

**EVALUATING THE IMPACT OF THE PRINCIPLES OF THE
NATIONAL CURRICULUM STATEMENT ON GRADE 10
LIFE ORIENTATION**

BY

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Submitted in accordance with the requirements for the degree of

DOCTOR OF EDUCATION

In the subject

CURRICULUM STUDIES

At the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR L D M LEBELOANE

November 2010

DECLARATION

I declare that: Evaluating the impact of the principles of the National Curriculum Statement on grade 10 Life Orientation is my own work and that all the sources used in this study have been acknowledged by means of a comprehensive list of sources.

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ACKNOWLEDGEMENTS

I wish to express my appreciation to all those teachers who willingly took part in this study and made it possible for me to conduct the research. I will always be thankful to my promoter, Prof. LDM Lebeloane, who patiently guided and supported me. For the past three years he spent a lot of his time to help me and was always available when I needed his assistance. I am also indebted to Professor S. Schulze for her excellent guidance and counsel on how the study could be corrected and improved. I am very thankful to my friend, Dr RB Monyai, for his help throughout the course of this study. I would also like to thank my wife, Ester, my three sons, Khulekani, Phumelele and Thebeng and my daughter, Ntombi, for their support and understanding while I spent much of what should have been family time on my studies. Finally, I would like to express my appreciation and gratitude to my late parents, Dina Turu Skosana and Mzimbili Thomas Skosana. Masindakulu!

SUMMARY

Effective implementation of the principles of the National curriculum Statement (NCS) for Life Orientation has various requirements. Thus, with a specific focus on Life Orientation in grade 10, the study aimed at investigating various issues around the implementation of these principles. To this end, a mixed-methods approach was used. In the quantitative phase, questionnaires were used. In the qualitative phase, focus groups and interviews were used to collect data. Similar questions were asked in both phases. The sample was a group of 48 Life Orientation teachers from 48 secondary schools in the Gauteng West district. Ethical issues were considered. Techniques to ensure validity and reliability were also taken into account.

The results showed that, in general:

- the introduction of the NCS in Life Orientation had resulted in too much paperwork and administration for the teachers;
- the principles of the NCS had *not* helped to transform education from the apartheid era system of education to the present democratic system of education;
- the teachers were poorly trained with regard to implementing the principles of the NCS in the sense that there were not enough workshops and follow-up support provided;
- the principles of the NCS were not implemented at schools, among others because there were problems with the distribution of policies to the teachers via the school management;
- the implementation of the principles of the NCS did not make the envisaged impact on learner attitudes since the attitudes of many learners were often negative;
- the implementation of the principles of the NCS did not make the envisaged impact on learner respect for other cultures;
- the principles of the NCS did not have the ideal impact on morals, values and standards; or impact significantly on crime rate, learner pregnancy or disrespect at school; and

- the principles of the NCS did not support learners well to acquire life skills.
- However, the principles of the NCS in Life Orientation were more successful with regards to helping address barriers to learning.

In line with the above, recommendations were made and the limitations of the study were pointed out.

KEYWORDS

- Life Orientation
- Evaluating
- Impact
- Principles
- Outcomes-based education
- Curriculum 2005 (C2005)
- Learning programmes
- Critical outcomes
- Teaching methods
- Constructivism

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CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION AND RATIONALE FOR THE STUDY

1.1.1 Introduction: contextualisation

This chapter provides an overview of the study. To this end it presents the problem statement and research questions; aims of the research; definition of concepts; research design and methodology; as well as an indication of the division of chapters. The context of the study, in terms of evaluating the impact of the implementation of the principles of the National Curriculum Statement (NCS) on the Grade 10 school subject of Life Orientation, is the province of Gauteng.

