 5.8 shows that 48(62.3%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended provided a strong foundation of particular disciplines, but 29(37.7%) agreed and strongly agreed.

**Item 10.3 Included procedures for evaluation**

According to Table 5.8, 60(77.92%) of the respondents agreed and strongly agreed that CAPS training activities they attended included procedures for evaluation but 17(22.07%) disagreed and strongly disagreed with the statement.

**Table 5.8 Principles of PD activities as perceived by FP teachers**

CAPS training activities I attended:		SD		D		A		SA	
		f	%	f	%	f	%	f	%
10.1	Deepened and broadened my knowledge of subject content	54	70.13	5	6.49	15	19.48	3	3.90
10.2	Provided a strong foundation of particular disciplines	45	58.44	3	3.90	25	32.47	4	5.19
10.3	Included procedures for evaluation	4	5.19	13	16.88	59	76.62	1	1.30
10.4	Provided me with sufficient time	13	16.88	32	41.56	29	37.66	3	3.90
10.5	Was based on teachers' identified needs	8	10.39	32	41.56	37	48.05	0	0
10.6	Was driven by learners needs	49	63.64	4	5.19	4	5.19	20	25.97
10.7	Was school based	45	58.44	7	9.09	9	11.69	16	20.78
10.8	Was content-focused	2	2.60	9	11.69	54	70.13	12	15.58
10.9	Provided me with knowledge about teaching and learning processes	52	67.53	15	19.48	3	3.90	7	9.09
10.10	Was aligned with the standards and curriculum teachers use	7	9.09	12	15.58	47	61.04	11	14.29
10.11	Was designed by teachers in cooperation with experts in the field	20	25.97	20	25.97	30	38.96	7	9.09
10.12	Contributed to measurable improvement in learners achievement	13	16.88	14	18.18	41	53.25	9	11.69
10.13	Took variety of forms	13	16.88	9	11.69	46	59.74	9	11.69
10.14	Was on-going and sustained	12	15.58	15	19.48	45	58.44	5	6.49

Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.



#### ***Item 10.4 Provided sufficient time***

As indicated in Table 5.8, 45(58.4%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended they were not provided with sufficient time, while 32(41.6%) agreed and strongly agreed.

#### ***Item 10.5 Was based on teachers' identified needs***

From Table 5.8 it is noted that 40(51.9%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended was based on teachers' identified needs, while 37(48.1%) agreed.

#### ***Item 10.6 Was driven by learners needs***

Table 5.8 shows that 53(68.8%) of the respondents disagreed and strongly disagreed that the CAPS training activities they attended were driven by learners needs, on the other hand, 24(31.2%) agreed and strongly agreed that CAPS training activities they attended were driven by learners' needs.

#### ***Item 10.7 Was school based***

According to Table 5.8, 52(67.5%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended were school-based, while 25(32.5%) agreed and strongly agreed with the statement.

#### ***Item 10.8 Was content-focused***

In terms of Table 5.8, 66(85.7%) of the respondents agreed and strongly agreed that CAPS training activities they attended were content-focused, while 11(14.3%) disagreed and strongly disagreed.

#### ***Item 10.9 Provided knowledge about teaching and learning processes***

Table 5.8 shows that 67(87%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended provided knowledge about teaching and learning

processes, while 10(13%) agreed and strongly agreed with the statement. Most of the respondents disagreed with the statement.

***Item 10.10 Was aligned with the standards and curriculum teachers use***

From Table 5.8 it is noted that 58(75.3%) of the respondents agreed and strongly agreed that CAPS training activities they attended were aligned with the standards and curriculum teachers use, but 19(24.7%) disagreed and strongly disagreed with the statement.

***Item 10.11 Was designed by teachers in cooperation with experts in the field***

Table 5.8 shows that 40(51.9%) of the respondents disagreed and strongly disagreed that CAPS training activities they attended were designed by teachers in cooperation with experts in the field, but 37(48.1%) agreed and strongly agreed with the statement.

***Item 10.12 Contributed to measurable improvement in learners' achievement***

In Table 5.8, 50(64.9%) of the respondents agreed and strongly agreed that CAPS training activities they attended contributed to measurable improvement in learners achievement, while 27(35.1%) disagreed and strongly disagreed.

***Item 10.13 Took a variety of forms***

Table 5.8 shows that 55(71.4%) of the respondents agreed and strongly agreed that CAPS training activities they attended took a variety of forms, but 22(22.6%) disagreed and strongly disagreed with the statement.

***Item 10.14 Was on-going and sustained***

According to Table 5.8, 50(64.9%) of the respondents agreed and strongly agreed that CAPS training activities they attended were on-going and sustained, but 27(35.1%) disagreed and strongly disagreed with the statement.

In summary, responses on items 10.1-10.14 in Table 5.8 characterise CAPS training activities attended by the respondents. In most of the items the respondents responded negatively, and in the items where the response is positive the difference is not much.

## ITEM 11: EVALUATING FP TEACHERS IN RELATION TO CAPS FOR PROFESSIONAL GROWTH AND DEVELOPMENT

PD programmes need to be evaluated because evaluation helps to improve the quality of the programme and to determine its overall effectiveness. Table 5.9 depicts the opinions of FP teachers concerning their evaluation PD activities they attended.

***Item 11.1 Evaluation in CAPS training activities was seen as an on-going process that is initiated in the earliest stages of programme planning (11.1.1) and continued beyond programme completion (11.1.2)***

From Table 5.9 it is noted in *item 11.1.1* that 52(67.5%) of the respondents agreed and strongly agreed that in the CAPS training activities they attended evaluation was seen as an on-going process that is initiated in the earliest stages of programme planning, while 25(32.5%) disagreed and strongly disagreed with the statement. In *item 11.1.2*, 48(62.34%) of the respondents agreed and strongly agreed that it continued beyond programme completion, but 29(37.66%) disagreed and strongly disagreed with the statement.

**Table 5.9 Evaluation in CAPS training activities**

		SD		D		A		SA	
In the CAPS training activities I attended:		f	%	f	%	F	%	F	%
11.1	Evaluation was seen as an on-going process that is:								
11.1.1	Initiated in the earliest stages of PD programme planning	8	10.39	17	22.08	49	63.64	3	3.90
11.1.2	Continued beyond PD programme completion	7	9.09	22	28.57	46	59.74	2	2.60
11.2	There was an evaluation team to assess each PD programme	12	15.58	28	36.36	35	45.45	2	2.60
11.3	Evaluation was done at intervals during a PD programme	12	15.58	27	35.06	36	46.75	2	2.60
11.4	Evaluation was collected at three levels which are:								
11.4.1	Improvement of teacher's teaching.	15	19.48	22	28.57	34	44.16	6	7.79
11.4.2	Positive changes in the school.	14	18.18	25	32.47	32	41.56	6	7.79
11.4.3	Performance of students improved.	17	22.08	23	29.87	31	40.26	6	7.79

Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

***Item 11.2. There was an evaluation team to assess each programme***

Table 5.9 shows that 40(51.9%) of the respondents disagreed and strongly disagreed that in the CAPS training activities they attended there was an evaluation team to evaluate each programme, while 37(48.1%) agreed and strongly agreed with the statement.

***Item 11.3 Evaluation was done at intervals during a PD programme***

Table 5.9 indicates that 39(50.6%) of the respondents disagreed and strongly disagreed that in the PD activities they attended evaluation was done at intervals during a PD programme, but 38(49.4%) agreed and strongly agreed.

***Item 11.4 Evaluation was collected at three levels, which are the improvement of teacher's teaching (11.4.1), positive changes in the school (11.4.2) and performance of learners improved (11.4.3)***

From Table 5.9, in *item 11.4.1* it is noted that 40(51.95%) of the respondents agreed and strongly agreed that in the PD activities they attended evaluation was collected to check if training contributed to the improvement of teacher's teaching but 37(48.05%) disagreed. In *item 11.4.2*, 39(50.75%) of the respondents disagreed and strongly disagreed that it was collected to check if CAPS training contributed to positive changes in the school, but 38(49.35%) agreed. In *item 11.4.3* about 40(51.95%) of the respondents disagreed and strongly disagreed that evaluation was done to check if CAPS training contributed to the improvement of the learners' performance, but 37(48.05%) of the respondents agreed.

Since in *item 11.4.1* there is not much difference between those who agreed and those who disagreed, and in *items 11.4.2 and 11.4.3* the responses are negative.

## 5.2.4 The current PD model used for CAPS implementation at Foundation Phase

### ITEM 12: THE TYPE OF PD MODEL USED TO TRAIN FP TEACHERS TO IMPLEMENT CAPS

During the old approach to education, FP teachers were trained to fulfil the role that the system required of them. This training was either pre-service or in-service, and was mainly in the same form as teaching, that is, prescribed content and methodologies were handed down to teachers in once-off courses or workshops, after which teachers were presumed capable of doing the same with their learners. Table 5.10 depicts the views of FP teachers on the type of PD model used to train them to implement CAPS.

#### *Item 12.1 A group of teachers received training and then becomes trainers themselves*

In Table 5.10, 51(66.23%) of the respondents said “no” to the fact that a group of FP teachers received training and then became trainers themselves, while 26(33.77%) said “yes” to the statement.

#### *Item 12.2 PD was connected to learners’ learning*

From Table 5.10 it is noted that 57(74.03%) of the respondents said “no” to the fact that in the PD activities they attended PD were connected to learners’ learning, but 20(25.97%) of the respondents said “yes” to the statement.

**Table 5.10 The type of PD model used to train FP teachers to implement CAPS**

		Yes		No	
<b>The following characterise the type of model used to train the FP teachers to implement CAPS:</b>		f	%	f	%
12.1	A group of teachers received training and then became trainers themselves	26	33.77	51	66.23
12.2	PD was connected to student learning	20	25.97	57	74.03
12.3	Variety of learning experiences were employed	48	62.34	29	37.66
12.4	PD was conducted as an on-going process	47	61.04	30	38.96
12.5	There was sufficient time for PD activities	24	31.17	53	68.83
12.6	The trainers were conversant with their roles	50	64.94	27	35.06

Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

### ***Item 12.3 Variety of learning experiences were employed***

Table 5.10 shows that 48(62.34%) of the respondents indicated that the PD activities they attended a variety of learning experiences were employed, while 29(37.66%) did not agree.

### ***Item 12.4 PD was conducted as an on-going process not a one-shot approach***

Table 5.19 indicates that 47(61.04%) of the respondents agreed that in the CAPS training activities they attended, PD was conducted as an on-going process not a one-shot approach, but 30(38.96%) of the respondents disagreed.

### ***Item 12.5 There was sufficient time for PD activities***

From Table 5.10 it is noted that 53(68.83%) of the respondents said “no” that in the CAPS training activities they attended there was sufficient time for PD activities, but 24(31.17%) said “yes”.

### ***Item 12.6 The trainers were conversant with their roles***

In Table 5.10 it is noted that 50(64.94%) of the respondents said “yes” that in the CAPS training activities they attended the trainers were conversant with their roles, while 27(35.06%) said “no”.

In summary, items 12.1-12.6 in Table 5.10 reveal that in the current model of PD a group of FP teachers received training and then became trainers themselves, which is good since it instills a sense of ownership of the programme by the teachers; on the other hand this might be bad as not all teachers could be good trainers.

## **5.2.5 Test of Significance (Spearman’s Rank Correlation)**

Table 5.11 and Table 5.12 depict Spearman’s rank correlation. This test is concerned with the relationship between two ranked variables (X and Y). The relationship is statistically significant if the p-value is less than 5% level of significance. The coefficient of Spearman’s rank correlation is given by

$$r = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

where

D = differences of ranks of corresponding values of X and Y

N = number of paired values in the data

$$-1 \leq r \leq 1$$

SPSS 21.0 software package was used to perform the correlation analysis and the results are shown in Table 5.11 and Table 5.12.

**Table 5.11: Spearman's rank correlation between teaching experience and perception of FP teachers about CAPS training activities**

Perception		Teaching Experience Category
10.5 CAPS training activities I attended were based on teachers' identified needs	Correlation coefficient(r )	0.228
	p – value	0.046
11.1.1 In the CAPS training activities I attended, evaluation was seen as an on-going process that is Initiated in the earliest stages of programme planning	Correlation coefficient(r )	0.256
	p – value	0.025

**Table 5.12 Spearman's rank correlation between class size and perception of FP teachers about CAPS training activities**

Perception		Class Size Category
10.3 CAPS training activities I attended included procedures for evaluation.	Correlation coefficient(r )	0.305
	p – value	0.007
11.3 In the CAPS training activities I attended, evaluation was done at intervals during a PD programme.	Correlation coefficient(r )	0.286
	p – value	0.012
11.4.1 In the CAPS training activities I attended, evaluation was based on the improvement of teacher's teaching	Correlation coefficient(r )	0.306
	p – value	0.007
11.4.3 In the CAPS training activities I attended, evaluation was based on improvement of students' performance.	Correlation coefficient(r )	0.312
	p – value	0.006

### 5.2.6 T – Test between two Independent Samples

The statistical software package, SPSS 21.0, was used to perform a t-test between two independent samples (young and old FP teachers) in Table 5.13.

**Table 5.13: Comparing perceptions (views) of young and old FP teachers concerning CAPS training activities**

Item	Age category	Sample Size	Mean	p-value
<b>10.4</b> CAPS training activities I attended, I was provided with sufficient time	≥ 46 years	45	2.44	0.036
	< 46 years	32	2.06	
<b>10.5</b> CAPS training activities I attended, were based on teachers' identified needs	≥ 46 years	45	2.56	0.005
	< 46 years	32	2.13	
<b>10.12</b> CAPS training activities I attended, contributed to measurable improvement in learners achievement	≥ 46 years	45	2.80	0.019
	< 46 years	32	2.31	
<b>10.13</b> CAPS training activities I attended, took variety of forms	≥ 46 years	45	2.89	0.008
	< 46 years	32	2.34	
<b>10.14</b> CAPS training activities I attended, were on-going and sustained	≥ 46 years	45	2.82	0.001
	< 46 years	32	2.19	
<b>11.1.1</b> In the CAPS training activities I attended, evaluation was seen as an on-going process that was initiated in the earliest stages of programme planning	≥ 46 years	45	2.84	0.001
	< 46 years	32	2.28	
<b>11.1.2</b> In the CAPS training activities I attended, evaluation was seen as an on-going process that was continued beyond programme completion	≥ 46 years	45	2.71	0.022
	< 46 years	32	2.34	



### 5.2.7 Chi-Square Test of Independence

This test of independence is concerned with the relationship between two different factors or categories in a population under study.

<p><b>Hypotheses:</b></p> <p><b>H<sub>0</sub>:</b> Row and column categories are independent.</p> <p><b>H<sub>1</sub>:</b> Row and column categories are not independent.</p> <p><b>Significance level:</b> 1%, 5% or 10%</p> <p><b>Chi-square statistic</b> = <math>\sum[(o - e)^2 / e]</math>, o=observed, e=expected frequency</p> <p><b>Degrees of freedom (df)</b> = <math>(r - 1)(c - 1)</math>, r = rows, c = columns</p> <p><b>Rejection region:</b> p-value (i.e. probability value) <math>\leq</math> 1% , 5% or 10%</p>
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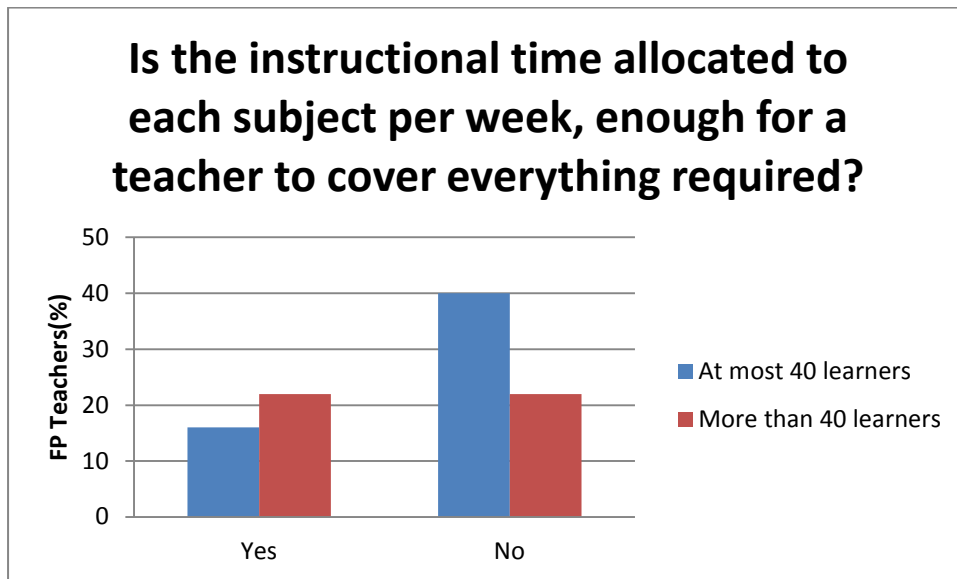
Minitab software package was used to perform a chi-square test for the data in Table 5.14 and Figure 5.11. The chi-square statistic and the p-value with one degree of freedom are 3.947 and 0.047, respectively.

**Table 5.14 Cross-tabulation of FP teachers’ opinions about CAPS activities by class size**

<b>8.5 Is the instructional time allocated to each subject per week, enough for a teacher to cover everything required?</b>			
<b>Class size</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
At most 40 learners	12 (16%)	31 (40%)	43
More than 40 learners	17 (22%)	17 (22%)	34
<b>Total</b>	<b>29</b>	<b>48</b>	<b>77</b>

Chi-square=3.947 p-value=0,047 df = 1

Figure 5.11 Instructional time allocated to each subject per week



### 5.3 RESUME

The responses from the five categories of respondents were presented. The respondents were FP teachers, primary school principals, subject advisors, a focus group and those being observed. Findings on this investigation were also given.

The following chapter presents data interpretation.

## **CHAPTER SIX: DATA INTERPRETATION**

### **6.1 INTRODUCTION**

In any survey project, data that is collected needs to be analysed and interpreted. The interpretation gives meaning to and understanding of the survey. This chapter therefore reports on the results of the empirical investigation conducted in order for the researcher to develop a suitable approach for the implementation of professional development (PD) programmes for the Foundation Phase (FP) teachers in Ngaka Modiri-Molema region of the North West Province.

### **6.2 DATA PERTAINING TO FOUNDATION PHASE TEACHERS**

This section gives an interpretation of data analysed in chapter five of this study.

#### **6.2.1 Biographic and demographic data of the respondents**

##### **ITEM 1: AGE OF THE RESPONDENTS**

Even though most of the respondents were highly experienced and confident in their teaching roles, there was also a need for them to be updated in the curriculum knowledge and pedagogical procedures, as well as for rethinking the structure of teaching and learning. It thus indicates that an increased number of young people were not joining the teaching profession, and did not remain for an extended period in the teaching profession.

Therefore professional development becomes a waste of resources by training people who do not stay long in the profession. The majority of respondents were already about to retire at the time of the study.

In addition, projections indicate that, for there to be sustainability, the education system requires a steady flow of newly qualified teachers (Department of Education, 2005:46), but Figure 5.1 show that only 1(1.30%) of the respondents was below the age of 30.

## **ITEM 2. GENDER OF THE RESPONDENTS**

The data suggests that majority of teachers in schools are females. The increasing feminisation in the primary schooling (Foundation Phase) mirrors an important aspect of gender roles in the society.

This implies that the designers and policy-makers of PD should be aware that the majority of teachers in the FP are female as shown in Figure 5.2. In some cases it would be difficult for them to attend INSET far away from their homes.

## **ITEM 3. FOR HOW LONG HAVE YOU BEEN TEACHING?**

A majority of the respondents have teaching experience of 16 years and above. When thinking of maintaining and improving the standard of education in schools, one thinks of the experience the FP teachers have and for long they have been out of the college or the university.

Since the Department of Education has introduced mentoring programmes in schools, FP teachers with more experience would be mentors of less experienced ones. With the experience these respondents have, they can contribute to the planning and implementation of the PD activities for FP teachers in their schools. It is also important to note that CAPS is a new curriculum and young teachers might also end up mentoring experienced teachers.

## **ITEM 4. HIGHEST QUALIFICATION**

Most of the respondents were qualified to teach FP learners. This shows that the Department of Education has done a great deal by embarking on awarding bursaries to under-qualified and unqualified teachers (REQV 11 and less) to upgrade them to do the National Professional Diploma in Education (NPDE) as well as Advanced Certificate in Education (ACE).

Although training has been offered to established FP teachers to enable them to implement CAPS in their classrooms, critics have highlighted the fact that the training they receive is inadequate and of low quality (Department of Education, 2005:47).

## **ITEM 5. WHICH GRADE DO YOU TEACH?**

This shows a good distribution of FP teachers in all of the four Grades even though the Grade R teachers during the Focus group interviews complain about inconsistency concerning their employment.

## **ITEM 6. AREA WHERE YOUR SCHOOL IS FOUND**

The distribution of FP teachers is even. The implication is that the DoE is not finding difficulties in recruiting new FP teachers to rural schools because of funding schemes in institutions of higher learning, whereby the DoE is responsible for placement of those students at their completion. Even though HEIs offering teacher education programmes are centralised in urban areas, some rural teacher trainees who train in these institutions are forced to go back to their rural context. Nobody is allowed to seek employment in urban environments in which they were trained because work placement is done by DoE. This leads to FP teachers finding access to teacher development programmes difficult because of their geographic isolation.

This suggests that the geographical spread of colleges through remote rural areas needs to be reversed. This might help to reduce high dropout rates such as in the case of NPDE programme, whereby teachers drop out due to problems such as long distances they have to travel to delivery sites (Monobe, Tshephe and Maroja, 2003:7).

## **ITEM 7. NUMBER OF LEARNERS IN YOUR CLASSROOM**

According to the researcher's experience, FP teachers with big class sizes were from rural areas and this makes teaching and learning more difficult, which contributes to poor performance. It also contradicts the NCS which says teacher-learner ratio must be 1:35.

### **6.2.2 Foundation Phase teachers' knowledge of Curriculum and Assessment Policy Statement (CAPS) and the support they received to implement it.**

## **ITEM 8: FOUNDATION PHASE TEACHERS' KNOWLEDGE OF CAPS**

In this section, the respondents were requested to indicate their knowledge of CAPS. The following are the interpretation of their responses:

**Item 8.1 Do you know what CAPS is all about?**

All of the respondents agreed that they know what CAPS is all about. This implies that the National Department of Education has familiarised all FP teachers with the new education policy, which is CAPS.

**Item 8.2 Were you involved in ensuring that CAPS for FP is up to standard?**

All of the respondents disagreed that they were involved in ensuring that CAPS for FP is up to standard. This suggests that the Department of Education has to ensure that the needs analysis is conducted to get the views of all FP teachers regarding any new developments in education.

**Item 8.3 Is it true that in CAPS paper work is reduced as follows?**

The implication of the responses in item 8.3.1, 8.3.2, 8.3.3 and 8.3.4 is that FP teachers are no longer experiencing the larger amount of paperwork that they complained about with NCS.

**Item 8.4: How do you view the content of the subjects offered in FP in a particular Grade?**

The respondents were requested to indicate their views regarding the content of the subjects offered in FP in a particular Grade. The following are their responses of:

**Item 8.4.1 and 8.4.2 Content of the subjects offered at FP in a particular Grade**

The respondents said “no” that the content of the subjects offered in FP, in a particular Grade is not manageable, they said it was demanding. This indicates that all of the respondents agreed that content of the subjects offered in FP, in a particular Grade is not manageable. The implication is that CAPS has increased the content of the subjects offered in FP, in a particular Grade.

**Item 8.5: Is the instructional time allocated to each subject per week, enough for a teacher to cover everything required?**

The respondents indicated that the instructional time allocated to each subject per week, is enough for a teacher to cover everything required. This suggests that at least two-thirds of the respondents indicated that the instructional time allocated to each subject per week, must be increased for the teachers to cover everything required.

### **Item 8.6: Are you satisfied on how assessment is conducted at FP?**

The respondents were not satisfied on how assessment is conducted at FP. This implies that assessment at FP is too demanding, whereby teachers are unable to assess and give feedback on time.

## **ITEM 9: SUPPORT GIVEN TO THE FOUNDATION PHASE TEACHERS IN THE IMPLEMENTATION OF CAPS**

### **Item 9.1 Toolkit**

Information regarding the support given to FP teachers in the implementation of CAPS, which include toolkit, training, and learning and teaching support material.

#### **Item 9.1.1 Was the CAPS Toolkit provided?**

The respondents agreed that the CAPS toolkit was provided. This indicates that the CAPS toolkit was provided in certain training centres.

#### **Item 9.1.2: If yes, did you have access to the Toolkit?**

The respondents agreed that they had access to the CAPS Toolkit. This indicates that the majority of the respondents agreed that CAPS toolkits were provided to them.

#### **Item 9.1.3 If Yes, how helpful was the Toolkit?**

The respondents strongly agree that the toolkit was helpful in explaining the structure and content of the CAPS in the FP, in explaining the role and use of the Workbooks in Grades R-3, helpful in explaining the Annual National Assessment (ANA) as a baseline assessment in Grades 2 and 3, and helpful in explaining the implications of ANA for classroom practice. The implication is that the respondents understood how to use the CAPS toolkit.

### **Item 9.2 Training in CAPS**

All of the respondents in *item 9.2.1* indicated that CAPS training was provided and in *item 9.2.2* that they were trained to implement CAPS. This implies that training was done at FP level.

### **Item 9.2.3: When did you undertake the District/APO trainings in CAPS?**

The respondents said they undertook their CAPS training during school hours whereby classes had to be suspended, which is not good. Others said they were trained after school, which is also not good because the teachers had been working the whole day and without rest they had to attend training. This indicates that the majority of the training took place during school hours and it was less common for FP teachers to undertake training outside school term time.

Many respondents stated that pressure of work meant that they were increasingly moving to undertake training outside school hours. This implies that some schools hold after-school meetings, and run over several sessions to address schools' needs. It also implies that FP teachers are mostly removed from their schools to attend workshops during normal working hours. Therefore, a situation of learners not being effectively attended would arise.

### **Item 9.2.4 Which category mentioned in 9.2.3 is suitable for you and why?**

The respondents indicated that they wish PD activities could take place during school holidays. They argue that during school holidays they will have ample time to concentrate on self-development, not on lesson preparations and teaching. In addition, principals in schools do not want to see FP teachers reading or doing something in relation to their studies during school hours.

### **Item 9.2.5: How long was the training?**

Majority of the respondents claimed that the duration of the activities they attended was between two days and two weeks and that it was rare for FP teachers to undertake courses lasting six months and longer. To provide enough time, schools have to find blocks of time where teams of FP teachers can meet outside the classroom, a task that requires solid administrative support or schools can organise late-start mornings, giving FP teachers a chance to meet with their groups before learners arrive for class. Alternatively, the schools can rework the schedule so that teams of FP teachers can have planning time. After school is also an option. Local associations and districts often work together to find the time for collaboration within the regular contract day (Walker, 2013:3).



#### **Item 9.2.6: Was the length of CAPS training enough for the success of PD activities?**

The respondents complained about the length of the PD activities they attended which was too short. It must be remembered that quality teacher development is a process and not a product. This suggests that two days or two-week courses cannot be deemed sufficient to achieve sustainable outcomes. The programme should include a more sustained interaction between FP teachers and supportive resources. The implication is that for the respondents to see the importance of attending PD activities, the duration of PD activities should be longer. FP teachers do not master their art in a mere two to four weeks. Throughout their careers, they need to continue to refine and sharpen their skills and process new knowledge to sustain and improve their effectiveness. Experience can help FP teachers to identify their own professional needs. According to Teachers in Action (2013:1) PD should be ongoing, providing adequate time for teachers to examine their practice and how their actions are impacting student learning.

#### **Item 9.2.7 Were you involved in the design of CAPS training you attended?**

The respondents indicated that none of them was involved in the design of PD activities they attended. This implies that there is no consultation made when needs assessment for the professional development of FP teachers. This confirms that the DoE decides on a blanket professional development for the FP teachers.

#### **Item 9.2.8 Where did your training in CAPS take place?**

The respondents said their CAPS training took place at the centres organised by Provincial/APO Department of Education, while others indicated that they were trained at their respective schools. This contradicts what appears in Basic Education (2011c:16), that about 4 250 teachers were trained in the April and June holidays at the North West University Campus.

#### **Item 9.2.9: Who trained you?**

A majority of the respondents indicated that they were trained by their District Curriculum Specialists, others by School Management Team, by Provincial Curriculum Specialists, and others by Teacher Union Representatives. This implies that since a School Management Team includes teachers; therefore, some FP teachers were used to train fellow teachers. On the other hand, FP teachers just sit and listen to these experts who were brought in, who were very knowledgeable about the topic, but did not really know anything about practical setup about the schools and the learners.

### **Item 9.2.10 Who initiated your CAPS training?**

The respondents mentioned that their training on how to implement CAPS was initiated by the National Department of Education. This supports what the respondents said in *item 9.2.7* that they were not involved in the design of CAPS training activities. Unless professional learning is strengthened, teachers cannot be expected to develop and apply the necessary new skills and knowledge to improve learner achievement (Walker, 2013:2).

### **Item 9.2.11: What did you benefit from the CAPS training?**

The respondents indicated the following as their benefits from CAPS training: experience, school based assessment of learner portfolio, how ANA assessment is conducted, skills in teaching, motivation in teaching and content knowledge.

### **Item 9.3: Provision of learning and teaching support material (LTSM)**

The respondents were requested to indicate their views regarding the provision of LTSM during CAPS training. The respondents strongly agreed that they were provided with learning and teaching support material, strongly agreed that during CAPS training provision of learning and teaching support material was made on time, while strongly disagreed that during CAPS training provision of learning and teaching support material was sufficient. Since half of the respondents agreed and the other half disagreed with the last statement, the implication is that maybe in some training centres provision was not sufficient.

## **6.2.3 The impact of PD training attended by FP teachers to implement CAPS**

### **ITEM 10: THE IMPACT OF THE PD TRAINING ATTENDED BY FP TEACHERS TO IMPLEMENT CAPS**

The respondents were requested to compare the qualities of CAPS training activities they attended with the characteristics of effective PD as outlined in Table 5.8. The researcher wanted to find out if the training they attended brought an impact in terms of teacher development and classroom management. According to the literature in Chapter 2 of this study, effective PD should have:

### ***Item 10.1 Deepened and broadened my knowledge of content***

Most of the respondents strongly disagreed that they gained knowledge of the content. PD activities must be designed in such a way that teachers will gain content knowledge because knowledge of the common core of the content of a subject allows teachers to communicate, work together towards common ends, function as a cohesive democratic society, and find shared ground on which to build tolerance for their differences (Birman et al., 2000:29). This implies that if FP teachers do not know content well they cannot teach well, so a prime objective of PD must be deepening the content knowledge of a teacher. This is especially important now that the standards for learners are becoming more rigorous. FP teachers need to know how concepts develop through the grades and how they are connected. They also need a deep knowledge of fundamental ideas within disciplines and knowledge of how some ideas thread through various disciplines (American Federation of Teachers, 2002:4; American Federation of Teachers, 2007:1). Effective PD for teachers must be instructionally-focused by putting emphasis on subject area content and pedagogy as well as student learning outcomes and should support teachers toward that goal (Hunzicker, 2010:5).

### ***Item 10.2 Provided a strong foundation of particular disciplines***

The respondents strongly disagreed that CAPS training activities they attended provided a strong foundation of particular disciplines. Although knowing the content is critical, it is not sufficient. This suggests that FP teachers should know how to get learners to understand it. Therefore, the development and implementation of PD should be designed in such a way of helping FP teachers develop an understanding of the most useful ways of representing the ideas of specific discipline, the most powerful illustrations and analogies for representing a concept, what makes learning specific things in a content area easy or difficult, the kinds of questions that reveal and develop understanding, and the most effective strategies to address the misconceptions that commonly arise with regard to particular content at particular developmental levels, given students with specific background experiences and prior knowledge (American Federation of Teachers, 2002:5; American Federation of Teachers, 2007:1).

### ***Item 10.3 Included procedures for evaluation***

A majority of the respondents agreed with the statement that there were evaluation procedures and this stemmed from growing awareness among FP teachers of the need to

gather regular formative information to guide their improvement efforts. In addition, Guskey (2002:37) argues that the policymakers' new demands for accountability in PD undoubtedly contribute to an emphasis on evaluation as well.

#### ***Item 10.4 Provided sufficient time***

A majority of the respondents mentioned that they were not provided with enough time during CAPS training. Policy-makers must know that PD does not take place in an isolated moment in time. It is not an event, but a process. They should know that expertise grows over time as teachers reflect on and use ideas and strategies in the classroom, as they clarify their understanding, and as they wrestle with whether they are applying new knowledge appropriately (American Federation of Teachers, 2002:8). Obviously, FP teachers need time to deepen their understanding, analyse learners' work, and develop new approaches to instruction. This suggests that activities of longer duration have more subject content focus, more opportunities for active learning, and more coherence with teachers' other experiences than do shorter activities. Although effective PD clearly requires time, it also seems clear that such time must be well organised, carefully structured and purposefully directed. Hunzicker (2010:9) emphasises that the more time teachers spend engaged in professional development, the more likely it is that their teaching practice will improve.

#### ***Item 10.5 Was based on teachers' identified needs***

A majority of the respondents disagreed that CAPS training activities were based on their identified needs. Teachers were in favour of PD activities to be based on their identified needs; even though noteworthy evidence showed that they were rarely able to articulate their needs. Corcoran, Fuhrman and Belcher (2001) indicate that although teachers have no difficulty in identifying problems, dilemmas, concerns and wants, they tend to describe symptoms of needs that must be diagnosed more thoroughly and interpreted more broadly.

During the implementation of PD programmes confirmation has to be made that those activities are teacher-driven, the reason being that teachers know best when it comes to what their needs are. Ownership of PD by FP teachers can be a primary component of successful quality programme. Effective PD practices must be connected to and derived from teachers' work with their students (Darling-Hammond et al., 1995:599). Teacher-driven PD must be viewed as a core element of quality education, which is as essential to the

education process as classroom instruction (The Education Alliance, 2005:3). Farkas, Johnson and Duffett (2003:39) emphasises that teachers believe the best PD is the kind they select for themselves. Using this model, they can participate in PD focused on specific self-identified needs and weaknesses. Teachers deem PD relevant when it directly addresses their specific needs and concerns or when they see a connection between a learning experience and their daily responsibilities (Hunzicker, 2010:4).

### ***Item 10.6 Was driven by learners needs***

A majority of the respondents disagreed that CAPS training activities were driven by learners' needs. The implication is that the DoE should use the careful and continuous analysis of various forms of learner data since it is an important source of evidence regarding current conditions, particularly when FP teachers and other interested parties are involved. American Federation of Teachers (1995) argues that the student data may entail the differences between goals and standards for student learning, and student performance. Such analysis will define what FP teachers need rather than what to learn, make PD learner-centred, and increase public confidence in the use of resources for PD.

The designers and policy-makers of PD programme for FP teachers have to make sure that the PD programme is driven by learners needs. The National Staff Development Council (2001:117) emphasises that PD must focus on improvement in learning for all learners. Therefore, PD should use disaggregated learner data to determine teachers-learning priorities. Teachers in the FP should be given the opportunity to request PD activities, which address specific learners' needs (increasing student performance) on a school-by-school basis. Elmore (2002:38) takes the suggestion one step further when he suggests that PD must be connected with issues of instruction and student learning in the context of the teacher's actual classroom. An examination of student performance should ultimately drive the agenda for effective PD (Guskey, 2003:39). Teachers in Action (2013:1) argues that PD should consider how students learn best and the challenges they may encounter in understanding particular concepts and principles and developing particular skills and dispositions.

### ***Item 10.7 Was school based***

A majority of the respondents disagreed that CAPS training activities were school-based. The implication is that when PD is school-based FP teachers can be responsible for their own development, they will be part of the decision-making committee since they know what is good and what is bad for them. It is then that the school may notify the Department of Education of its plans and the support it will need from the department because without government support PD may not always be effective. This emphasises that a well-planned, carefully organised collaboration between district-level personnel who have a broader perspective on problems, and site-based teachers who are keenly aware of critical contextual characteristics, seems essential to optimise the effectiveness of PD (Sparks, 2002).

In addition, policy-makers must ensure that a PD programme is school-based. In order for teachers in the FP to embrace the changes that PD offers, a sustained daily opportunity to practise its benefits must be available. The general public's view of teaching is that the only task assigned to the teacher is to deliver approximately five hours of instruction per day. School-based PD may be one of the greatest improvements that can be made in schools (Darling-Hammond et al., 1995:602; American Federation of Teachers, 2002:10; Kedzior & Fifield, 2004:110).

Efficient PD is primarily school-based and built into the daily work of teachers (Desimone, Porter, Garet, Yoon, & Birman, 2002:89). In order for the teachers in the FP to learn to teach in new ways, PD must be redefined as a central part of teaching. It can no longer consist of add-on activities tacked onto the school day, week or year. It must be woven into the teachers' daily work (The Education Alliance, 2005:4).

### ***Item 10.8 Was content-focused***

A majority of the respondents agreed that CAPS training activities were content-focused. The implication here is that designers and policy-makers had ensured that PD programme for FP teachers was content-focused. The degree to which PD was focused on content knowledge has been directly related to teachers' reported increases in learner knowledge and skills (Birman et al., 2000:30). However, teachers do not equate generic (one-shot workshop) PD activities with student performance improvement (The Education Alliance, 2005:4). As educational standards are increased, it is extremely important that teachers in

the FP develop a highly sophisticated understanding of subject content. Content-focused PD leads to greater subject understanding.

***Item 10.9 Provided knowledge about teaching and learning processes***

Most of the respondents strongly disagreed that CAPS training activities they attended provided knowledge about teaching and learning processes. This suggests that the policy-makers must be aware that learning cannot take place in chaos, and that a FP teacher should know how to manage a classroom full of youngsters and what is necessary for successful teaching and learning. Thus, development and implementation of PD should provide research-based and practice-related knowledge about creating and maintaining appropriate, orderly teaching and learning environments, curriculum and assessment issues; and how cultures that support reflective and research-based practice can be built and supported (National Staff Development Council, 2001:7; American Federation of Teachers, 2002:6 & American Federation of Teachers, 2007:1).

***Item 10.10 Was aligned with the standards and curriculum teachers use***

A majority of the respondents strongly agreed that CAPS training activities they attended were aligned with the standards and curriculum teachers use. Foundation Phase teachers face increasingly diverse group of learners, and do so with the knowledge that there is no one way of teaching that is best for all of them. Therefore, PD that is highly prescriptive about what teachers should do and say or presents them with rigid activities or overly detailed lessons does not generate the understanding and creativity necessary to enable them to deal with unexpected responses or with the varied backgrounds of learners (National Staff Development Council, 2001:4). Good PD engages teachers in thinking about tough issues and difficult content, in learning with and from colleagues, and in using the resources they will need to use with their learners (American Federation of Teachers, 2002:8). It engages teachers intellectually with ideas and resources, prepares them to grapple with meaning and with the complex problems they will encounter. Effective PD demonstrates effective teaching strategies for transference into the classroom by addressing variety of learning styles; providing for the needs of all students; using a variety of assessments; responding to student feedback; modelling practical, appropriate teaching techniques; promoting the use of human and material resources to broaden student learning; and using and encouraging the application of the most advanced and appropriate technologies (National Staff Development Council, 2001:4).