Official apartheid policies were introduced into South Africa by the National Party when it took over political power in 1948 (in Hartshorne, 1992: 197). The apartheid policies influenced the perspectives of looking at society and designing the curriculum. The education system and the curriculum were designed along the lines of White superiority. Racial divisions were, therefore, entrenched by means of various government policies that promoted the separate development of people of the South African society. Organising society and education based on perspectives that divided society was aimed at the domination of black people (Mothobi, 2001: 33; Holmarsdottir, 2008: 8). For example, the Eisselen commission was put in place in order to review and to examine what constituted good education for Africans. The findings of this commission led, in turn, to the introduction of the Bantu Education Act of 1953. The result of this Act was new racial perspectives that were viewed as more oppressive than before and this led to resistance to all forms of apartheid (Barkhuizen, 1998; Mason, 1999; Lodge, 1985: 2, Hartshorne, 1992: 89 – 90. This continued resistance took various forms such as bus boycotts, consumer boycotts and school boycotts from the inception of apartheid policies, which followed the Bantu Act of 1953. The 1976 school boycotts signified the declaration of open defiance in respect of both

apartheid itself and also apartheid education (Mabiletja, 2008: 2, 22). This defiance, together with other forms of boycotts, led to the dismantling of the apartheid system in the early 1990s and paved the way for the 1994 democratic elections in South Africa (Hartshorne, 1992: 203).

The 1994 democratic elections led to a new perspective of looking at society and organising education that culminated in the adoption of the South African Constitution No 108 of 1996. The constitution encompasses a Bill of Rights (1996) which emphasises the equality and the importance of morals and standards in respect of all citizens of South Africa in all spheres of government. There were new challenges facing the education system of the country. The education system had to change and curricula had to be designed to meet the 21st century challenges that learners face globally (Department of Education, 1997(a); Department of Education, 2002(a); Department of Education, 2002(b); Hawkins, Smith & Catano, 2001: 18 – 27). It was on the basis of the Constitution that the South African Schools Act (SASA) No. 96 of 1996, the White Paper 6 and the abovementioned curriculum policies were developed and adopted.

A new perspective towards education was introduced when the abovementioned policies placed the emphasis on a single education system that would transform the country and provide all learners in South Africa with the opportunity to acquire skills, knowledge, values and qualifications needed by themselves and the country (Nel, 1995: 533; Fourie, 2005: 17). These transformation policies encompassed the use of learner and teacher portfolios, annual work assessment plans and a multitude of pilot projects, administration and paperwork. There was a need for teachers to be trained and society to be involved in the transformation of the curriculum and the education system of the country.

Section 4 (b) of the National Education Policy Act No 27 of 1998 states that one of the objectives of education in South Africa is “enabling the education system to contribute to higher level thinking and the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the

advancement of democracy, human rights and the peaceful resolution of disputes” (Spady, 1994: 19; Department of Education, 1998(b); Onwu & Mogari, 2004; Carless, 2005).

In order to address the ideals of the Constitution, the first OBE approach and Curriculum 2005 (C2005) that were based on the constructivist theory, were adopted in order to facilitate the process of changing the curriculum and the education system (Spady, 1994: 1; Bloodworth, Weissberg, Zins & Walberg, 2001: 4; Vally & Spreen, 2003; Du Plessis, 2005: 8). C2005 was based on the theories of Piaget and Vygotsky (Vygotsky, 1962: 4; Vygotsky, 1978:26). This study is therefore informed by the constructivist theories of Piaget and Vygotsky (defined in this chapter and explained mainly in chapter 3). Outcomes-based education (OBE), which is referred to as ‘the first OBE approach’ in this study as a whole, was introduced to the South African education system (Spady, 1994: 41–42; Jansen, 1999(b): 57 – 67; Vakalisa, 2000: 21; Du Plessis, 2005: 2; Department of Education, 2005(a): 1–9), as part of curriculum transformation. The problem observed was that there seemed to be too much emphasis placed on learner participation, activities and paper administration by teachers to the detriment of content knowledge and textbooks (Onwu & Mogari, 2004; Department of Education, 2010(a): 1 – 4; Department of Education, 2010(b): 1 – 2).