***Item 10.11 Was designed by teachers in cooperation with experts in the field***

The respondents strongly disagreed that CAPS training activities they attended were designed by teachers in cooperation with experts in the field. This suggests that it is important that practitioners be centrally involved in formulating PD plans and that they “buy in” to the process. Teacher representation should be great enough to exert influence, but the process must ensure the incorporation of new and evolving knowledge beyond the school (American Federation of Teachers, 2002:9). Otherwise, what is already in place may merely be renamed and reinforced. The people who design, lead, and do follow-up should have appropriate expertise in subject matter, pedagogy, and children’s’ learning. These individuals should be respected by teachers and show respect for them. One should remember that effective PD is a process, which promotes participation by involving all partners in the process from the beginning; seeking, valuing, and using participant input; establishing a representative steering committee; and using clear, two-way communication (American Federation of Teachers, 2007:1).

***Item 10.12 Contributed to measurable improvement in learners’ achievement***

The respondents strongly agreed that CAPS training activities they attended contributed to measurable improvement in learners achievement. This suggests that PD must be powerful enough to result in changes in schools and practice that leads to higher learner achievement on measures that are acceptable to the public and the profession alike (American Federation of Teachers, 2007:1). But designs for assessing the impact of PD on learners also must account for the learners’ share of the work. Learners’ efforts must complement good teaching to produce good results. In addition to learner scores, teacher practice is a valid and measurable outcome of PD (American Federation of Teachers, 2002:7). It should enable FP teachers to effectively use practices that have been found to make a difference in learner achievement.

***Item 10.13 Took a variety of forms***

Most of the respondents agreed that there was a variety of training activities, which is good because FP teachers as adults learn in a variety of ways. Not only should there be variety within and among PD opportunities, but PD also should extend beyond formal coursework. As long as the components addressed in the preceding criteria are met, rich PD can occur while teachers are networking and participating in standards development, curriculum and



assessment work, lesson study and inquiry groups, conducting research, or while they are engaging in the rigorous advanced certificate process (American Federation of Teachers, 2002:10). PD takes place when there are clearly articulated, high standards for learner achievement and when conversations take place about what standards mean, how to help learners reach them, and how to know when learners have reached them.

#### ***Item 10.14 Was on-going and sustained***

The respondents strongly agreed that CAPS training activities they attended were on-going and sustained. This suggests that the designers and policy-makers of PD had ensured that PD activities for FP teachers are on-going and sustained which is one of the key characteristics of quality PD. According to Birman et al. (2000:30); Association for Supervision and Curriculum Development Research Brief (2003:77) and Kedzior and Fifield (2004:108) activities that are offered over longer durations tend to have greater impact than those typically classified as one-shot workshops. Longer, focused workshops or training can allow teachers in the FP to share work, develop new teaching strategies and collaborate with peers, all of which contribute to robust learning experiences for children. Extended PD activities promote a richer environment for the participants and allow teachers to develop clear connections between the material presented and their classroom experiences (The Education Alliance, 2005:3).

In summary, responses on items 10.1-10.14 characterise CAPS training activities attended by the respondents. In most of the items the respondents responded negatively, and in the items where the response is positive the difference is not much. This implies that what is done in the North West Province is the opposite of the characteristics of effective PD as stipulated by the researchers acknowledged. In order for FP teachers in the North West Province to fulfil the roles expected of them and acquire competences, they will need to become pro-active partners in their own learning and development processes, and take on responsibility for and participate in ensuring that they develop appropriately, and it requires enough time for training.

## **ITEM 11: EVALUATING FP TEACHERS IN RELATION TO CAPS FOR PROFESSIONAL GROWTH AND DEVELOPMENT**

PD programmes need to be evaluated because evaluation helps to improve the quality of the programme and to determine its overall effectiveness. The opinions of FP teachers concerning their evaluation PD activities they attended.

### ***Item 11.1 Evaluation in CAPS training activities was seen as an on-going process that is initiated in the earliest stages of programme planning and continued beyond programme completion***

The respondents strongly agreed that in the CAPS training activities they attended evaluation was seen as an on-going process that is initiated in the earliest stages of programme planning, they also strongly agreed that it continued beyond programme completion. To ensure the effectiveness of each PD effort, the evaluation must be seen as an on-going process from the beginning of the programme until to its completion. Along with the demand for quality PD, comes the need for accountability. As a result, PD programmes must be assessed to document their value to the school organisation, individual FP teacher, and ultimately the learner.

### ***Item 11.2. There was an evaluation team to assess each programme***

The respondents strongly disagreed that in the CAPS training activities they attended there was an evaluation team to evaluate each programme. This implies that at some training centres evaluation was not done. In all trainings there must be an evaluation team to determine the purpose of the evaluation and to plan the evaluation itself. The evaluation team can ensure the quality of the PD programme by asking questions that focus on the value of the programme in achieving school-improvement goals.

### ***Item 11.3 Evaluation was done at intervals during a PD programme***

The respondents strongly disagreed that in the PD activities they attended evaluation was done at intervals during a PD programme. The suggestion is that in order to modify or improve a PD programme, formative evaluation, which is done at intervals during a PD

programme, should be used. In this evaluation participants are asked for feedback and comments, which enable the professional developers to make mid-course corrections and do fine-tuning to improve the quality of the programme. Formative evaluation helps ensure that each PD programme meets the participants' needs and expectations, is a meaningful experience, and can be translated into action in the classroom.

***Item 11.4 Evaluation was collected at three levels, which are the improvement of teacher's teaching, positive changes in the school and performance of learners improved***

The respondents strongly agreed that in the PD activities they attended evaluation was collected to check if training contributed to the improvement of teacher's teaching, the respondents strongly disagreed that it was collected to check if CAPS training contributed to positive changes in the school, others strongly disagreed that evaluation was done to check if CAPS training contributed to the improvement of the learners' performance.

Since in *item 11.4.1* there is not much difference between those who agreed and those who disagreed, and in *items 11.4.2 and 11.4.3* the responses are negative, this clearly indicates that there was no well-designed evaluation plan for determining the effectiveness of each PD effort. This suggests that the policy-makers should know the summative evaluation, which is done at the conclusion of the programme, is also essential, especially when it is collected at the levels, which are, teacher practices, organisational changes, and learner outcomes. The first level of summative evaluation is to assess the changes in FP teachers as a result of participating in the PD programme. The second level of summative evaluation is to assess the ways in which the school organisation has changed. The third level of summative evaluation is to determine the effects of the PD process on learner learning. Because most school-improvement efforts are intended to influence the performance of learner, the evaluation ultimately must consider the effectiveness of PD in that area.

## **6.2.4 The current PD model used for CAPS implementation at Foundation Phase**

### **ITEM 12: THE TYPE OF PD MODEL USED TO TRAIN FP TEACHERS TO IMPLEMENT CAPS**

During the old approach to education, FP teachers were trained to fulfil the role that the system required of them. This training was either pre-service or in-service, and was mainly in the same form as teaching, that is, prescribed content and methodologies were handed down to teachers in once-off courses or workshops, after which teachers were presumed capable of doing the same with their learners. Table 5.10 depicts the views of FP teachers on the type of PD model used to train them to implement CAPS.

#### ***Item 12.1 A group of teachers received training and then becomes trainers themselves***

The respondents said “no” to the fact that a group of FP teachers received training and then became trainers themselves. The implication is that, even if some FP teachers can be trained and become trainers, it should be remembered that the chosen ones might not be necessarily good trainers.

#### ***Item 12.2 PD was connected to learners’ learning***

The respondents said “no” to the fact that in the PD activities they attended PD were connected to learners’ learning. This suggests that since the ultimate goal of PD is to improve learners’ learning, schools should provide FP teachers with abundant opportunities to become fluent in their teaching and help learners develop higher-order thinking and problem-solving skills.

#### ***Item 12.3 Variety of learning experiences were employed***

The respondents indicated that the PD activities they attended a variety of learning experiences were employed. This implies that for all of the FP teachers to be accommodated and participate actively in PD activities, PD should come in a variety of forms, such as mentoring, modelling, on-going workshops, special courses and structured observations. This is emphasised by Speck (1996:28) when he says that whatever the format, effective PD utilises key points from adult learning theory, argues that adults require relevant, concrete experiences with adequate support, appropriate feedback, and long-term follow-up. This type of PD is very different from traditional one-time teacher workshops. Research indicates

that teachers learn and incorporate new information best when it is presented over a long time frame instead of a single session.

***Item 12.4 PD was conducted as an on-going process not a one-shot approach***

The respondents agreed that in the CAPS training activities they attended, PD was conducted as an on-going process not a one-shot approach. Although the majority agreed but a significant number of respondents disagreed. This therefore means that whilst its happening in other areas few do not get this.

***Item 12.5 There was sufficient time for PD activities***

The respondents said “no” that in the CAPS training activities they attended there was sufficient time for PD activities. As a result, an effective PD programme should provide sufficient time and follow-up support for FP teachers to master new content and strategies and to integrate them into their practice.

***Item 12.6 The trainers were conversant with their roles***

The respondents said “yes” that in the CAPS training activities they attended the trainers were conversant with their roles.

In summary, items 12.1-12.6 reveal that in the current model of PD a group of FP teachers received training and then became trainers themselves, which is good since it instills a sense of ownership of the programme by the teachers; on the other hand this might be bad as not all teachers could be good trainers.

### 6.2.5 Test of Significance (Spearman's Rank Correlation)

This test is concerned with the relationship between two ranked variables (X and Y). The relationship is statistically significant if the p-value is less than 5% level of significance. The coefficient of Spearman's rank correlation is given by

$$r = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

where

D = differences of ranks of corresponding values of X and Y

N = number of paired values in the data

$$-1 \leq r \leq 1$$

SPSS 21.0 software package was used to perform the correlation analysis and the results are shown in Table 5.11 and Table 5.12.

Since the p-values in Table 5.11 are less than 0.05 level of significance, then the correlation between teaching experience category and perception of FP teachers about CAPS training activities is significant. Positive correlation coefficients ( $r = 0.228$  and  $r = 0.256$ ) imply that more experienced FP teachers tend to agree with the items listed in Table 5.11, whereas less experienced FP teachers tend to disagree.

Since the p-values in Table 5.12 are less than 0.05 level of significance, then the correlation between class size category and perception of FP teachers about CAPS training activities is significant. Positive correlation coefficients ( $r = 0.305$ ,  $0.286$ ,  $0.306$  and  $0.312$ ) imply that FP teachers with large classes tend to agree with the items listed in Table 5.12, whereas FP teachers with small classes tend to disagree.

### 6.2.6 T – Test between two Independent Samples

The statistical software package, SPSS 21.0, was used to perform a t-test between two independent samples (young and old FP teachers) in Table 5.13. Since the p-values are less

than 0,05 level of significance, it means that there is a significant difference of opinions concerning CAPS activities. The mean scores of the FP teachers under the age of 46 are lower than those of at least 46 years of age. This indicates that younger FP teachers tend to strongly disagree with the items listed in Table 5.13, whereas older FP teachers tend to slightly disagree.

### 5.2.7 Chi-Square Test of Independence

This test of independence is concerned with the relationship between two different factors or categories in a population under study.

#### **Hypotheses:**

**H<sub>0</sub>:** Row and column categories are independent.

**H<sub>1</sub>:** Row and column categories are not independent.

**Significance level:** 1%, 5% or 10%

**Chi-square statistic** =  $\sum[(o - e)^2 / e]$ , o=observed, e=expected frequency

**Degrees of freedom (df)** =  $(r - 1)(c - 1)$ , r = rows, c = columns

**Rejection region:** p-value (i.e. probability value)  $\leq$  1% , 5% or 10%

Minitab software package was used to perform a chi-square test for the data in Table 5.14 and Figure 5.11. The chi-square statistic and the p-value with one degree of freedom are 3.947 and 0.047, respectively.

Since the p-value is less than 5% level of significance, then the opinion of FP teachers about CAPS activities is significantly dependent on their class sizes. It means that the majority (17/29 = 59%) of FP teachers who tend to agree that the instructional time allocated to each subject per week is enough for a teacher to cover everything required, are the FP teachers whose class sizes comprise more than 40 learners, whereas the majority (31/48 = 65%) of the FP teachers who tend to disagree, are the FP teachers whose class sizes comprise at most 40 learners as shown in Figure 5.11 and Table 5.14.

### **6.3 DATA PERTAINING TO THE INTERVIEWS**

The questionnaire survey was supplemented by the semi-structured interview method. This method was used to obtain first-hand information on the impact of the training given to FP teachers to implement CAPS. The information was valuable since it helped the researcher to develop a suitable model for the implementation of policies and programmes at FP in Ngaka Modiri-Molema region of the North West Province. Interviews were based on a set of questions attached as Appendix B, C and D. Drawing on the theoretical and research literature, questions were formulated and organised in advance to address the research topic. To gain a range of perspectives on the questions, separate interviews were undertaken with:

- 9 primary school principals;
- 3 subject advisors; and
- Focus group made up of 10 FP teachers who were randomly selected at the CAPS training centre, those who did not take part in questionnaire.

In the interview schedules the data was transcribed verbatim from the tape recorder and the researcher wrote down what the respondents said, after which a summary of responses and findings were drawn.

#### **6.3.1 Data pertaining to the primary school principals' interviews**

The primary school principals were interviewed in this study. The researcher interviewed nine primary school principals, that is, three principals from each region. The following are their responses:

##### **1. Do you have an understanding of what is meant by CAPS?**

All of the respondents agreed that they understand the meaning of CAPS. The following are some of the responses:

Respondent 1: "Yes. Curriculum and Assessment Policy Statement";

Respondent 2: "Yes. Even though there are some items in the policy document which need thorough explanation and clarity".



## **2. Did some FP teachers in your school attend CAPS training? If yes, how many attended?**

According to the respondents all FP teachers in their schools attended CAPS training. The respondents responded as follows:

Respondent 1: "Yes, they did. 4 FP teachers attended the workshop".

Respondent 2: "Yes, 8".

Respondent 3: All 6 teachers attended from Grade 1-3. Two teachers in each Grade.

The implication here is that there are some primary schools that do not have Grade R, while others have. This confirms why the researcher selected Grade R teachers from the feeder Early Learning Centres to balance the targeted sample.

*As a follow-up question the researcher asked why other schools have Grade R and others do not have it?*

The response was that inconsistency is caused by the Department of Education (DoE) because in other schools employment and payment of FP teachers is the responsibility of School Governing Bodies, while in other schools is the DoE. This caused a shortage of Grade R teachers or no Grade R in some primary schools. The implication is that the Department of Education demand polished material when it is not meeting the demands.

## **3. How long was their training?**

Most of the respondents said that the length of the training attended by FP teachers to implement CAPS was 5 days.

Respondent 1: "They attended 3 days".

The respondent who said that they attended for 3 days, maybe the teachers in his/her school were overworked.

## **4. With the length of training mentioned in 3, do you think the FP teachers acquired the necessary skills and knowledge to implement CAPS successfully? Comment.**

Some respondents agreed that the length was sufficient but they did not comment, while others disagreed and said "Insufficient training time" and the other one comment was "No, some follow-up sessions and regular mentoring and monitoring were needed".

Respondent 1: "No, follow-up sessions and regular mentoring and monitoring were needed".

Respondent 2: "Insufficient training time".

Respondent 3: "Yes. They did acquire some of the necessary skills".

#### **5. When did FP teachers in your school attend training in CAPS?**

The respondents indicated the time when FP teachers attend CAPS training, and the time indicated contradict what appears in Basic Education (2011c:16), that in the North West Province about 4 250 teachers were trained in the April and June holidays.

Respondent 1: "2011 August 22-26".

Respondent 2: "Last year November' (referring to November 2012).

Respondent 3: "June 2011".

Respondent 4: "December 2011".

#### **6. Regarding your response in 5, what do you think would be the appropriate time for the FP teachers to engage in PD activities? Comment.**

The respondents said FP teachers should engage in PD activities during school holidays:

Respondent 1: "During school holidays so that they have enough time. They will be able to ask questions because they have to implement the curriculum".

Respondent 2: "At the end of the year to prepare for the next year".

Respondent 3: "Every month end for them to acquire knowledge and skills".

#### **7. Were FP teachers in your school involved in the design of their CAPS training activities?**

All of the respondents said "No", no one from their schools was involved in designing CAPS training activities. Others said:

Respondent 1: "No. Designed according to what specialist thought are the needs of teachers".

Respondent 2: "No. The activities were designed by the subject advisory unit".

## **8. What challenges did you experience during the implementation of CAPS at FP in your school?**

The respondents indicated the following as some of the challenges they experienced during CAPS implementation:

Respondent 1: "Teachers not acquiring everything about CAPS".

Respondent 2: "Consultations not done".

Respondent 3: "No CAPS document to refer to when they prepare their teaching lessons".

Respondent 4: "Lack of proper learning aids and insufficient resources".

## **9. What are the achievements regarding the training of FP teachers to implement CAPS at your school?**

The respondents indicated the following as some of their achievements:

Respondent 1: "Educators ability to give learners quality education".

Respondent 2: "Ability to prepare their lesson accordingly".

Respondent 3: "Learners being given more reading and counting time".

## **10. What aspects can make PD of FP teachers successful? Please elaborate.**

The following are some of the responses from the respondents:

Respondent 1: "Regular support from APO and consultation and mentoring on regular basis"

Respondent 2: "Meeting once per term to share frustrations and achievements and help one another".

Respondent 3: "Fully fledged training and workshops and follow-ups on regular basis; and Teacher involvement in preparation for development".

### **6.3.2 Data pertaining to the subject advisors' interviews**

In this study, subject advisors responsible for training FP teachers on how to implement CAPS were also interviewed (see Appendix C). The purpose of the interview was to seek information regarding the impact of that training. One subject advisor from each of the three districts (APO) chosen was interviewed. The following are their responses:

### **1. Have FP teachers in your area undergone training on how to implement CAPS?**

All of the respondents agreed that FP teachers were trained on the implementation of CAPS.

### **2. How long was their CAPS training?**

The respondents indicated the following as the length of the training FP teachers attended to implement CAPS:

Respondent 1: “five days”

Respondent 2: “two weeks”

Respondent 3: “A month”

The respondents 2 and 3 contradict with the FP teachers and the principals responses that the duration of the training was 5 days.

### **3. Who trained them?**

The respondents indicated that they (subject advisors) were responsible for training FP teachers to implement CAPS.

### **4. Do you have sites or centres where PD trainings for FP take place?**

The respondents agreed they had training centres:

Respondent 1: “We used buildings of old Colleges of Education”.

Respondent 2: “Community halls were used as training centres”.

These responses contradict Basic Education (2011c:16), which says in the North West Province about 4 250 teachers were trained at the North West University Campus.

### **5. Were FP teachers in your area involved in the design of CAPS training activities?**

The respondents disagreed that they involved that they were involved in the design of CAPS training activities. They mentioned that:

Respondent 1: “CAPS training activities were designed already and even we were not involved in the design.

Respondent 2: “Everything was designed by the National Department of Education”.

## **6. What challenges did you experience during the implementation of CAPS at FP in your area?**

The respondents mentioned the following, as some of the challenges they experienced when training FP teachers to implement CAPS:

Respondent 1: "Teachers were a bit confused".

Respondent 2: "They were a bit behind with their work schedule".

Respondent 3: "English Additional Language gave teachers a challenge since all subjects at FP are done through Home language".

## **7. Is there any achievement regarding the implementation of CAPS at FP in your allotted area?**

The respondents mentioned the following as some of the achievements brought by implementation of CAPS at FP:

- Improvement in Mathematics and Literacy, that is, counting and reading"

## **8. What are the aspects that can make PD of FP successful?**

The respondents mentioned the following as some of the aspects that can make PD successful:

Respondent 1: "enough resources".

Respondent 2: "more workshops that is continuous training".

Respondent 3: "small number of learners in a classroom because of many learning activities".

### **6.3.3 Data pertaining to the interviews of focus group of FP teachers**

In addition to the interviews of the primary school principals and subject advisors, follow-up was made with a focus group of FP teachers (see Appendix C) who were not involved in responding to the questionnaires. The Focus group made of ten FP teachers was interviewed regarding the impact of the training given to FP teachers to implement CAPS. Their responses were as follows:

### **1. Were you involved in the design of CAPS training activities you attended?**

The respondents mentioned that they were not involved in the design of CAPS training activities. One of them said, “We were told that it was designed at the national level, therefore, we have to take it as it is”.

### **2. What challenges did you experience during the implementation of CAPS at FP in your school?**

The respondents indicated the following as some of the challenges they experienced:

Respondent 1: “the length of training which was considered insufficient”.

Respondent 2: “insufficient resources and late delivery of the training material”.

Respondent 3: “overcrowded classrooms where it becomes difficult for the teachers to carry out classroom activities effectively”.

### **3. Is there any achievement regarding the implementation of CAPS at FP in your school?**

The respondents said that they acquired little knowledge on how CAPS is all about.

### **4. What are the aspects that can make PD of FP successful?**

The respondents suggested the following as some of the aspects that can make PD successful:

Respondent 1: “Needs analysis of FP teachers must be done and PD activities be designed in such a way that it addresses their needs. FP teachers be involved in the design of their PD activities and programmes”.

Respondents 2: “The length of training be increased”.

Respondent 3: “Training be continuous”.

## **6.4 DATA PERTAINING TO OBSERVATIONS AT THE CAPS TRAINING CENTRE**

The purpose of the observation was to see how CAPS training was conducted at FP. Due to the fact that the same trainers were involved, the researcher did observation at one training centre (see Appendix D). The following were observed:

### **1. Provision of training material.**

Training material was provided, even though provision came late and it was not sufficient because one copy was given to the school principals who were expected to make copies for their teachers.

### **2. Time of the training, e.g. during school hours, on weekends, etc.**

Training took place during the week. Teachers were taken out of the classrooms to attend for that week.

### **3. Duration of the training.**

The duration of the training observed was five days.

### **4. Trainers. Were they conversant with their roles?**

Not sure because the training was more on telling than practice.

### **5. Place where training took place.**

The venue for CAPS training was a building used as a College of Education in the past.

### **6. Variety of learning experiences employed**

Training was more on telling. There was not enough time to do thorough practice and the trainers were rushing to finish the contents of the training material.

## **6.5 CRITICAL DISCUSSION OF FINDINGS**

The following are critical discussions of findings from literature review and participants responses. It is clear from this investigation that the responses from the five categories of instrumentation seemed to agree on the following points:

- Provision of Grade R in primary schools is not uniform. Some teachers are funded by the government and some are not;
- There is a shortage of Grade R teachers because in most cases their posts are funded by School Governing Bodies, who in turn complain about lack of school funding;
- FP teachers were not involved in the design of their PD activities;

- Appropriate time for FP teachers to engage in PD activities is during school holidays;
- The length of the training was too short;
- Training was not based on the teachers identified needs;
- It was not designed by teachers in cooperation with experts in the field;
- Training was more on telling. There was not enough time to do thorough practice and the trainers were rushing to finish the contents of the training material.

This shows that government demands polished material when it is not meeting the demands placed on it.

Most of the respondents believed that in order for PD of FP teachers to be effective, it should be considered a key component in every education improvement plan. The Department of Education and SACE should ensure that the policy on PD is drawn taking the needs of FP teachers into consideration and be implemented for FP teachers to become accustomed to it. Finally, principals and teachers should be key players in deciding school-wide PD needs.

## **6.6 RESUME**

The responses from the five categories of respondents were presented and analysed. The respondents were FP teachers, primary school principals, subject advisors, a focus group and those being observed. Findings on this investigation were also given. These findings revealed a need to develop an alternative approach for the implementation of policies and programmes which will address the need of FP teachers, an approach whereby FP teachers will be engaged physically, cognitively, and emotionally through activities such as problem solving.

The following chapter presents an alternative approach for the implementation of PD for FP teachers which was formulated as a result of this study.



## **CHAPTER SEVEN: AN ALTERNATIVE PROFESSIONAL DEVELOPMENT APPROACH AT FOUNDATION PHASE IN THE NORTH WEST PROVINCE**

### **7.1 INTRODUCTION**

The researcher was concerned with the effectiveness/impact of the training given to the FP teachers in Ngaka Modiri-Molema region of the North West Province to implement CAPS. The researcher reviewed literature on CAPS (cf.2.2), value of the support and PD (cf.2.3), types and models of PD (cf.2.5), principles of effective teacher development (cf.2.6), a critical analysis of current CAPS PD in FP (cf.2.7) and constructivist as lens to view learning through PD (cf.3.1-3.8). She also used mixed-methods research (cf.4.2-4.12) to explore the attitudes of FP teachers, primary school principals, subject advisors and a focus group regarding the impact of the training FP teachers received to implement CAPS. Observation at the training centre was also made to witness how training was conducted. Findings from the above mentioned chapters clearly indicated a need for an alternative approach to PD and they also enabled the researcher to develop that approach for the FP teachers in the North West Province. Figure 7.1 reflects how the study was approached to ensure a flow of argumentation, and it is also reflected in the objectives of the study (cf.1.4.2). Figure 7.1 also explains how findings which led to the development of CAPS PD for teachers were obtained.

This chapter therefore presents constructivist as an approach to learning, which indicate how teaching and learning should be. It also presents classification of stakeholders who play major roles in the implementation of PD for FP teachers, the guidelines for effective PD, and a recommended approach by the researcher for PD of FP teachers in the North West Province.

### **7.2 CRITICAL EVALUATION CURRENT MODEL USED IN TERMS OF CONSTRUCTIVIST APPROACH TO LEARNING**

Constructivist learning theory explains that the best way to learn is by having students construct their own knowledge instead of having someone construct it for them. Since this theory emphasises that learning is an active process of creating meaning from different experiences, it will be difficult for the FP teachers to participate actively because they have no input in the design of their PD. Students in a constructivist classroom learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way.

Since all sensory input is organised by the person receiving the stimuli, it cannot always be directly transferred from the teacher to the student. This means that in PD training a subject advisor cannot "pour" information into teachers' brains and always expect them to process it and apply it correctly later.

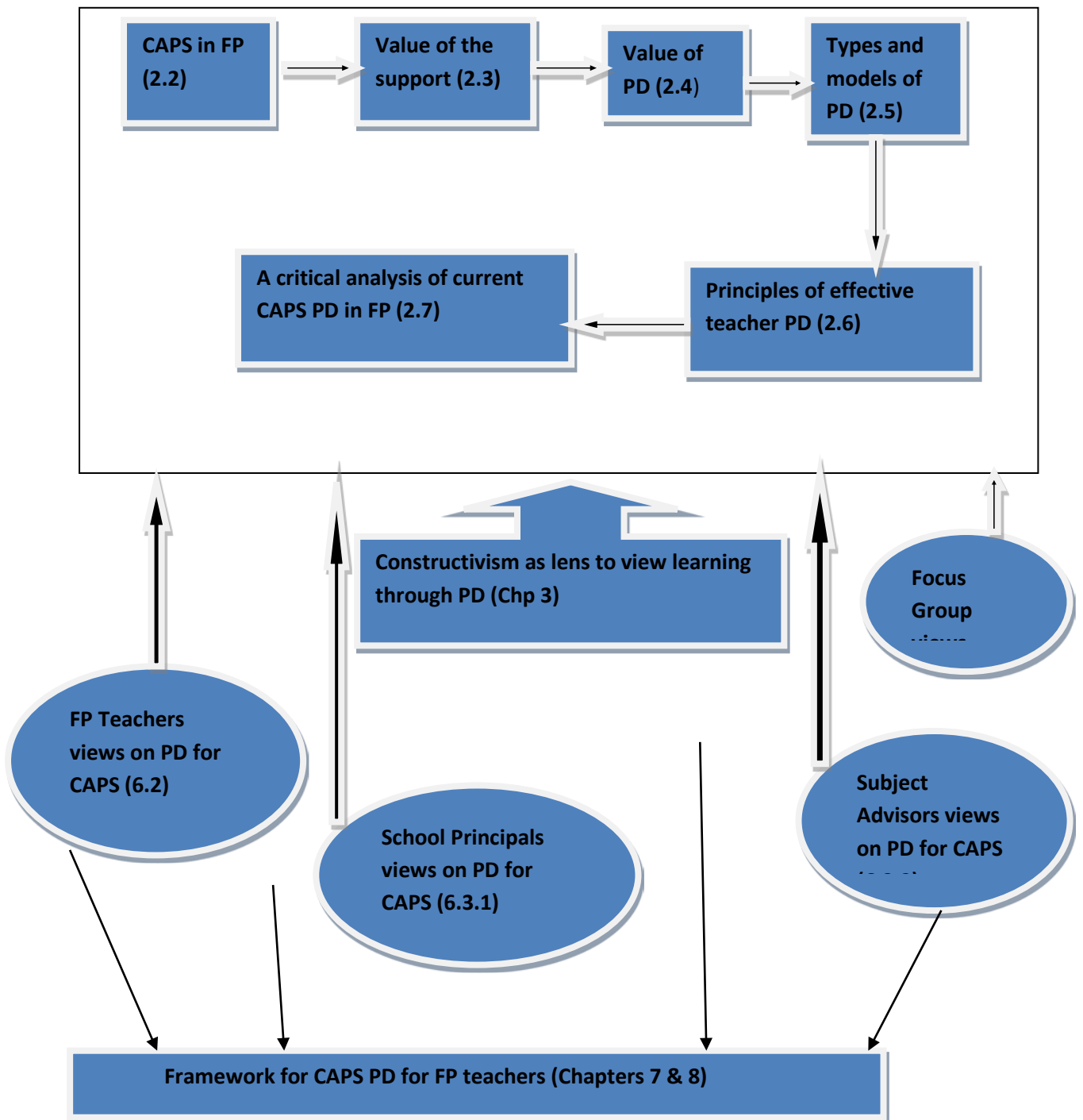
Instead of FP teachers relying on someone else's information and accept it as truth, they have to be exposed to data, primary sources, and have the ability to interact with others so that they can learn from the incorporation of their experiences. Therefore, the PD experience should be an invitation for a myriad of different backgrounds and a learning experience which allows the different backgrounds to come together and observe and analyse information and ideas as the proposed model implies.

According to Hoover (2011:1), students come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences. Hoover (2011:1) mention that learning is active rather than passive. The argument is that students confront their understanding in the light of what they encounter in the new learning situation. If what students encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. The researcher aligns herself with Hoover that during policy implementation trainings, if the FP teachers can be guided to remain active throughout the process, they will apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge.

The participants displayed lot of dissatisfaction on how their PD trainings were handled (see Chapter 5 and 6). This simply suggests that in PD the instructors have to adapt to the role of facilitators, this can help the teachers to get to their learners own understanding of the content rather than giving a didactic lecture, which covers the subject matter. This implies that the student must play an active role in the learning process, which is a possibility in model in Figure 7.3. The emphasis thus turns away from the instructor and the content, and towards the student. This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher.

Figure 7.1 depicts sub-headings where the researcher got information which led to the proposed model and framework.

Figure 7.1: Framework for CAPS PD for FP teachers (Chapters 7 & 8)



From these findings the cascade PD model is inadequate for meeting the needs of the fundamental changes to education that are currently being undertaken. Often this model is too simplistic and is only capable of providing minimal support with little opportunity for the professional growth of FP teachers. The findings indicated a unanimous dissatisfaction with

current perceptions of all participants on how PD is implemented. But there is a strong consensus that PD is critical if school programmes and practices are to be improved.

With the PD approach proposed, the researcher assumes that it will encourage FP teachers to engage in continual learning and become student-centric professionals who take ownership of their growth. Teachers need to be equipped with the relevant knowledge and skills so that they are better able to develop learners holistically. The growth and personal well-being of teachers are essential to their PD, which in turn has an impact on the quality of teaching and learning. Like their learners, teachers have diverse learning needs, therefore, they need to pursue their development through multiple modes of learning, including going for training, mentoring, research-based practice, networking and experiential learning.

### **7.3 CLASSIFICATION OF STAKEHOLDERS WHO PLAY MAJOR ROLES IN THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT FOR FOUNDATION PHASE TEACHERS**

The new curriculum framework requires FP teachers to take on entirely new roles as curriculum developers, classroom managers and learning mediators in a system that has abolished traditional boundaries. It requires them to develop these competences within an education system playing an entirely transformed social role in the South Africa, in which previously hierarchical relationships between principals and FP teachers, and between teachers and learners are replaced by collaborative ones. It also requires most South African FP teachers to radically reconceptualise the whole meaning of teaching itself. In order for the above mentioned to be achieved, the researcher recommends the following classification of stakeholders who play major roles in the implementation of PD.

#### **7.3.1 National Department of Education**

As shown in Figure 7.2 the National Department of Education has been set up to monitor (national) teacher supply and (provincial) teacher demand, and to manage the National Student loan scheme. It is responsible for determining the national norms and standards for education planning, provision, monitoring, and evaluation. In determining policy the Minister must take into account the fact that the provision of education at school level is a provincial competence, controlled by the provincial legislature. Therefore, the roles of the National Education Department regarding PD of FP teachers are as follows:

- Establish policy frameworks and provide resources to support and enable provinces to implement PD efforts;
- Support the development of networks that extend access to PD activities;
- Provide PD to meet Government's requirements for new or continuing certification and life-long learning;
- Establish policies and standards to assure quality of PD programmes, particularly those offered by higher education institutions; and
- Provide PD opportunities for provincial officials, regional, and district staff in all areas to ensure that they too maintain currency with the latest information from research and practice as well as skill levels necessary to provide expert support and assistance to their district level colleagues (Mutshekwane, 2003:262; Report of the Ministerial Committee on Teacher Education, 2005).

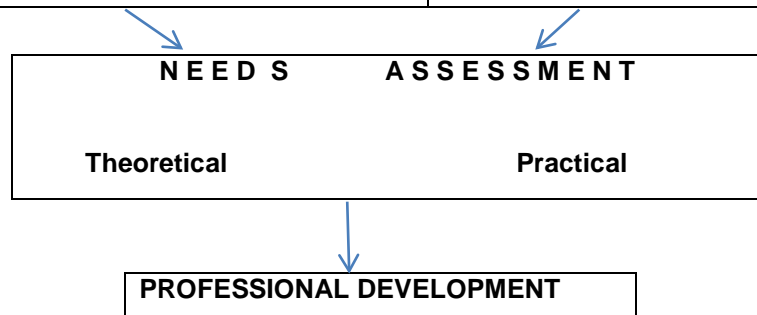
### **7.3.2 Provincial Department of Education**

According to Figure 7.2, the Provincial Department of Education is guided by the national policy, within which the provincial departments have to set up their own priorities, targets for delivery, and implementation programmes. Its central purpose in PD is to forge a partnership between the main employers of FP teachers, and the legislated public providers of teacher education. The Provincial Department of Education should ensure that the fourth year of IPET, that is induction, is site-based, with mentorship from senior teachers, but this requires close co-operation between higher education institutions, schools and Provincial Departments of Education. Provincial Teacher Education Liaison Committees must be formed to manage such a system. These committees should also pay attention to Early Childhood Development and Adult Basic Education and Training provision in the Provinces. In addition, the Provincial Department of Education provides provincial departments with active assistance in strengthening their administrative and professional capacity including the budget process (Report of the Ministerial Committee on Teacher Education, 2005).

**Figure 7.2 Classification of stakeholders who play major roles in the implementation of professional development of Foundation Phase teachers**

**SOUTH AFRICAN GOVERNMENT**

<b>EDUCATION DEPARTMENTS AND THEIR RESPONSIBILITIES</b>	<b>OTHER BODIES AND THEIR RESPONSIBILITIES</b>
<p><b>National</b></p> <ul style="list-style-type: none"> <li>- Establish policies</li> <li>- Develop curriculum</li> <li>- Assess teachers' needs</li> <li>- Provide resources</li> </ul>	<p><b>SACE</b></p> <ul style="list-style-type: none"> <li>- Registration of teachers</li> <li>- Form partnership with other departments to promote PD in all provinces</li> <li>- Collaborate with Education Department to develop teachers</li> </ul>
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>- Set priorities, targets delivery and implementation guided by national policy.</li> <li>- Ensure induction is site-based with mentoring in place.</li> <li>- Formulate Provincial Teacher Education Liaison Committee to monitor the process of PD.</li> <li>- Assist provincial department in administrative and professional capacity</li> </ul>	<p><b>Teacher Unions</b></p> <ul style="list-style-type: none"> <li>- Allies in PD</li> <li>- Develop district-level contract including measurable student achievement goals, school year calendar, and peer review system for teacher practicing, and a quality review process for low performing schools.</li> </ul>
<p><b>Regional</b></p> <ul style="list-style-type: none"> <li>- Establish policies for their region.</li> <li>- Provide support to initiate and sustain improvement efforts.</li> <li>- Serve as expert resource consultants.</li> <li>- Provide access to resources.</li> </ul>	<p><b>HEIs</b></p> <ul style="list-style-type: none"> <li>- Provide experts in PD.</li> <li>- Provide IPET programmes.</li> <li>- Provide funding.</li> <li>- Play a role in concert with provincial department.</li> <li>- Conduct PD activities and research.</li> </ul>
<p><b>APOs</b></p> <ul style="list-style-type: none"> <li>- Establish policies for their areas.</li> <li>- Provide resources.</li> <li>- Offer workshops.</li> </ul>	<p><b>Donors</b></p> <ul style="list-style-type: none"> <li>- Sponsor specific projects</li> </ul>
<p><b>Schools</b></p> <ul style="list-style-type: none"> <li>- Provide adequate time and resources.</li> <li>- Offer instructional leadership.</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>- Offer sound advice on PD.</li> </ul>



### **7.3.3 Regional/District Department of Education**

Regions or districts have an indispensable role to play as the link between PDEs and schools, but they need consolidation and development, which is important in relation to the implementation of Integrated Quality Management Systems and the Continuous Professional Teacher Development system. Through their actions or their neglect, school district leaders make a significant difference in the quality of school leadership and teaching. The district leaders play a critical role in providing both the pressure and the support necessary to initiate and sustain ambitious improvement efforts. They should provide important models of professional growth when they participate in professional learning communities. Therefore, the roles of the regions or districts in the implementation of PD for FP teachers include the following:

- Conducting regional-wide PD to assist individuals or groups of FP teachers from a number of schools to develop common skills, or to explain topics of interest that could be provided on a cost effective basis at individual schools. This would include district-wide conferences on topics of wide interest;
- Provision of PD of principals and subject advisors;
- Offering seminars, workshops, and other courses that may be required for continuing certification or advancement to new roles; and
- Providing transport infrastructure for region-wide school support (NCREL, 2013:8; Report of the Ministerial Committee on Teacher Education, 2005: Mutshekwane, 2003).