1.1.2 Rationale for the study

South Africa education has been identified as a means of developing people and redressing the imbalances of the past in order to prepare learners for the best opportunities in life. A single education system was introduced. Education has therefore become a societal issue that involves all relevant stakeholders such as teachers, parents, community leaders, non-governmental organisations, among others, in the process of developing learners and equipping them with skills, knowledge, values and qualifications needed by them and society. To transform and implement a new curriculum, the Department of Education formulated the following general aims and objectives for education in South Africa (Department of Education, 1998(b): 9; African National Congress, 1994(b); Hawkins, Smith & Catano, 2001: 18 – 19:

- To advance and protect the fundamental rights of all
- To contribute to the full personal development of all learners
- To achieve equitable education opportunities and redress imbalances of the past
- To provide opportunities for and to encourage lifelong learning
- To achieve an integrated approach to education and training
- To encourage independent and critical thought
- To promote a culture of respect for teaching and learning in educational institutions

Because of its strong links to the above objectives, the school subject Life Orientation has been selected for this investigation. It has to do with studying the self and with personal development in relation to others. It focuses on the personal, social, spiritual, emotional and general growth of individuals. Thus, Life Orientation aims to develop learners to face the challenges of life and be productive citizens (Fiske & Ladd, 2004; Hendricks, 2004; Christiaans, 2006).

Moreover, in order to achieve the abovementioned aims and objectives for education in South Africa, the Department of Education had to change from the old curriculum called NATED or Report 550, which focussed on a teacher-centred approach, to a new constructivist approach to teaching and learning. This led to the introduction of outcomes-based education (OBE) in South Africa.

In view of the fact that people's paradigms or perspectives about education had to change, it was essential that teachers be trained and developed (Pretorius, 1998(a): 1). Through formal and informal assessment processes, learners had to do different portfolio and assessment tasks in order to be equipped with new knowledge, skills and values to enable them to address their educational needs. These include the problems of moral decline that had emerged during the fight against apartheid. According to Van Deventer (2009: 1) it is education transformation that brought about the first OBE approach and the new subject called Life Orientation (LO). OBE replaced the apartheid education that had been traditional, content and examination-driven, teacher-centred and had viewed learners as "empty jars

that had to be filled”. Using the OBE approach to teach and assess was not always easy because “teachers did not always know how to teach and when to record the assessments” (Carless, 2005: 39 - 54; Olivier, 1999: 3; Spady, 1988: 4; Fourie, 2005: 21).

The South African government had hoped that OBE would have a positive effect and C2005 would change the perspective on education. It was believed that the first OBE approach would address the inequalities of apartheid education and transform education (Killen, 2000(a): 1; Mothobi, 2001: 1–3). Therefore, the first OBE approach in South Africa emphasised the learning outcomes and assessment standards which learners had to achieve within a learning area or school subject. In addition, OBE later outlined and stressed the NCS. All the processes of trying to endorse OBE in South Africa encompassed principles within which a learning area confines itself. However, researchers such as Van der Horst and McDonald (1997: 6) warned that OBE was attractive only to politicians and policy makers (Department of Education, 1997(a); Spady, 1994; Department of Education, 2002(a)). Very little research has been carried out on the impact of the implementation of all the principles of the NCS.

1.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

The South African education system incorporates a general NCS which incorporates educational policy, according to the National Education Policy Act, No. 27 of 1996, ss3 and 4 (in Department of Education, 2005b: 1–9). Each of the 23 official school subjects in the Further Education and Training (FET) band for schools has its own NCS policy document which has evolved from the general NCS policy. The NCS policy of each school subject is designed to impact positively on that specific subject. There seems to be a research gap in literature because there are subject policy documents, but how the NCS policy of each school subject impacts on each specific subject (e.g. Life Orientation), has not been investigated. Therefore, the main research question is: What is the impact of the principles of the NCS on grade 10 Life Orientation? More specific the research has been undertaken to determine:

- What is the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS?
- To what extent have the principles of the NCS helped to transform education for learners?
- What impact did the training received by teachers make with regard to the implementation of the principles of the NCS?
- To what extent are the principles of the NCS being implemented at schools?
- What is the impact of the implementation of the principles of the NCS on the attitude of the learners?
- What is the impact of the implementation of the principles of the NCS in terms of observing the culture of others?
- What is the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?
- What is the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning?
- What is the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills?

It is against the background covered by the abovementioned questions that the impact of the principles of the NCS on the Grade 10 school subject of Life Orientation in Gauteng was evaluated and the gap that exists in the research literature comprises the problem statement of this study.

1.3 AIMS OF THE RESEARCH

The Department of Education emphasises quality teaching and learning. The aims of this study are, therefore, to determine the quality of teaching and learning processes taking place at schools. In the process, challenges that hinder transformation and the implementation of the principles of the NCS will be identified.

In view of the research questions formulated above, the aims of this study are to determine:

- the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS;
- to what extent have the principles of the NCS helped to transform education for learners;
- the impact of the training received by teachers make with regard to the implementation of the principles of the NCS;
- to what extent are the principles of the NCS being implemented at schools;
- the impact of the implementation of the principles of the NCS on the attitude of the learners;
- the impact of the implementation of the principles of the NCS in terms of observing the culture of others;
- the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?
- the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning;
- the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills.

Finally, the study aims to make and present results, recommendations and limitations, in order to demonstrate the cooperation that is required in equipping the learners with the skills, knowledge, values and qualifications required by both the learner and the community or society at large.

1.4 SIGNIFICANCE OF THE STUDY

In this study, subject advisers, principals, teachers, learners, parents, ward councillors and community organisations dealing with educational matters have been identified as significant stakeholders because education is a societal issue. Educating the learner has become a societal issue and goes beyond the four walls of the classroom to the community where the learner comes from.

This study is significant because the results may provide the Department of Education and the relevant stakeholders with information on the successful implementation (or not) of the principles of the NCS and thus quality teaching and learning in the schools. Compared to other studies on the principles of the NCS and Life Orientation as a subject, this study is unique because it is detailed and comprehensive regarding the implementation of all the principles of the NCS. The problem with other studies referred to in the literature review that is presented later, is that they investigate the teaching of Life Orientation as a subject and not the implementation of the principles of the NCS. There is, therefore, also a lack of research in the literature review because there is no study that has already investigated the implementation of all the principles and endorsement of the NCS.

Policy wise:

- The study can assist the Ministry of Basic Education and policy makers in the Department of Education to develop effective policies and use relevant theories that will ensure that the implementation of the principles of the NCS is effective.

The teaching and learning process:

- Information on the teaching and learning methods used in the teaching of Life Orientation can help teachers to prepare quality lessons for their learners.

Theoretically:

- The study can be used to endorse and streamline the current design features of the NCS.

Further research:

Areas that could not be dealt with in this study can be investigated further by other researchers.

1.5 DEFINITION OF CONCEPTS

The main terms used in this study will be defined in order to ensure clarity for the reader. The concepts in the title, as well as other key and related concepts, will be defined or explained. The following are key concepts that will be clarified:

1.5.1 Principles of the NCS

The NCS is a political statement about the curriculum of the Republic of South Africa. This political curriculum statement has principles on which it is based. Each school subject has a policy document but there is only one NCS.

The main political curriculum statement lays the foundation for the achievement of goals in all the different subjects in a school. The principles of the NCS are the ethos on which the political curriculum statement is based. These principles underpin all goals, outcomes and assessment standards in education (Department of Education, 2003(a): 1; Carless, 2005: 39-54).

1.5.2 Grade 10

Grade 10 is the tenth grade of schooling and it is part of secondary schooling. It comes after the General Education and Training Band. Grade 10 comprises the first grade of the FET Band where learners are offered a choice of subjects. Prior to this grade, learners generally all have the same subjects.