### **7.3.4 Area Project Office managers**

The Area Project Office managers, as indicated in Figure 7.2, also have critical roles to play in the implementation of PD for Foundation Phase teachers. Their roles overlap from those of the Regional Department of Education and include:

- Establishing policies and allocating the resources necessary to support their areas and school based PD activities.
- Conducting of PD in their areas to assist individuals or groups of Foundation Phase teachers from schools to develop common skills, or to explain topics of interest that could be provided on a cost effective basis at individual schools. This would include area conferences on topics of wide interest;
- Providing PD of site managers and curriculum advisors;

- Offering workshops, seminars, and other courses that may be required for continuing certification or advancement to new roles; and
- Providing transport infrastructure for area schools support (NCREL, 2013:12; Report of the Ministerial Committee on Teacher Education, 2005; Mutshekwane, 2003).

### 7.3.5 Schools

Principals are chief executive officers of their schools as shown in Figure 7.2. They lead efforts to make schools into learning communities for FP teachers and should ensure that these schools provide adequate time, money, and other resources to encourage on-going PD. The organisational culture of the school is an important factor in determining whether FP teachers participate in PD and what impact that participation has. School cultures that encourage collegiality, reflection, risk taking, and collaborative problem solving facilitate effective implementation of PD. Both FP teachers and learners learn more and do more when they feel they are a part of something important that is larger than themselves and that they helped to create. Therefore, FP teachers must be responsible for finding their own professional learning time and doing it effectively and this responsibility should be woven into the culture of their schools. The strategic management of PD activities in a school falls under a principal and the School Governing Bodies. The principal is expected to:

- Examine the current school philosophy regarding teaching and learning;
- Organise study groups to discuss contemporary views of learning and the research on effective instruction outcomes. These study groups articulate their beliefs about the ways in which learning occurs and discuss the implications for instructional practice;
- Examine the goals of the school-improvement plan and adapt them to meet current needs of FP teachers;
- Examine and discuss attitudes towards PD; and
- Provide guidance to the Learner Representative Council. The overall leadership, management, mentoring, support to learners, FP teachers, SGB members, and parents must be provided by the principal. The principal plays a significant role in making PD for FP teachers a success or failure (NCREL, 2013:13; Report of the Ministerial Committee on Teacher Education, 2005).



### **7.3.6 South African Council of Educators (SACE)**

As shown in Figure 7.2, the teachers' council, SACE (Act 31 of 2000) ensures that no teacher is employed without becoming a registered member of SACE. A requirement for the registration of a professional qualification with SACE is at least the level of M+3 (REQV 13). FP teachers are permanently registered with SACE but can be deregistered if that teacher commits a criminal act or contravenes some parts of the SACE Code of Professional Ethics (Report of the Ministerial Committee on Teacher Education, 2005; Mutshekwane, 2003). SACE has to form partnerships with all the Provincial Departments of Education to promote PD in all the provinces.

### **7.3.7 Teacher Unions**

Figure 7.2 shows that teacher unions also play a vital role in PD. The teachers' unions should be seen as allies in PD. Therefore, districts and unions must develop contract between themselves that include items such as measurable learner achievement goals, a school-year calendar, a system of peer review for teacher practice, and a quality review process for low-performing schools. They can also make a meaningful contribution by teaming up with designers and implementers of PD practitioners (NCREL, 2013:13; Report of the Ministerial Committee on Teacher Education, 2005; Mutshekwane, 2003).

### **7.3.8 Higher Education Institutions (HEIs)**

HEIs as champions of higher learning are expected to have experts who guide other sectors of learning through their teaching, research capability, and community-based service. They are the principal providers of IPET programmes and provide adequate funding, and nurture their capacity to fulfil this responsibility. As far as teacher education is concerned, once the plan of action for Higher Education is rolled out, HEIs management, executive Deans of Education, and Directors of Education are expected to play a crucial role in PD in concert with the Provincial Department of Education. HEIs are also expected to conduct PD activities and research in search of new and better ways to address diverse learning needs of learners.

### **7.3.9 Donors**

The Provincial Department of Education in the North West Province cannot afford to fund all educational programmes and projects using government coffers only, there are backlogs of classrooms, laboratories, libraries, and the equipping of schools with computers and software. International donors can be of great help in sponsoring specific projects that are intended to have visible impact and to bring about a difference in the lives of locals. In the

light of major curriculum changes occurring in education, foreign countries might be willing to fund projects out of programmes targeted to improve the fate of FP teachers.

### **7.3.10 Parents and the Community**

Parents have a stake and interest in education development. They can offer sound advice on PD of FP teachers. Close collaboration and cooperation are required for holistic and sustainable development to be realised. They can do the following:

- In terms of funding they can lobby, coordinate fundraisers, and provide direct funding;
- Assist in identifying technical skills and experiences that learners need;
- Assist in providing PD activities;
- Volunteer to substitute in the classroom when FP teachers are engaged in PD (NCREL, 2013:14).

In summary, in order for PD to be effective, all of the above mentioned departments, organisations and individuals should develop effective partnerships in assessing the needs of FP teachers as a condition for the success of the IPET.

## **7.4 THE GUIDELINES FOR EFFECTIVE PD FOR THE FP TEACHERS**

Professional development should be seen as a continuous process of individual and collective examination and improvement of practice. It should empower individual FP teachers and communities of teachers to make complex decisions, identify and solve problems, and connect theory, practice, and learner outcomes. PD should also enable FP teachers to offer learners the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work. The following are PD guidelines that can assist in planning, implementing, and assessing the PD programmes for FP in the North West Province:

### **Guideline 1: The content of PD should focus on what learners are to learn and how to address the different problems learners may have in learning the material**

This guideline indicates that the content of PD is critically important to its effectiveness. Even though the content varies with the goals of the school or district, the content of PD should deal directly with what learners are expected to learn and the instructional strategies that research and experience have shown as effective.

It suggests that PD should be aligned closely with the specific content learners are expected to learn. Providing FP teachers with general information about an instructional procedure or enrichment courses on subject material usually does not result in improved teaching. Instead, PD should focus on the content that learners are expected to learn, problems learners might confront in learning the content, and instructional strategies that address anticipated problems or issues. While FP teachers must know more about a learning area than their learner, higher-level content knowledge should be tied to the particular lessons learners are to learn if FP teachers are expected to use this knowledge to enhance learner learning.

**Guideline 2: Professional development should be based on analyses of the differences between actual learner performance, and goals and standards for learner learning**

This guideline emphasises that PD that is based on analysis of learner learning helps FP teachers close the gap between actual learner performance and goals for learner learning. Goals for learner learning and also provide a basis for defining what FP teachers need to learn and a yardstick for improving PD.

**Guideline 3: Professional development should involve FP teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved**

The guideline argues that if FP teachers help design their own learning, they are likely to feel a greater sense of involvement in the PD experience. FP teachers are most likely to use what they learn when PD is focused on solving problems in their particular contexts.

**Guideline 4: Professional development should be primarily school-based and built into the day-to-day work of teaching**

The guideline argues that FP teachers learn from their work. In order to learn how to teach more effectively on the basis of experience requires that such learning be planned for and evaluated. Learning needs arise and should be met in real contexts. Curriculum development, assessment, and decision-making processes are all occasions for learning. When built into these routine practices, PD powerfully addresses real needs.

**Guideline 5: Professional development should be organised around collaborative problem solving**

This guideline indicates that without collaborative problem solving, individual change is possible, but school change is not. It argues that collaborative problem-solving activities allow FP teachers to work together to identify both problems and solutions. Activities may include interdisciplinary teaming, curriculum development and critique, collaborative action research, and study groups.

**Guideline 6: Professional development should be continuous and on-going, involving follow-up and support for further learning, including support from sources external to the school that can provide necessary resources and new perspectives**

Adoption and implementation of effective practices requires continued learning. Therefore, the design of PD must provide time to apply new ideas and, sometimes, must draw on additional outside expertise. Such follow-up and support ensures that PD contributes to real change and continuous improvement.

**Guideline 7: Professional development should incorporate evaluation of multiple sources of information on outcomes for learners, and the instruction and other processes that are involved in implementing the lessons learned through PD**

The guideline argues that, when done right, evaluation of PD yields important lessons for refining PD. It suggests that, without such evaluation, future opportunities for FP teachers to learn may not be productive. Therefore, multiple sources of information should be used, including teacher portfolios, observations of teachers, peer evaluations, and learner performance. Lessons become most clear when evaluators collect data during different stages of the change process.

**Guideline 8: Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned**

According to this guideline, because beliefs filter knowledge and guide behaviour, PD must address FP teachers' beliefs, experiences, and habits. Furthermore, specific knowledge and skills that work in one setting, sometimes do not work in others. This implies that, when FP teachers have a good understanding of the theory behind particular practices and programmes, they can adapt the strategy they learned about to the circumstances in which the teacher is trying to use it.

### **Guideline 9: There should be adequate resources for PD to be effective**

This guideline indicates that PD cannot occur without significant commitment of resources by the school district. The district has to purchase equipment necessary to meet the learning goals identified and provide for on-going maintenance and upgrading. Continuous funding is needed, therefore funding strategies that combine short-and-long-term measures can help meet a school district's needs. Therefore, partnering with HEIs and forming FP teachers' networks can help provide PD at lower cost. Partnership with community organisations is another potential resource. In this case members of community can lobby, coordinate fundraisers, provide direct funding, assist in identifying technical skills and experiences that learners need, assist in providing PD activities, and volunteer to substitute in the classroom when teachers are engaged in PD.

Following is an alternative approach which can assist in the implementation of PD, which is proposed by the researcher for FP teachers in the North West Province.

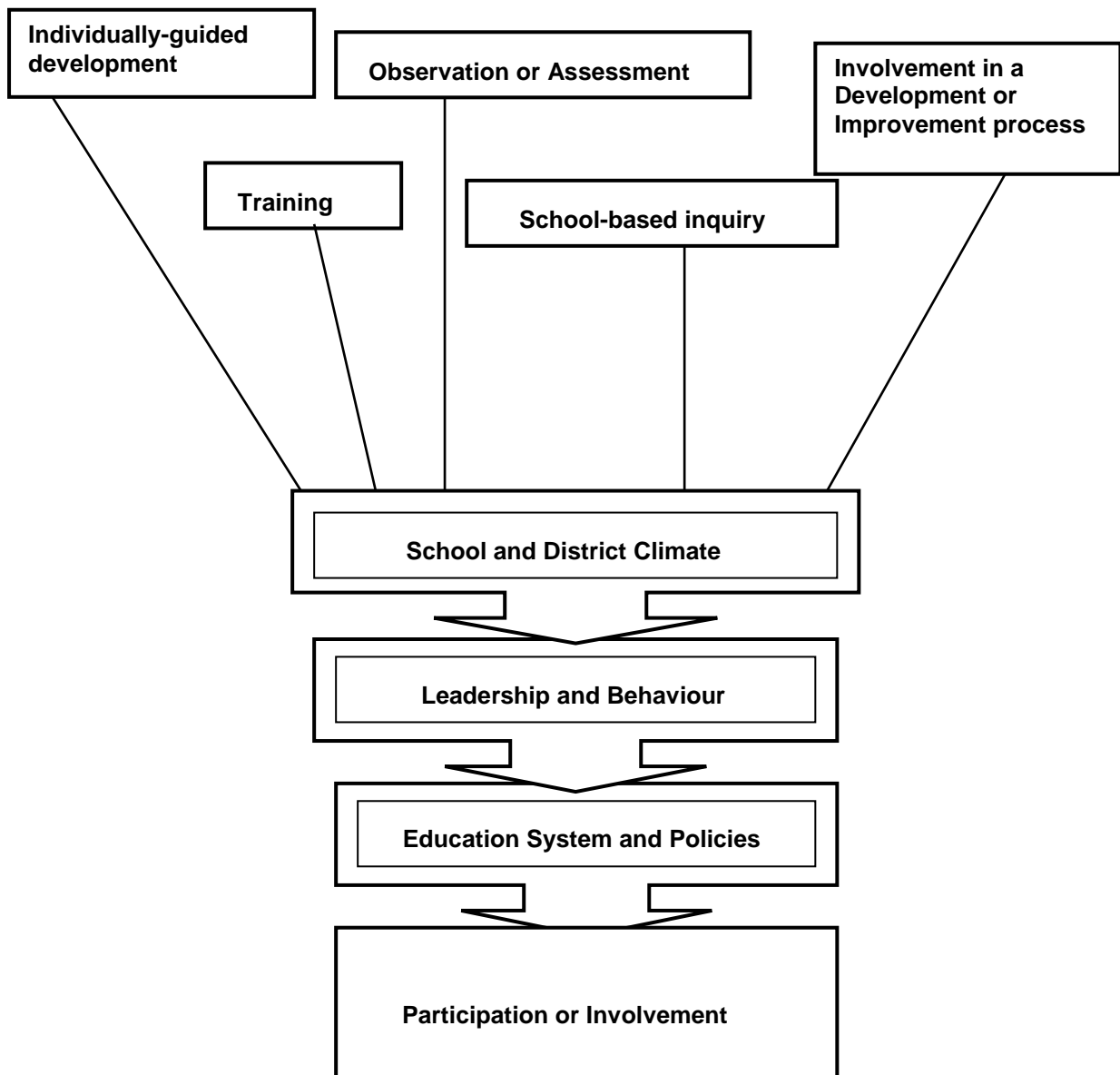
### **7.5 AN ALTERNATIVE APPROACH TO THE IMPLEMENTATION OF PD AT FP**

Even though the Department of Education in the North West Province of South Africa is using the Cascade model of PD, this model is not effective for FP teachers. It has not been able to assist in improving the quality of teaching and learning (cf. 2.6.2 and cf.5.5). As a result, the researcher concluded that mixed-models approach of teacher development, which is top-down and bottom-up is urgently required if the implementation of PD activities are to succeed. The mixed-models approach proposed include individually-guided development, observation or assessment, involvement in a development or improvement process, training, and inquiry as indicated in Figure 7.3. The researcher recommends this approach because some aspects like individually-guided development, observation or assessment, involvement in a development or improvement process, and inquiry were never or minimally tried out by the Provincial and National Education Department of South Africa. Even though this approach used in developed and other developing countries, the researcher recommends this model because she strongly feels that FP teachers should follow a different developmental path, which is according to their individual needs, expectations and experiences.

### 7.5.1 Individually-guided development

Individually-guided development refers to a process through which teachers plan for and pursue activities they believe will promote their own learning (Loucks-Horsley, 1995:1; Guskey, 2000:26; Sparks & Loucks-Horsley, 2013:15). It is good for PD of FP teachers

**Figure 7.3 Mixed-models approach to PD for Foundation Phase teachers in the North West Province**



because they learn many things on their own. All of these may occur with or without the existence of a formal PD programme. It is possible, however, for PD programmes to actively promote individually-guided development activities. While the actual activities may vary widely, the key characteristic of the individually-guided development is that the FP teacher designs his/her learning. He/she determines his/her own goals and selects the activities that result in the achievement of those goals.

#### *7.5.1.1 Assumptions about individually-guided development*

As a researcher, one recommends the individually-guided development activities because it assumes that individuals can best judge their own learning needs, and that they are capable of self-direction and self-initiated learning. It also assumes that adults learn most efficiently when they initiate and plan their learning activities rather than spending their time in activities that are less relevant to their work situation than those they would design (Guskey, 2000:27). The researcher believes that FP teachers will be most motivated when they select their own learning goals based on their personal assessment of their needs.

#### *7.5.1.2 Phases of individually-guided development*

Individually-guided development consists of several phases like the identification of a need or interest, the development of a plan to meet the need or interest, the learning activities and assessment of whether the learning meets the identified need or interest (Guskey, 2000:27). These phases might be undertaken informally and almost unconsciously, or they may be part of a formal, structured process. Following is the discussion of these phases as outlined by Sparks and Loucks-Horsley (2013: 16):

- Identification of a need or interest

In identifying a need or interest, the FP teacher considers what he/she needs to learn. This assessment may be done formally, or occur more spontaneously. The need or interest may be remedial or growth-oriented.

- The development of a plan to meet the need or interest

After identifying the need or interest, the teacher selects a learning objective and chooses activities that will lead to accomplishing this objective. The activities that teachers might take include workshop attendance, reading, visits to another classroom or school, or initiation of a seminar or similar learning programme.

- The learning activities

The learning activity may be single session or occur over time. Based on the teacher's preferred mode of learning, it may be done alone, with others, or as a combination of these activities.

- Assessment of whether the learning meets the identified need or interest

When assessing formal individually-guided development processes the FP teacher may be asked to make a brief written or oral report. In other instances he/she may simply be aware that he/she now better understands something. It is not uncommon that as a result of this assessment phase the teacher may realise how much more there is to be learned on the topic or be led to a newly emerging need or interest.

#### *7.5.1.3 Illustrations and outcomes of individually-guided development*

Individually-guided development may take many forms. It may be as simple as a teacher reading an article on a topic of interest. Other forms of individually-guided development are more complex. For instance, teachers may design and carry out special professional projects supported by incentive grants. Their projects may involve research, curriculum development, or other learning activities. While evidence of outcomes for such programmes is not substantial, there are indications that they can empower teachers to address their own problems, create a sense of professionalism, and provide intellectual stimulation (Sparks & Loucks-Horsley (2013:17). This strategy might bring changes in the classroom practices, as well as increases in learner attendance, discipline, and motivation.

Teacher evaluation and supervision can be a source of data for individually-guided development but goal setting should be the principal activity of teacher evaluation. Supervisors would assist in the establishment of the goals based on the motivation and ability of the teacher. The type of goals, the activities teachers engage in to meet the goals and the amount of assistance provided by supervisors would differ from teacher to teacher based upon developmental level, interests, concerns, and instructional problems.

Sparks and Loucks-Horsley (2013:17) argue that differentiated supervision calls for self-directed development as one form of assistance to teachers. Self-directed development is a goal-based approach to professional improvement in which teachers have access to a variety of resources for meeting their collaboratively identified needs. Perhaps as more



resources are directed to supporting this strategy, particularly in the form of incentive grants to teachers, more will be learned about its contribution to teacher as well as student growth.

The circumstances most suitable for one person's professional development may be quite different from those that promote another individual's growth. Consequently, individually-guided development allows teachers to find answers to self-selected professional problems using their preferred modes of learning.

In summary, the shortcoming of the individually-guided model of PD is that, when teachers design their own learning, a lot of "reinventing the wheel" might take place. In addition, unless specific opportunities for collegial exchange are built into PD plans, there may be little collaboration or professional sharing. Notions of a shared mission and united purpose might be lost as well. Therefore, steps must be taken to ensure that selected individual goals are sufficiently challenging, worthwhile and related to specific improvements to professional practice and enhanced student learning.

### **7.5.2 Observation or Assessment**

One of the best ways to learn is by observing others or being observed and receiving specific feedback from that observation. Analysing and reflecting on this information can be a valuable means of professional growth to a FP teacher. The observation or assessment provides teachers with objective data and feedback regarding their classroom performance (Loucks-Horsley, 1995:1; Sparks & Loucks-Horsley, 2013:18).

Even if observation or assessment can be a powerful PD tool, in the minds of many teachers it is associated with evaluation. In most cases, this process often has not been perceived as helpful and teachers frequently have difficulties in understanding the value of this PD model. However, once they have had an opportunity to learn about the many forms this model can take, for instance, peer coaching and clinical supervision (Guskey, 2000:23), as well as teacher evaluation, it may become more widely practised. Observations of classroom teachers may focus on lesson design, instructional practices, and classroom management.

#### *7.5.2.1 Assumptions about observation or assessment*

As a researcher, one assumes that reflection and analysis are central means of professional growth in observation and assessment type. This instruction provides the FP teacher with data that can be reflected upon and analysed for the purpose of improving student learning. The researcher also assumes that reflection by a FP teacher on his/her own practice can be

enhanced by another's observations. Since teaching is an isolated profession, typically taking place in the presence of no other adults, teachers are not able to benefit from the observations of others. Having "another set of eyes" gives a FP teacher a different view of how he/she is performing with learners.

Another assumption is that observation and assessment of classroom teaching can benefit both involved parties, that is, the FP teacher being observed and the observer. The teacher benefits by another's view of his/her behaviour and by receiving helpful feedback from a colleague. The observer benefits by watching a colleague, preparing the feedback, and discussing the common experience.

In addition, when FP teachers see positive results from their efforts to change, they are more apt to continue to engage in improvement. Because this type may involve multiple observations and conferences spread over time, it can help FP teachers see that change is possible. As they apply new strategies, they can see changes both in their own and their learners' behaviour. In some instances, measurable improvements in learner learning will also be observed.

#### *7.5.2.2 Phases of activities of the observation or assessment*

According to Sparks and Loucks-Horsley (2013:21) the observation or assessment, whether implemented through evaluation, clinical supervision, or peer coaching usually includes:

- Pre-observation conference

In the pre-observation conference, a focus for the observation is determined, observation methods selected, and any special problems noted.

- Observation

During the observation, data are collected using the processes agreed upon in the pre-observation conference. The observation may be focused on the learners or on the teacher, and can be global in nature or narrowly focused.

- Analysis of data

Patterns found during instruction may become evident. For example, the points of analysis such as behaviours those contribute to learning, behaviours that interfere with learning and

behaviours that neither contribute nor interfere, but use time and energy that could be better spent.

- Post-observation conference

In the post-observation conference both the teacher and observer reflect on the lesson and the observer shares the data collected. Strengths are typically acknowledged and areas for improvement suggested by either the teacher or observer, depending upon the goals established in the pre-observation conference can be identified.

- An analysis of the observation or assessment process

An analysis of the supervisory (or coaching) process itself, while not necessarily a part of all forms of this model, provides participants with an opportunity to reflect on the value of the observation or assessment process and to discuss modifications that might be made in future cycles.

#### *7.5.2.3 Outcomes of observation or assessment*

In terms of the observation or assessment, teachers will accept the clinical supervision model when they and their supervisors are taught systematic observation techniques. Teachers may view this process as productive when the supervisor uses "indirect" behaviours like accepting feelings and ideas, giving praise and encouragement or asking questions. Powerful improvements can be made to student learning when the training of teachers in effective instructional practices is followed by observations and coaching in their classrooms (Sparks & Loucks-Horsley, 2013:21).

#### **7.5.3 Involvement in a development or improvement process**

Concerning the involvement in a development or improvement process teachers are engaged in developing curriculum, designing programmes, or engaging in a school improvement process to solve general or particular problems (Loucks-Horsley, 1995:1; Guskey, 2000:24; Sparks & Loucks-Horsley, 2013:22). The successful completion of these processes generally require that Foundation Phase teachers acquire specific knowledge or skills, for example, curriculum planning, research on effective teaching, and group problem-solving strategies. This learning could be acquired through reading, discussion, observation, training, or trial and error (Guskey, 2000:24). In other instances, the process of developing a product itself may cause significant learning, for example, through experiential learning, some of which may have been difficult or impossible to predict in advance. The observation

or assessment focuses on the combination of learnings that result from the involvement of the teacher in such development or improvement processes. Involvement in these development or improvement processes is a valuable form of PD.

#### *7.5.3.1 Underlying assumptions on involvement in a development or improvement process*

The researcher assumes that adults learn most effectively when they have a need to know or a problem to solve. Serving on a school improvement committee may require that teachers read the research on effective teaching and that they learn new group and interpersonal skills. Curriculum development may demand new content knowledge of FP teachers. In each instance, teacher learning is driven by the demands of problem solving.

In addition, the researcher assumes that people working closest to the job best understand what is required to improve their performance. Their teaching experiences guide teachers as they frame problems and develop solutions. Given appropriate opportunities, FP teachers can effectively bring their unique perspectives to the tasks of improving teaching and their schools.

Finally, the researcher assumes that teachers acquire important knowledge or skills through their involvement in school improvement or curriculum development processes. Such involvement may cause alterations in attitudes or the acquisition of skills as individuals or groups work toward the solution of a common problem. For instance, FP teachers may become more aware of the perspectives of others, more appreciative of individual differences, more skilled in group leadership, and better able to solve problems.

#### *7.5.3.2 Phases of activities in a development or improvement process*

The following are the phases in a development or improvement process as outlined by Loucks-Horsley (1995), Sparks and Loucks-Horsley (2013:24):

- Identification of a problem or need

The development or improvement process begins with the identification of a problem or need by an individual or a group of FP teachers. The need may be identified informally through discussion or a growing sense of dissatisfaction, through a more formal process such as brainstorming or the use of a standardised instrument, or through examination of learner achievement or programme evaluation data.

- Formulation of a response

After a need has been identified, a response is formulated. This response may be determined informally or formally. In some cases, the necessary action may become immediately evident.

- Searching for alternatives and development of action plan

At other times, teachers may need to brainstorm or search out alternatives, weigh them against a set of predetermined criteria, develop an action plan, and determine evaluation procedures. This process may take several sessions to complete and require consultation with a larger group.

- Implementation of the plan

Typically, it becomes evident during this phase that specific knowledge or skills may be required to implement the plan. At this point the plan is implemented or the product developed. This process may take several days, several months, or several years.

- Assessment of the programme

As a final step, the success of the programme is assessed. If teachers are not satisfied with the results, they may return to an earlier phase and repeat the process.

### *7.5.3.3 Outcomes of development or improvement process*

If teachers can be engaged in the development or improvement process their growth will be enhanced (Guskey, 2000:25; Sparks & Loucks-Horsley, 2013:24). School districts have to initiate programmes, which involve teachers in improvement planning and in decision-making. School improvement committees composed of members, including teachers, site managers, SGB members, parents, learners, and community members can be formed, and be trained in consensus building, brainstorming, creative problem solving, and group dynamics. After this training, each committee develops a "vision of excellence" for its school. Schools should also initiate projects in individualised learning, peer evaluation, cross-grade-level reading, and teacher coaching or mentoring. With these efforts the desired outcomes of PD are achieved.

In summary, even though involvement in a development or improvement process increases participants' specific knowledge and skills, and enhances their ability to work collaboratively

and share in decision making, its shortcoming is that it is generally restricted to a relatively small portion of staff members. There is also a tendency in some settings for tradition and persuasively argued opinions to take precedence over researched evidence and knowledge of best practice. In order to be effective, participants must have ready access to appropriate information and expertise so that they can make knowledgeable and well-reasoned decisions. To serve this purpose, the school-university partnerships and collaborative relationships, as well as educational cooperatives are essential.

#### **7.5.4 The training type**

The training type is the most common form of PD and the one with which FP teachers have the most experience. It involves a presenter or team of presenters that shares its ideas and expertise through a variety of group-based activities (Guskey, 2000:22). In the minds of many teachers, training is synonymous with professional development (Loucks-Horsley, 1995:1; Sparks & Loucks-Horsley, 2013:25). Most FP teachers are accustomed to attending workshop-type sessions in which the presenter is the expert who establishes the content and flow of activities. Typically the training session is conducted with a clear set of objectives or learner outcomes. These outcomes frequently include awareness or knowledge and skill development. It is the trainer's role to select activities, for example, group presentations, seminars, colloquia, lectures, demonstration, role-playing, simulation and micro-teaching that aid FP teachers in achieving the desired outcomes.

Whatever the anticipated outcomes, the improvement of teachers' thinking is an important goal. Sparks and Loucks-Horsley (2013:[Online]) argue that the purpose of providing training in any practice is not simply to generate the external visible teaching "moves" that bring that practice to bear in the instructional setting but to generate the conditions that enable the practice to be selected and used appropriately and integratively. The major dimension of teaching skill is cognitive in nature.

##### *7.5.4.1 Underlying assumptions of the training type*

In this training type, the researcher assumes that there are behaviours and techniques that are worthy of replication by FP teachers in the classroom. She also assumes that teachers can change their behaviours and learn to replicate behaviours in their classrooms that were not previously in their repertoire. Training is a powerful process for enhancing knowledge and skills. It can make FP teachers master any kind of teaching strategy or implement almost any technique as long as adequate training is provided.

Because of a high participant-to-trainer ratio, training is usually a cost-efficient means for teachers to acquire knowledge or skills (Guskey, 2000:23). Many instructional skills require that teachers view a demonstration of their use to fully understand their implementation. Likewise, certain instructional techniques require for their classroom implementation that teachers have an opportunity to practise them with feedback from a skilled observer. Training may be the most efficient means for large numbers of teachers to view these demonstrations and to receive feedback as they practise (Sparks & Loucks-Horsley, 2013: 26).

#### *7.5.4.2 Phases of activities of the training type*

In terms of this training type, Loucks-Horsley (1990) argues that one has to decide what the substance of the training is, who provides training, when and where the training is held and for how long. While training content, objectives, and schedules are often determined by the Department of Education or by the trainer, the participants must be involved in planning training programmes. Participants serve on planning teams, which assess needs, explore various research-based approaches, select content, determine goals and objectives, schedule training sessions, and monitor implementation of the programme (Loucks-Horsley, 1995; Sparks & Loucks-Horsley, 2013:26).

Foundation Phase teachers can develop specific "learning-to-learn" attitudes and skills that can help in the training process. These attitudes include persistence, acknowledgment of the transfer problem (the need for considerable practice of new skills in the classroom), teaching new behaviours to learners, meeting the cognitive demands of innovations (developing a deep understanding of new practices), the productive use of peers, and flexibility. The following are conditions of training sessions that foster these aptitudes and behaviours. They include adequate training, opportunities for collegial problem solving, norms that encourage experimentation, and organisational structures that support learning. But a diagnostic process may be an important first step in the training process.

After training, in-classroom assistance in the form of peer observation and coaching is critical to the transfer of more complex teaching skills. The process of data gathering and analysis that accompanies most forms of peer observation is valuable to the observer as well as the observed teacher.

#### *7.5.4.3 Outcomes of the training type*

The power of training to alter teachers' knowledge, attitudes, and instructional skills is well established. Its impact on FP teachers, however, depends upon its objectives and the quality of the training programme.

The impact of the training programmes on teacher behaviour or student learning is that FP teachers who have been taught cooperative learning strategies for their classrooms have learners who have higher achievement, display higher reasoning and greater critical thinking, have more positive attitudes toward the learning area, and like their fellow learners better.

In summary, despite the fact that training is the most efficient and cost-effective PD model for sharing ideas and information with large groups of teachers, its shortcoming is that, it offers few opportunities for choice or individualisation. Hence it may not be appropriate for the varied levels of FP teachers' skills and expertise. Training sessions also must be extended, appropriately spaced, or supplemented with additional follow-up activities to provide feedback and coaching necessary for the successful implementation of new ideas.

#### **7.5.5 The school-based inquiry /action research**

In terms of the school-based inquiry, teachers are required to identify an area of instructional interest, collect data, and make changes in their instruction based on an interpretation of those data (Loucks-Horsley, 1995:1; Sparks & Loucks-Horsley, 2013:27). Teacher inquiry can take different forms. For example, a FP teacher wonders if an alteration in his/her lesson plan from his/her first period class will produce improved learner understanding in second period. Then, he/she gives learners a brief written quiz at the end of the class, which indicates that it did, or a group of FP teachers can gather weekly after school for an hour or two at the teacher centre to examine the research on ability grouping. Their findings can then be shared with the district's curriculum council.

Teacher inquiry may be a solitary activity, be done in small groups, or be conducted by a school. Its process may be formal or informal. It may occur in a classroom, at teacher centres, or result from a university class. This indicates that teacher inquiry is a good method to be used as a PD model. It is good in the sense that research is an important activity in which FP teachers should be engaged.



#### *7.5.5.1 Underlying assumptions of the school-based inquiry*

According to Guskey (2000:26) inquiry reflects a basic belief in teachers' ability to formulate valid questions about their own practice and to pursue objective answers to those questions. The following are assumptions about a teacher inquiry approach to PD of FP teachers:

- Teachers are intelligent, inquiring individuals with legitimate expertise and important experience;
- Teachers are inclined to search for data to answer pressing questions and to reflect on the data to formulate solutions; and
- Teachers will develop new understandings as they formulate their own questions and collect their own data to answer them (Guskey, 2000:26; Sparks & Loucks-Horsley, 2013:27).

The overarching assumption of the inquiry is that the most effective avenue for PD is cooperative study by FP teachers themselves into problems and issues arising from their attempts to make their practice consistent with their educational values. The approach aims to give greater control over what counts as valid educational knowledge to teachers.

#### *7.5.5.2 Phases of activities of the inquiry type*

The school-based inquiry type of PD can take many forms, which have a number of elements in common. These elements as outlined by Guskey, 2000:26) are as follows:

- Identify a problem of interest

Firstly, individuals or a group of teachers identify a problem of interest.

- Data collection

Next, they explore ways of collecting data that may range from examining existing theoretical and research literature to gathering original classroom or school data.

- Analysis of collected data

The collected data are then analysed and interpreted by an individual or the group.

- Making changes and gathering new data

Finally, changes are made, and new data are gathered and analysed to determine the effects of the intervention.

This process can be adapted to the unique needs of a particular approach to inquiry. In order to succeed, organisational support or technical assistance may be required throughout the phases of an inquiry activity. Organisational support may take the form of structures such as teacher centres or study groups, or of resources such as released time or materials. Technical assistance may involve training in research methodologies, data-gathering techniques, and other processes that aid teachers in making sense of their experiences.

#### *7.5.5.3 Outcomes of the inquiry type*

According to Guskey (2000:26) the inquiry model of PD helps teachers to become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers. The form which inquiry as a PD may take is limited only by the imagination (Sparks & Loucks-Horsley, 2013:28). When FP teachers act as researchers, they make more informed decisions about when and how to apply the research findings of others, they experience more supportive and collegial relationships, and their teaching improves as they learn more about it by becoming better able to look beyond the immediate, the individual, and the concrete. It also helps to narrow the gap between research and practice. The effects of the teacher inquiry model of PD may reach beyond the classroom to the school.

In summary, because of the differences of the above mentioned models it is unlikely that any single one of them will prove effective for all individuals under all conditions. The appropriateness of any particular model varies depending on the goals, content, and context for the implementation. The combination of these models in thoughtful ways can provide a highly effective means to professional growth and improvement at both the individual and organisational levels. It can also help ensure that PD efforts remain intentional, on-going, and systematic.

## **7.6 THE SUCCESS OF AN ALTERNATIVE PD APPROACH**

Teacher development in school does not take place in a vacuum. Its success is influenced in many ways by factors including school and district climate, leadership attitudes and behaviours, policies and systems, and the involvement of participants as indicated in Figure 7.2.

### **7.6.1 School and district climate**

Effective schools are characterised by norms of collegiality and experimentation, meaning that FP teachers are more likely to persist in using new behaviours when they feel the support of colleagues and when they believe that professional risk-taking is encouraged. The degree of change is strongly related to the extent to which FP teachers interact with each other and provide technical help to one another. FP teachers need to participate in skill-training workshops, they also need to have one-to-one and group opportunities to receive and give help, and, more simply, to converse about the meaning of change.

### **7.6.2 Leadership and behaviour**

Active support by site managers and the government is critical to the success of any change effort. This suggests that principals need to give clear messages that FP teachers may take responsibility for their own professional growth. Most FP teachers can improve in PD programmes where the principals support them and when there is clear and consistent communication of school policies.

### **7.6.3 Education system and policies**

Professional development activities occur within the context of a region's PD programme. Therefore, a comprehensive PD programme should include a philosophy, goals, allocation of resources, and coordination. The region, school, and individual goals and their accompanying action plans, provide direction to PD efforts. Resources need to be allocated at the region, school, and individual levels so that these goals have a reasonable chance of being achieved. PD programmes need to be coordinated by individuals who have an assigned responsibility for the area.

The selection, incorporation, or combination of these models of PD discussed is the responsibility of the region's PD structure. Decisions about their use need to match the intended outcomes if they are to be effective, but the government initiatives aimed at the improvement of schools or teaching also influences these decisions.

#### **7.6.4 Participant involvement**

The involvement of participants in key decisions about PD is necessary for a programme to have its greatest impact. Therefore, a supportive context for PD requires both a "top-down" and "bottom-up" approaches. The top-down component sets a general direction for the region or school and communicates expectations regarding performance. The bottom-up processes involve FP teachers in establishing goals and designing appropriate PD activities.

It is important to establish common goals for the success of PD efforts. Therefore, during the planning phase, a clearly defined process of data collection, shared diagnosis, and identification of solutions to problems must be employed. Collaboration, from initial planning through implementation and institutionalisation, is a key process in determining these goals and in influencing lasting change.

In summary, the approach in Figure 6.2 is recommended because the successful implementation of the new curriculum needs to see FP teachers' roles change. This implies the need to tailor development efforts for widely varying contexts and mindsets, and for training to focus on interpersonal skills, reflection and adaptability. The impact of the PD approach that has been discussed depends not only upon their individual or blended use, but also upon the features of the organisation in which they are used.

### **7.7 RESUME**

This chapter has proposed an approach that can lead to effective PD for FP teachers in the North West Province. But the proposed approach needs to be monitored during implementation to bring about improvements that can assist the overall betterment of teaching and learning. The mixed-model approach suggested is recommended for implementation in order that professional developers can adopt what works. It is not definitive but suggested to provide a focus for future discussion and developments.

The future status of PD as an integral part of the equation for school restructuring and reform will be largely determined by the degree to which PD experts can take advantage of new opportunities associated with the introduction of the new curriculum. Professional developers need to respond to the challenge of creating schools that will more effectively meet the needs of learners than the past Apartheid system of schooling did.

The following chapter presents major findings, conclusion and recommendations.

## **CHAPTER EIGHT: FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **8.1 INTRODUCTION**

This chapter reflects on the major research findings of this study and the recommendations. The aim of this study was to investigate the views of the respondents concerning the impact brought about by training given to FP teachers in CAPS implementation. The researcher's intention was to develop a suitable approach for the implementation of PD for FP teachers in the North West Province since the existing model of PD does not address the needs of FP teachers.

### **8.2 OVERVIEW OF THE STUDY**

Chapter one gives introduction and background to the study (cf.1.1), the research problem (cf.1.2), research questions (cf.1.3), aim and objectives of the study (cf.1.4), motivation for the study (cf.1.5), preliminary literature review (cf.1.6), theoretical framework (cf.1.7), population and sampling (cf.1.8), methods of research (cf.1.9), research instruments (cf.1.10), localisation of respondents (cf.1.11), compilation of research instruments (cf.1.12), covering letter (cf.1.13), pilot study (cf.1.14), trustworthiness of the study (cf.1.15), triangulation (cf.1.16), data analysis (cf.1.17) and planning of the study (cf.1.18).

Chapter two gives an overview of CAPS at FP (cf.2.2), PD at FP (cf.2.3), clarification of terms and concepts used in this study (cf.2.3.1), the role of effective PD in CAPS implementation at FP (cf.2.3.2), types and models of PD for FP teachers from the developed and developing countries (cf.2.4), and the current model used to train FP teachers to implement CAPS in Ngaka Modiri-Molema region of the North West Province (cf.2.5).

Chapter three presents theoretical framework. It deals with Constructivist theory (cf.3.1) and Self-regulation (cf.3.2) underpinning this study.