1.5.3 Life Orientation

The school subject Life Orientation has to do with the study of the self, as well as personal growth and development in relation to others and the society. Life Orientation focuses on the personal, social, spiritual, emotional and general growth of the learners (Department of Education, 2003(b): 9). Life Orientation is a subject that addresses human values, human rights, and belief systems, amongst others.

1.5.4 Evaluating

To evaluate is to judge the results of an event or a process. In this study the impact of implementing the principles of the NCS is assessed in order to estimate whether the implementation is making a positive impact or not. The term impact refers to an influence or effect on something. An impact in the teaching and learning environment can either improve or weaken the quality of the education of the learners.

1.5.5 Outcomes-based Education (OBE) and Curriculum 2005 (C2005)

According to Van der Horst and McDonald (1997: 7) OBE is an approach that focuses on the end result. In the teaching and learning process, the teacher gives learners activities that will lead them to the end result.

According to Bengu, the first Minister of Education after the 1994 elections, the perspective of introducing Curriculum 2005 (C2005) was to transform the education system in South Africa by encouraging critical thinking and a sense of responsibility on the part of all learners. C2005 was seen as a vehicle through which OBE could be implemented. Through the subject Life Orientation, the first OBE approach, C2005, and later the streamlined NCS, aimed at equipping learners and giving them an opportunity to address their challenges by participating in their learning as they grow towards adulthood (Bender & Lombard, 2004:88; Ngcobo, 2002:96). At this stage, it is important to point out that overemphasis on books, common lesson plans, tests and examinations as outlined in the latest changes to the NCS,

could limit learner participation and put the focus back on the teacher in the learning environment (Department of Education, 2010(a); Department of Education, 2010(b)).

1.5.6 Learning programmes

Learning programmes comprise the structured and systematic arrangement of learning activities. A teacher prepares a lesson plan using a learning programme (Van der Horst & McDonald, 2003: 49; Bosman, 2006: 12). The principles of the NCS are implemented through learning programmes, which consist of possible learning materials and methodologies by means of which learners are able to realise agreed-upon learning outcomes. These learning programmes are based on the NCS policy for each school subject and are prepared by the schools. In addition, the Ministry of Basic Education (as will be seen in chapter 3), has a responsibility to provide lesson plans as part of learner support materials to the schools.

1.5.7 Critical outcomes

Critical outcomes refer to generic, cross-curricular, broad outcomes that focus on the capacity to apply knowledge, skills, values and qualifications in an integrated way. They are performance indicators which serve as the standard to be applied during assessment practices. The NQF has determined the cross-field outcomes and competences which are to be infused into the learning outcomes for different fields of education and/or labour (Van der Horst & McDonald, 2003: 47; Carless, 2005: 39 - 54).

1.5.8 Teaching methods

Teaching methods are defined in various ways by educationalists. For purposes of this study, teaching methods are separated from teaching approaches or strategies, namely, the deductive and inductive approaches. In this study, teaching methods, their characteristics and implications they may have for the implementation of the principles of the NCS are discussed. The rest of the teaching methods that are discussed in this study depend on

whether the teacher chooses to approach a lesson deductively or inductively. The definitions of the deductive and inductive approaches or strategies are given in chapter 4. Thus, teaching methods are defined as the means by which skills, knowledge, values and qualifications are imparted to learners. Without knowledge of different learning theories and teaching methods there is little chance that the principles of the NCS can have a positive impact in the teaching and learning situation (Department of Education, 1997(a): 1; Lebeloane, 1998: 103- 107; Nieman & Monyai, 2006: 106).

1.5.9 Constructivism

Constructivism is a teaching and learning theory that was coined by Piaget and later developed by Vygotsky (Vygotsky, 1962: 4; Vygotsky, 1978 26). From a constructivist perspective, learning is an active process of constructing meaning and transforming understanding in interaction with the environment. Strategies include negotiating meanings with students, class discussion, small-group collaboration, teaching in contexts that are personally meaningful to students, and valuing meaningful activity over correct answers.