Chapter four deals with the research design and methodology of this study. It deals with Mixed-methods research used (cf.4.2), population and sampling (cf.4.3), methods of research (cf.4.4), research instruments (cf.4.5), localisation of respondents (cf.4.6), compilation of research instruments (cf.4.7), covering letter (cf.4.8), pilot study (cf.4.9), trustworthiness of the study (cf.4.10), triangulation (cf.4.11) and data analysis (cf.4.12).

Chapter five presents data analysis and interpretation of empirical study conducted in Ngaka Modiri-Molema region of the North West Province. Mixed methods were used to analyse and interpret data. The findings were presented as follows:

- Data collected through questionnaires with FP teachers (cf.5.2);
- Data collected through interviews with primary school principals (cf.5.3.1);
- Data collected through interviews with subject advisors (cf.5.3.2);
- Data collected through interviews with a focus group of FP teachers (cf.5.3.3); and
- Data collected through observation at training centres (cf.5.4).

Chapter six presents data interpretation of empirical study conducted in Ngaka Modiri-Molema region of the North West Province. Mixed methods were used to analyse and interpret data. The findings were presented as follows:

Chapter seven outlines a recommended approach for the implementation of PD for the FP teachers in the North West Province. It gives clarification of stakeholders who play major roles in the implementation of PD for FP teachers (cf.7.2), the guidelines of effective PD for the FP teachers (cf.7.3), a proposed approach to the implementation of PD for the FP teachers (cf.7.4) and the success of the proposed approach (cf.7.5).

### **8.3 MAJOR FINDINGS OF THE STUDY**

This section gives summaries of major findings stemming from both theoretical and empirical components of the study.

**With regard to the first objective, namely to investigate through the literature how CAPS was implemented in the FP, (cf.1.4) the following findings were made:**

- \* the National Curriculum Statement Grades R-12, implemented during the period 2012-2014, is the curriculum that underpins the various programmes followed in each Grade from Grade R-12 (cf.2.2.1);
- \* The reason for the curriculum change as outlined in Basic Education (2011c:20), is that the quality of outcomes in schools has been of major concern to educators, parents and the general public for a number of years (cf.2.2.1).

- \* A Grade R learner is expected to offer the three subjects, which is, one official language at Home Language level; Mathematics, and Life Skills, which comprises Beginning Knowledge, Creative Arts, Physical Education, and Personal and Social Wellbeing (cf. 2.2.2).
- \* For the Grades 1-3 learners, four subjects are offered, including one official language at Home Language level; one official language at First Additional Language level, provided it is not the same official language offered at Home Language level; Mathematics; and Life Skills, which comprises Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing (cf. 2.2.2).
- \* The Department of Education has discontinued the use of the Common Task of Assessment (CTAs) and Provincial Education Departments were expected to devise an assessment component which replaces the CTAs. The School-Based Assessment (SBA) was then devised, and considered a compulsory component for progression and promotion in all the different school phases. In FP, the weighting of SBA is 100% with no end-of-year examination (cf. 2.2.3).
- \* Progression (Grades 1-8) of learners to the next grade is based on recorded evidence in formal assessment tasks (cf 2.2.4.4.).
- \* Teacher has to submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year, which can be used to draw up a school assessment plan in each grade (2.cf.2.2.4.4).
- \* Regarding the support given to FP teachers to implement CAPS, training toolkit (cf.2.2.5.1) and training (cf.2.2.5.2) were provided. First level of training targeted 336 FP, Provincial and District Curriculum Specialists as well as Teacher Union Representatives who in turn train FP teachers. Learning and teaching support material was also provided (cf.2.2.5.3).

**With regard to objective two, which is to determine from the literature the role of PD in CAPS implementation (cf.1.4), the following findings were made:**

Effective PD should (cf.2.4.3):

Deepen and broaden the knowledge of subject content; provide a strong foundation of particular disciplines; include procedures for evaluation; be based on teacher's identified needs; be driven by learners needs; be school based; be content focused; provide teacher with knowledge about teaching and learning processes; be aligned with the standards and curriculum teachers' use; be designed by teachers in

cooperation with experts in the field; contribute to measurable improvement in learners' achievement; take a variety of forms; and be on-going and sustained.

**According to objective three, which is to examine whether the current model of PD addresses FP teachers' needs regarding CAPS (cf.1.4), the following findings were made:**

In the North West Province, the cascade model of PD and information dissemination is used to develop FP teachers. Concerning this model, the information or content knowledge is passed down a chain of education officials, regional managers, subject advisors and then finally on to teachers. One or two teachers from a school receive standardized PD via a training-based model and return to their schools to replicate the training that they have received, serving as "champion teachers" or "vanguard team" resources primarily from registered teachers. The criticisms of this model are as follows:

- \* In this model of teacher training and development seems to be preferred by the National Department of Education because it is cost-effective and uses existing teaching staff as co-trainers. It should be remembered that the chosen people might not be necessarily good trainers.
- \* Although this system of passing information along a "chain" of teachers can serve the purpose of bringing simple messages to people in a cost effective manner it has been shown to be an inadequate means of helping FP teachers to develop and to enable them to cope with the changes expected of them.
- \* This model is not sufficient since in most cases it does not address the FP teachers' needs.
- \* It is externally designed, with little regard for contextual realities;
- \* It makes no allowance for feedback;
- \* It focuses on the transmission of information, rather than the building of skills and competences;
- \* It has a tendency to multiply or retain errors that are passed "down the chain";
- \* It allows no time for reflection;
- \* It does not provide opportunities to clarify, reflect or practice in the field;



- \* It is usually based on (often theoretical) sets of lectures;
- \* It is top-down; and
- \* It provides no assistance in the field.

**In terms of objective four, which is to determine the views of the participants regarding the impact of the training given to the FP teachers in the North West Province to implement CAPS (cf.1.4), the following are the findings:**

**FINDINGS FROM FOUNDATION PHASE TEACHERS:**

**From the questions on the knowledge of FP teachers' of CAPS, the following were found:**

The respondents agreed that they know what CAPS is; disagreed that they were involved to ensure that CAPS for FP is up to standard; said that the contents of the subjects offered in FP in a particular Grade is not manageable but demanding; and they are not satisfied on how the assessment is conducted at FP.

**Regarding questions on the support given to FP teachers to implement CAPS, the following were found:**

The respondents agreed that the CAPS toolkit was provided and they had access to it; CAPS training was provided; they undertook their CAPS training during school hours whereby classes had to be suspended; claimed that the duration of the activities they attended was between two days and two-weeks; they wish PD activities could take place during school holidays; they were trained by their District Curriculum Specialists, School Management Team, Provincial Curriculum Specialists, and by Teacher Union Representatives; and their training on how to implement CAPS was initiated by the Department of Education.

**Concerning questions on the impact of the PD training attended by FP teachers to implement CAPS, the following were found:**

The respondents strongly disagree that CAPS training activities they attended deepened and broadened their knowledge of content; strongly disagree that CAPS training activities they attended provided a strong foundation of particular disciplines; strongly agree that CAPS training activities they attended included procedures for

evaluation; strongly disagree that CAPS training activities they attended they were not provided with sufficient time; strongly disagree that CAPS training activities they attended was based on teachers' identified needs; strongly disagree that CAPS training activities they attended was driven by learners needs; strongly disagree that CAPS training activities they attended was school-based; and strongly agree that CAPS training activities they attended was content-focused; and strongly disagree that CAPS training activities they attended provided knowledge about teaching and learning processes; strongly agree that CAPS training activities they attended was aligned with the standards and curriculum teachers use; strongly disagree that CAPS training activities they attended were designed by teachers in cooperation with experts in the field; strongly agree that CAPS training activities they attended contributed to measurable improvement in learners achievement; and strongly agree that CAPS training activities they attended took a variety of forms; and strongly agree that CAPS training activities they attended were on-going and sustained.

**From the questions on the evaluation of CAPS training, the following were found:**

The respondents strongly agree that in the CAPS training activities they attended evaluation was seen as an on-going process; strongly disagree that in the PD activities they attended evaluation was done at intervals during a PD programme; strongly disagree that in the CAPS training activities they attended there was an evaluation team to evaluate each programme; strongly disagree that in the PD activities they attended evaluation was done at intervals during a PD programme; strongly agree that in the PD activities they attended evaluation was collected at to check if training contributed to the improvement of teacher's teaching; strongly disagree that evaluation was collected to check if CAPS training contributed to positive changes in the school; and strongly disagree that evaluation was done to check if CAPS training contributed to the improvement of the learners' performance.

**From the questions on the type of model used to train FP teachers to implement CAPS, the following were found:**

The respondents said "no" that in the PD activities they attended a group of FP teachers received training and then became trainers themselves; said "no" that in the PD activities they attended PD was connected to learners learning; said "yes" that in the PD activities they attended variety of learning experiences were employed; agreed that in the CAPS training activities they attended, PD was conducted as an on-going process not a one-shot approach; said "no" that in the CAPS training activities they attended there was sufficient time for PD activities; and said "yes" that

in the CAPS training activities they attended the trainers were conversant with their roles.

**From the results of SSPSS 21 tests the following were found:**

- Positive correlation coefficients ( $r = 0.228$  and  $r = 0.256$ ) imply that more experienced FP teachers tend to agree with the items listed in Table 5.20, whereas less experienced FP teachers tend to disagree;
- Positive correlation coefficients ( $r = 0.305$ ,  $0.286$ ,  $0.306$  and  $0.312$ ) imply that FP teachers with large classes tend to agree with the items listed in Table 5.21, whereas FP teachers with small classes tend to disagree;
- There is a significant difference of opinions concerning CAPS activities. The mean scores of the FP teachers under the age of 46 are lower than those of 46 years and older. This indicates that younger FP teachers tend to strongly disagree with the items listed in Table 5.22, whereas older FP teachers tend to slightly disagree.
- Majority ( $17/29 = 59\%$ ) of FP teachers who tend to agree that the instructional time allocated to each subject per week is enough for a teacher to cover everything required, are the FP teachers whose class sizes comprise more than 40 learners, whereas the majority ( $31/48 = 65\%$ ) of the FP teachers who tend to disagree, are the FP teachers whose class sizes comprise at most 40 learners.

**FINDINGS FROM PRIMARY SCHOOL PRINCIPALS:**

- The respondents agreed that they understand the meaning of CAPS;
- Other respondents said “all” FP teachers in their schools attended CAPS training, others said “4” attended, while others said “8”;
- Most of the respondents said that the length of the training attended by FP teachers to implement CAPS was 5 days, one said they attended for 3 days;
- Other respondents agreed that the length was sufficient but they did not comment, while others disagreed and said “Insufficient training time”;
- The respondents said FP teachers should engage in PD activities “during school holidays” one reason that “that their work for the term will be complete”, another one reason that “they will have enough time to ask questions”. Others said “At the end of the year to prepare for the following year”. Another one said “every month end for them to acquire knowledge and skills”;
- All of the respondents said no one from their schools was involved in designing CAPS training activities;

- The challenges experienced were teachers not acquiring knowledge of everything about CAPS, consultations not done, no CAPS document to refer to when they prepare their teaching lessons, lack of proper learning aids, and insufficient resources;
- Educators give learners quality education, ability to prepare their lesson accordingly, acquired communication skills, adherence to the syllabus, and learners are given more reading and counting time; and
- The respondents mentioned regular support from APO, consultation and mentoring on regular basis, meeting once per term to share frustrations and achievements and help one another, fully fledged training and workshops and follow-ups on regular basis, teacher involvement in preparation for development, and introduction of common LTSM.

#### **FINDINGS FROM THE SUBJECT ADVISORS:**

- All of the respondents agreed that FP teachers were trained on the implementation of CAPS;
- Respondents indicated two weeks as the length of the training given to FP teachers to implement CAPS, while another one said, “a month”;
- The respondents indicated that subject advisors were responsible for training FP teachers to implement CAPS;
- The respondents mentioned that CAPS training activities were designed already, even they themselves were not involved in the design. Everything came from the National Department of Education;
- The respondents mentioned the challenges they experienced when training FP teachers to implement as teachers were a bit confused, they were a bit behind with their work schedule, and English Additional Language gave teachers a challenge since all subjects at FP are done in Home language;
- The respondents mentioned the achievements brought by implementation of CAPS at FP such as the improvement in Mathematics and Literacy, that is, counting and reading; and

- The respondents mentioned the following as the aspects that can make PD successful: sufficient resources; many workshops; small number of learners in a classroom because of many learning activities; and continuous training.

#### **FINDINGS FROM FOCUS GROUP OF FOUNDATION PHASE TEACHERS:**

- The respondents mentioned that they were not involved in the design of CAPS training activities. One of them said, “we were told that it was designed at the national level, therefore, we have to take it as it is”;
- The respondents complained about the length of training which was considered insufficient; insufficient resources and late delivery of the training material, overcrowded classrooms where it becomes difficult for the teachers to carry classroom activities effectively;
- The respondents said that they acquired little knowledge on what CAPS is all about; and
- For the PD to be successful a needs analysis of FP teachers must be done and PD activities be designed in such a way that it addresses their needs. They must be involved in the design of their PD activities and programmes, the length of training should be increased; and training should be continuous.

#### **FINDINGS FROM OBSERVATION AT TRAINING CENTRES:**

- Training material was provided, even though provision came late and it was not sufficient because one copy was given to the school principals who were expected to make copies for their teachers;
- Training took place during the week. Teachers were taken out of the classrooms to attend for that week;
- The duration of the training observed was five days;
- The training was more on telling than practice;
- The venue for CAPS training was a building used as a College of Education in the past; and

- Training was more on telling. There was not enough time to do thorough practice and the trainers were rushing to finish the contents of the training material.

#### **8.4 DEFICIENCIES OF THE STUDY**

The researcher's sample was 10 primary schools from each of the 3 chosen APOs. From each school she sampled 4 FP teachers per school, the total being 120 FP teachers. The researcher was advised by UNISA Ethical Clearance to reduce it. Therefore, the researcher reduced it to 7 schools per APO and 4 teachers per school, with the total of 84 teachers.

The researcher experienced many problems during interviews of principals and subject advisors. Most of them indicated that their schedules were very tight so they could not help. Others agreed but when the researcher arrived at the agreed venue the interviewee was not present. For example, the researcher had an appointment with one subject advisor. When the researcher arrived there, she phoned and the person indicated that she was attending a meeting in Mafikeng. The researcher had to drive back to Mafikeng and pleaded with her to meet after the meeting which she agreed to. The researcher kept on phoning her from two o'clock but her phone was off. The researcher succeeded when she proposed telephonic interview the following day.

#### **8.5 CONCLUSION**

This study has clearly indicated that even though PD cannot be a panacea for all the problems of education, it can contribute by creating solutions to those problems that hinder the initiation of changes in the classroom. Improvements in teaching and learner performance can happen after well-planned and managed PD of teachers.

Professional development can be most effective when it is made accessible to all teachers and becomes a part of a system-wide effort to improve classroom instruction. Creating smaller, learner-centred and more personal school settings will increase teachers' engagement in the learning process. Teachers are attracted to such environments, as this shared sense of responsibility translates into an improved capacity for growth and improvement. Therefore, teachers must be provided with appropriate PD opportunities that ensure access to resources and assistance on an on-going basis.

The recommendations made by this study will serve as a guide to the Government in general and the Department of Education in particular. It is the wish of the researcher that this study will provide a base for further investigations into the PD of teachers in the North West Province and in other provinces of South Africa.

## **8.6 RECOMMENDATIONS**

In order to improve the quality of PD for FP teachers in the North West Province, this study recommends the following:

### **Recommendation 1**

Needs analysis must be conducted.

#### **Motivation**

Needs analysis must be conducted and if conducted effectively, it will enhance the quality of professional development programmes based upon Foundation Phase teachers resulting in success rates of teaching and learning.

### **Recommendation 2**

Professional development must be a long-term process.

#### **Motivation**

The new approach to the education and development of teachers requires a transformation of processes and policies that support teachers, their education, their work and their growth in the profession. Therefore, teachers' professional development must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession.

### **Recommendation 3**

Teachers must have more opportunities on both subjects and objects of educational reform.

## **Motivation**

Teachers' professional development has a significant impact on the success of educational reforms and on students' learning. As a result, the more opportunities the teachers have to subjects and objects of educational reform, the more effective the reform and the teachers' work are.

## **Recommendation 4**

Teachers must be encouraged and supported in their professional development.

## **Motivation**

Teachers must be encouraged to design and implement experiences and opportunities that help in their growth as teachers and professionals, and also, to participate in programmes designed for their development. They need to be given the time and the financial support to be the active designers, implementers and participants of professional opportunities.

## **Recommendation 5**

Responsive kinds of professional development programmes and activities must be designed for teachers.

## **Motivation**

The kinds of professional development programmes and activities designed by and for teachers must respond to their professional needs, their personal and professional interests, the stage of professional development attained at that particular time, and the stage of the education system in force in their place of work.

## **Recommendation 6**

Institutions concern must work collaboratively.

## **Motivation**



Schools, teacher-preparation institutions and other related institutions must work collaboratively in order to ensure the development of teachers from the beginning of their careers.

### **Recommendation 7**

A variety of models and techniques of professional development must be available to teachers.

#### **Motivation**

It is important to recognise that not all aspects of teacher professional development can be addressed in courses; therefore, a variety of models and techniques of professional development must be regularly available to teachers. There are many other models of professional development which support teachers' development on a regular basis in the workplace.

### **Recommendation 8**

The process of becoming a professional teacher is characterised by different stages of growth, and different needs and expectations should be a feature of the regulatory system. A one-size-fits-all approach to PD does not take these into consideration. Therefore, a formal mechanism should be established to define the requirements for PD for FP teachers.

#### **Motivation**

A mechanism should be established for FP teachers. The Department of Education and government agencies should determine PD requirements and quality standards. As part of the work, more explicit connections should be established between FP teacher capabilities, curriculum requirements, and the needs of schools to provide a framework for determining these requirements.

### **Recommendation 9**

There should be a greater focus on the evaluation of PD for Foundation Phase teachers. Each PD course needs to be evaluated for its effectiveness and failures.

## **Motivation**

Evaluation is important to provide assurance that PD is achieving its objectives. The results of the evaluation can provide feedback, which informs the design of further programmes. Evaluation of PD is an area, which many schools find difficult to practise, partly because the impact of PD on learner achievement is difficult to disentangle from other factors and partly because schools may not know what evaluation tools and techniques to use.

Evaluation entails a well-established range of techniques including review, audit, research, monitoring and assessment. In common with most public agencies, schools generally lack experience and training in the conduct of systematic review and evaluation, not only in PD but also in other aspects of school management.

All providers of PD (including schools) are required to define in their strategic and annual plans, the expected outcomes of the PD to be provided and to identify the criteria they will use to evaluate the extent to which these outcomes have been met.

## **8.7 RECOMMENDATIONS FOR FURTHER STUDIES**

The following were identified as some of the areas that need attention:

- Why is there no uniform payment for Grade R teachers?
- The strategies for the presentation of PD courses;
- Professional development of teachers in media usage; and
- The impact of PD on teaching and learning.

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## APPENDIX A

### QUESTIONNAIRE SCHEDULE

#### QUESTIONNAIRE FOR FOUNDATION PHASE TEACHERS IN NGAKA MODIRI-MOLEMA REGION OF THE NORTH WEST PROVINCE IN SOUTH AFRICA

The purpose of this questionnaire is to seek information regarding the impact of the professional development provided to the Foundation Phase (FP) teachers in the implementation of Curriculum and Assessment Policy Statement (CAPS). You are kindly requested to make a cross (x) on the statement that suits you.

#### SECTION A: BIOGRAPHIC AND DEMOGRAPHIC DATA

##### 1. YOUR AGE CATEGORY

1.1	Below 30 years	1	
1.2	31 – 35 years	2	
1.3	36 – 40 years	3	
1.4	41 – 45 years	4	
1.5	46 – 50 years	5	
1.6	51 years and above	6	

##### 2. YOUR GENDER

2.1	Male	1	
2.2	Female	2	

##### 3. FOR HOW LONG HAVE YOU BEEN TEACHING?

3.1	Below 5 years	1	
3.2	6 – 10 years	2	
3.3	11 – 15 years	3	
3.4	16 – 20 years	4	
3.5	21 – 25 years	5	
3.6	26 years and above	6	

#### 4. YOUR HIGHEST QUALIFICATION

4.1	Primary Teacher Certificate (PTC)	1	
4.2	Primary Teacher Diploma (PTD)	2	
4.3	National Professional Diploma in Education (NPDE)	3	
4.4	Advance Certificate in Education (ACE)	4	
4.5	Junior Degree and a teacher's qualification/4 Year Diploma in Teaching	5	
4.6	Honours degree and a teacher's qualification	6	
4.7	Others: Specify.....	7	

#### 5. WHICH GRADE DO YOU TEACH?

5.1	Grade R	1	
5.2	Grade 1	2	
5.3	Grade 2	3	
5.4	Grade 3	4	

#### 6. AREA WHERE YOUR SCHOOL IS FOUND

6.1	Rural	1	
6.2	Urban	2	

#### 7. NUMBER OF LEARNERS IN YOUR CLASSROOM

7.1	Below 20 learners	1	
7.2	21 – 30 learners	2	
7.3	31 – 40 learners	3	
7.4	41 – 50 learners	4	
7.5	51 learners and above	5	

**SECTION B: QUESTIONS REGARDING THE FOUNDATION PHASE (FP) TEACHERS' KNOWLEDGE OF CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)**

**8. FOUNDATION PHASE TEACHERS' KNOWLEDGE OF CAPS**

The following questions investigate the knowledge of Foundation Phase teachers regarding CAPS.

8.1 Do you know what CAPS is?

Yes		No	
-----	--	----	--

8.2 Were you involved to ensure that CAPS for Foundation Phase is up to standard?

Yes		No	
-----	--	----	--

8.3 Is it true that in CAPS paper work is reduced as follows?

<b>Paper work is reduced as follows:</b>		<b>Yes</b>	<b>No</b>
8.3.1	Learner Portfolio Files have been phased out.		
8.3.2	A teacher is required to have a single file for planning		
8.3.3	The number of projects required by learners have been reduced		
8.3.4	The Common Tasks of Assessment (CTA) has been phased out.		

8.4 How do you view the contents of the subjects offered in Foundation Phase, at a particular Grade?

<b>The contents of the subjects offered in Foundation Phase, at a particular Grade is:</b>		<b>Yes</b>	<b>No</b>
8.4.1	Manageable		
8.4.2	Demanding		

8.5 Is the instructional time allocated to each subject per week, enough for a teacher to cover everything required? Comment.

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 .....  
 .....

8.6 Are you satisfied on how the assessment is conducted at Foundation Phase? Comment.

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 .....  
 .....



## 9. SUPPORT GIVEN TO THE FOUNDATION PHASE TEACHERS IN THE IMPLEMENTATION OF CAPS

The following questions seek information regarding the support given to the Foundation Phase teachers during the implementation of CAPS.

### 9.1 CAPS Toolkit

9.1.1 Was the CAPS Toolkit provided?

Yes		No	
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9.1.2 If Yes, did you have access to the Toolkit?

Yes		No	
-----	--	----	--

9.1.3 If Yes, how helpful was the Toolkit?

Cross (x) the number to indicate your agreement. Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

Toolkit was helpful in explaining the:		SD	D	A	SA
9.1.3.1	Structure and content of the CAPS in the Foundation Phase.	1	2	3	4
9.1.3.2	Role and use of the Workbooks in Grades R-3.	1	2	3	4
9.1.3.3	Annual National Assessment (ANA) as a baseline assessment in Grades 2 and 3.	1	2	3	4
9.1.3.4	The implications of ANA for classroom practice.	1	2	3	4

### 9.2 Training in CAPS

9.2.1 Was Training in CAPS provided?

Yes		No	
-----	--	----	--

9.2.2 If Yes, were you trained in CAPS?

Yes		No	
-----	--	----	--

9.2.3 When did you undertake the District/APO trainings in CAPS?

Provincial trainings in CAPS took place in 2011:		Yes	No
9.2.3.1	During school hours		
9.2.3.2	After school		

9.2.3.3	On weekends		
9.2.3.4	During school holidays		

9.2.4 Which category mentioned in 9.2.3 is suitable for you and why?

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.....

9.2.5 How long was the training?

The length of CAPS training I attended was:			
9.2.5.1	One day		
9.2.5.2	Two days		
9.2.5.3	One week		
9.2.5.4	Two weeks		
9.2.5.5	Six months		
9.2.5.6	Twelve months		

9.2.6 Was the length you indicated in 9.2.5 enough for the success of Professional Development activities? Comment:

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.....  
.....

9.2.7 Were you involved in the design of CAPS training you attended?

Yes		No	
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9.2.8 Where did your training in CAPS take place?

Your training in CAPS took place at:		Yes	No
9.2.8.1	School		
9.2.8.2	North West University campus		
9.2.8.3	Centres organised by Provincial/APO Department of Education		
9.2.8.4	Others:...Name the place		

9.2.9 Who trained you?

You were trained by:		Yes	No
9.2.9.1	Fellow teacher		
9.2.9.2	School Management Team		
9.2.9.3	District Curriculum Specialists		
9.2.9.4	Provincial Curriculum Specialists		
9.2.9.5	Teacher Union representative		
9.2.9.6	Others:... Name the individual or organisation.		

9.2.10 Who initiated your CAPS training?

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.....

9.2.11 What did you benefit from the CAPS training?

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 .....  
 .....

### 9.3 Learning and teaching support material (LTSM)?

Please indicate your views regarding the provision of learning and teaching support material during CAPS training you attended. Cross (x) the number to indicate your agreement. Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

9.3	During CAPS training:	SD	D	A	SA
9.3.1	I was provided with learning and teaching support material.	1	2	3	4
9.3.2	Provision of learning and teaching support material was made on time.	1	2	3	4
9.3.3	Provision of learning and teaching support material was sufficient.	1	2	3	4

## SECTION C: QUESTIONS REGARDING THE IMPACT OF PROFESSIONAL DEVELOPMENT IN THE IMPLEMENTATION OF CAPS AT FOUNDATION PHASE

### 10. CHARACTERISTICS OF EFFECTIVE POLICY IMPLEMENTATION TRAINING ATTENDED BY FOUNDATION PHASE TEACHERS

Please indicate your views concerning the effectiveness of the training you attended to implement CAPS, by crossing (x) the number that clearly indicates the level of your agreement towards the statements listed below. Key: 1: SD-Strongly Disagree; 2: D-Disagree; 3: A-Agree; 4: SA-Strongly Agree.

CAPS training activities I attended:		SD	D	A	SA
10.1	Deepened and broadened my knowledge of subject content	1	2	3	4
10.2	Provided a strong foundation of particular disciplines	1	2	3	4
10.3	Included procedures for evaluation	1	2	3	4
10.4	I was provided with sufficient time	1	2	3	4
10.5	Was based on teachers' identified needs	1	2	3	4
10.6	Was driven by learners needs	1	2	3	4
10.7	Was school based	1	2	3	4
10.8	Was content-focused	1	2	3	4
10.9	Provided me with knowledge about teaching and learning processes	1	2	3	4
10.10	Was aligned with the standards and curriculum teachers use	1	2	3	4
10.11	Was designed by teachers in cooperation with experts in the field	1	2	3	4
10.12	Contributed to measurable improvement in learners achievement	1	2	3	4
10.13	Took variety of forms	1	2	3	4
10.15	Was ongoing and sustained	1	2	3	4

**11. Evaluating Foundation Phase teachers in relation to CAPS for professional growth and development**

	<b>In the CAPS training activities I attended:</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>11.1</b>	<b>Evaluation was seen as an on-going process that is:</b>				
11.1.1	Initiated in the earliest stages of programme planning				
11.1.2	Continued beyond programme completion				
11.2	There was an evaluation team to assess each programme				
11.3	Evaluation was done at intervals during a PD programme				
<b>11.4</b>	<b>Evaluation was collected at three levels which are:</b>				
11.4.1	Improvement of teacher's teaching.				
11.4.2	Positive changes in the school.				
11.4.3	Performance of students improved.				

**SECTION D: QUESTIONS ON THE CURRENT PD MODEL USED AT FOUNDATION PHASE**

**12. THE TYPE OF PROFESSIONAL DEVELOPMENT MODEL USED TO TRAIN FOUNDATION PHASE TEACHERS TO IMPLEMENT CAPS**

<b>The following characterise the type of training I, the Foundation Phase teacher attended to implement CAPS:</b>		<b>YES</b>	<b>NO</b>
12.1	A group of teachers received training and then becomes trainers themselves		
12.2	Professional development was connected to student learning		
12.3	Variety of learning experiences were employed		
12.4	Professional development was conducted as an on-going process		
12.5	There was sufficient time for professional development activities		
12.6	The trainers were conversant with their roles		

**13. GENERAL VIEWS ON THE IMPLEMENTATION OF CAPS USING THE TOP-DOWN MODEL**

13.1 What challenges do you anticipate regarding the use of top-down model (everything planned from the top) in the implementation of professional development programmes in your school?

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13.2 What do you think are the aspects that can make professional development programmes successful?

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.....

**THANK YOU**

**APPENDIX B**

**INTERVIEW SCHEDULE: PRIMARY SCHOOL PRINCIPALS**

The purpose of this interview is to seek information regarding the impact of the training offered to Foundation Phase teachers to implement CAPS.

1. Do you have an understanding of what is meant by CAPS?

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2. Did some of Foundation Phase teachers in your school attended CAPS trainings? If Yes, how many attended?

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3. How long was their training?

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4. With the length of training mentioned in 3, do you think the Foundation Phase teachers acquired the necessary skills and knowledge to implement CAPS successfully? Comment.

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5. When did Foundation Phase teachers attend their training in CAPS?

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6. Regarding your response at 5, what do you think would be the appropriate time for the Foundation Phase teachers to engage in professional development activities? Comment.

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7. Were Foundation Phase teachers in your school involved in the design of their CAPS training activities? Comment.

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8. What challenges did you experience during the implementation of CAPS at Foundation Phase in your school?

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9. What are the achievements regarding the implementation of CAPS at Foundation Phase in your school?

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10. What aspects can make professional development of Foundation Phase teachers successful? Please elaborate

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**THANK YOU**

**INTERVIEW SCHEDULE: SUBJECTS ADVISORS AT FOUNDATION PHASE**

The purpose of this interview is to seek information regarding the impact of the training given to Foundation Phase teachers in the implementation of CAPS.

1. Does Foundation Phase teachers in your area undergone training on how to implement CAPS? Comment.

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2. How long was their CAPS training?

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3. Who trained them?

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4. Do you have sites or centres where professional development of Foundation Phase take place? Comment.

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5. Were Foundation Phase teachers involved in the design of CAPS training activities?

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6. What challenges did you experience during the implementation of CAPS at Foundation Phase in your allotted area?

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7. Is there any achievement regarding the implementation of CAPS at Foundation Phase in schools situated in your area?

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8. What are the aspects that can make professional development of Foundation Phase teachers successful?

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**THANK YOU**

**INTERVIEW SCHEDULE: A FOCUS GROUP OF FOUNDATION PHASE TEACHERS**

The purpose of this interview is to seek information regarding the impact of the training given to Foundation Phase teachers to implement CAPS. Follow-up questions will be asked.

1. Were you involved in the design of CAPS training activities you attended? Comment

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2. What challenges did you experience during the implementation of CAPS at Foundation Phase in your school?

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3. Is there any achievement regarding the implementation of CAPS at Foundation Phase in your school?

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4. What are the hints that can make professional development of Foundation Phase teachers more successful?

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**THANK YOU**

**OBSERVATION GUIDE**

The purpose of observation is to see how CAPS training is conducted at Foundation Phase. The following will be observed.

1. Provision of training material.  
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2. Time of training e.g. during school hours, on weekends, etc.  
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3. Duration of training  
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4. Trainers. Are they conversant with their roles?  
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5. Place where training took place  
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6. Variety of learning experiences employed  
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**“THANK YOU”**

**APPENDIX F**

P.O. Box 4885

Mmabatho

2735

11 April 2013

To : Teachers: Foundation Phase  
Ngaka Modiri-Molema: North West Province

**REQUEST FOR YOUR PARTICIPATION IN THIS STUDY**

Dear Sir/Madam

I am currently registered for Doctor of Education, specialising in Education Management at the University of South Africa (UNISA). I am therefore expected to collect empirical data as part of my studies. Ngaka Modiri-Molema region is then chosen because of its convenience to me and teachers in the Foundation Phase in this region are chosen to participate in this study. Your school is randomly sampled to take part.

The purpose of this study is to investigate the impact of the training you received to implement CAPS, with the aim of developing a policy implementation approach which will address the needs of all teachers in this Phase.

Therefore, you are humbly requested to respond to the questionnaires that will be distributed to you through your principal. All ethical issues will be adhered to.

In case you would need to find more information regarding my study, please feel free to contact my supervisor, Dr MJ Ranko-Ramaili 0124298988 e-mail: [Rankojm@unisa.ac.za](mailto:Rankojm@unisa.ac.za)

Thanking you in anticipation

Yours faithfully

Ms NM Morake

.....

Mobile: 0795066386

Work telephone number: 0183892390

## APPENDIX G

P.O. Box 4885

Mmabatho

2735

11 April 2013

To : Principals: Primary schools. Foundation Phase  
Ngaka Modiri-Molema: North West Province

### REQUEST FOR FOUNDATION PHASE TEACHERS AND YOUR PARTIPATION IN THIS STUDY

Dear Sir/Madam

I am currently registered for Doctor of Education specializing in Education Management at the University of South Africa (UNISA). I am therefore expected to collect empirical data to finish my study. Ngaka Modiri-Molema region is then chosen because of its convenience to me and teachers in the Foundation Phase in this region were chosen to participate in this study. Your school is randomly sampled to take part. As the school principal, where Foundation Phase teachers had to implement CAPS, you were also randomly and purposefully sampled.

The purpose of this study is to investigate the impact of the training given to Foundation Phase teachers in your school to implement CAPS, with the aim of developing a policy implementation approach which will address the needs of all teachers in this Phase.

Therefore, you are humbly requested to respond to the interviews which will be conducted by the researcher. All ethical issues will be adhered to.

You are also requested to help the researcher by distributing the copies of questionnaire to four (4) Foundation Phase teachers (i.e. 1 from Grade R,1,2,3) to respond to. After the teachers' response please collect them. The researcher will then collect teachers' response and yours.

In case you would need to find more information regarding my study, please feel free to contact my supervisor, Dr MJ Ranko 0124298988 e-mail: [Rankojm@unisa.ac.za](mailto:Rankojm@unisa.ac.za).

Thanking you in anticipation

Yours faithfully

Ms NM Morake .....

Mobile: 0795066386 Work telephone number: 0183892390

**APPENDIX H**

P.O. Box 4885

Mmabatho

2735

09 January 2013

To : Subject advisors: Foundation Phase  
Ngaka Modiri-Molema: North West Province

**REQUEST FOR YOUR PARTIPATION IN THIS STUDY**

Dear Sir/Madam

I am currently registered for Doctor of Education, specializing in Education Management at the University of South Africa (UNISA). I am therefore expected to collect empirical data to finish my study. Ngaka Modiri-Molema region is then chosen because of its convenience to me and teachers in the Foundation Phase in this region were chosen to participate in this study. Primary Schools in your region were randomly sampled to take part. As one of the CAPS trainers at Foundation Phase, you are purposefully sampled.

The purpose of this study is to investigate the impact of the training given to Foundation Phase teachers in your region to implement CAPS, with the aim of developing a policy implementation approach which will address the needs of all teachers in this Phase.

Therefore, you are humbly requested to respond to the interviews which will be conducted by the researcher. All ethical issues will be adhered to.

In case you would need to find more information regarding my study, please feel free to contact my supervisor, Dr MJ Ranko-Ramaili 0124298988 e-mail: [Rankojm@unisa.ac.za](mailto:Rankojm@unisa.ac.za).

Thanking you in anticipation

Yours faithfully

Ms NM Morake

.....

Mobile: 0795066386

Work telephone number: 0183892390

### INFORMED CONSENT FORM

Dear Sir/Madam

I Nnior Machomi Morake am currently registered for Doctor in Education, with Education Management as my specialisation at the University of South Africa (UNISA). I am therefore expected to collect empirical data to finish my study. The title of my study is: The Implementation of Professional Development at Foundation Phase in the North West Province, with reference to Curriculum and Assessment Policy Statement (CAPS).

In order to gain an understanding of the impact of the training given to Foundation Phase teachers, they (Foundation Phase teachers) as implementers of CAPS in primary schools are requested to respond to questionnaires, principals of the chosen primary schools will be interviewed, and subject advisors responsible for training these teachers will also be interviewed. Observations at the training centres will also be conducted.

The duration of fieldwork will last for 3 weeks only because the researcher intends to collect all data during policy implementation trainings whereby all participants will be available. The researcher intends to spend a week at each of the 3 selected Area Project Office training centres distributing questionnaires, interviewing participants and observing how the training will be conducted.

The attention of the participants is drawn to the following things about my study:

- They are assured that there will be no risks they may or will suffer during the course;
- Their participation is voluntary. They have the right to withdraw at any stage of the research process; and
- Data collected for this study will be treated confidentially. The name of the participant or their schools will not be mentioned in this thesis or during any presentation.

Both purposive and stratified random sample techniques were employed to select participants. Out of 4 the regions that made North West Province, 1 region which is, Ngaka Modiri-Molema was chosen. From this region which is made up of 5 district/APOs, only 3 APOs were selected to participate. With the help of the districts Department of Education, a list of all primary schools in the particular district was made available. A random selection of 7 primary schools was made and from each school 4 teachers (that is 1 from Grade R, 1 from Grade 1, 1 from Grade 2 and 1 from Grade 3) were randomly selected to participate in the study. The total number of primary schools sampled was 21, while that of Foundation Phase teachers was 84.

Respondents also included 3 subject advisors who are responsible for training Foundation Phase teachers to implement CAPS that is 1 subject advisor from each APO. In addition, 9 principals of primary schools where Foundation Phase teachers are expected to implement CAPS were involved, that is 3 principals from each of the 3 APOs chosen.

Focus group of Foundation Phase teachers will also be interviewed. It will be formed by any FP teachers who did not respond to the questionnaires. Participation is voluntary.

Participation will involve questionnaire and interview schedules, as well as observations. Since the researcher is collecting information for her doctoral studies, participants should not expect any compensation. At the completion of this study, the researcher will make a copy of her thesis available at the University Library for future reference.

Since the researcher is a registered student at UNISA, UNISA Ethics Research Committee gave her ethical approval to conduct this study.

In case you want to contact the researcher regarding this consent form, below are her contact details:

- Mobile: 0795066386
- Work telephone number: 0183892390

### **Declaration to participate in my research project**

You are kindly requested to fill-in this declaration, which proves that you understand the contents of the attached document and the nature of the research project, and therefore consent to participate in this research project. Thereafter, you are requested to return it to the researcher at your earliest convenience after affording yourself to go through the attached document (invite).

**I ..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in this research project.**

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

.....

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**Signature of participant**

**Date**