1.5.10 Teacher

According to the Oxford Advanced Learner's Dictionary (2008: 468), a teacher is a person whose job it is to teach. However, such a person is also seen as an expert in the theories of learning and teaching (Fourie, 2005: 18). Teachers are the pillars of educational reform and transformation and they also form the core of such reform and transformation (Ramatsui, 2006: 27). Without teachers no meaningful transformation in either the teaching or the learning processes would be possible because the envisaged outcomes may not be realised.

1.5.11 Curriculum and curriculum framework

The term "curriculum" refers to all aspects of teaching and learning – the learning areas and fields offered by an institution. The term also refers to the way in which content is designed

and delivered. In this study, how the curriculum is designed, changed and implemented, is explained in one of the following chapters.

A curriculum framework refers to a set of philosophical and organisational frameworks for a specific curriculum. A curriculum framework creates a perspective of what teachers teach, what learners learn and what teachers use to teach and assess the learners.

1.5.12 National Qualifications Framework (NQF)

The NQF refers to the framework which has been approved by the Minister of Education for the registration of national standards and qualifications. Many of the models referred to in this study have a NQF, which is a structure according to which a system of education is structured from the lowest grade to the highest qualification. The Department of Education (1997(a): 17) as well as Jansen 1999 (a) agree that the purpose of such a structure is to link educational qualifications to training qualifications in an integrated way.

1.5.13 Assessment in the NCS subjects

NCS assessment may be defined as a process of collecting, analysing and interpreting information that will assist the learners, teachers, parents and stakeholders in education. Assessment in the NCS subjects is part of the formal curriculum.

In this study the focus is on the teaching of Life Orientation at Grade 10 level. Life Orientation starts in Grade R, which is the level at which education begins in South Africa. At the levels of both Grade R and the Foundation Phase (Grades 1, 2 and 3) learners are exposed to Life Skills. From Grades 4 to 12 Life Skills forms part of the wider field of Life Orientation.

1.6 RESEARCH DESIGN AND METHODOLOGY

A study is conducted because the researcher wishes to provide answers to questions that could impact on the knowledge and understanding of people. Research may be defined as the careful and systematic study of a subject or of something in order to discover new facts or information (Oxford Advanced Learner's Dictionary, 2008:1242).

Educational research may adopt either a qualitative or a quantitative approach or both (mixed-methods). The method of research adopted is determined by the nature of the study to be undertaken. As stated earlier, the purpose of conducting this study is to evaluate the impact of the implementation of the principles of the NCS on grade 10 Life Orientation. In this study a mixed-methods approach is used because the research problem and questions of the study can be best answered through the use of both the quantitative and the qualitative approaches (Creswell, 2003: 4; McMillan & Schumacher, 2010: 67). The researcher could, therefore, not use only one research method because both the qualitative and the quantitative approaches to research add value to answering the research questions. The use of a mixed-methods design in this study is further based on Henning, van Rensburg & Smit's (2004: 153) statement that in conducting research, the quantitative approach deals with numerical data while the qualitative approach focuses on the presentation of facts in a narrative form. A mixed-methods approach is, therefore, used to ensure the cross-checking of information and to enhance the validity and reliability of the findings.

1.6.1 Quantitative research

Creswell (1998:42), states that in quantitative research the literature provides direction for the research questions. Quantitative research is thus generally deductive. In the quantitative phase a survey design is the most appropriate design for the collection of information and opinions from a group of respondents. A descriptive survey is also helpful in gathering detailed descriptions of information about existing conditions. Questionnaires are used to collect data, as will be seen in chapter 5.

1.6.2 Qualitative research

Qualitative research is generally inductive. In this study, an attempt was made to search for true knowledge about the views of respondents with regard to the implementation of the principles of the NCS (Mouton, 1996: 28). Qualitative research may also be defined as a systematic process which involves investigating and collecting facts and information about something in narrative form (Henning *et al.*, 2004: 153). In the qualitative phase of the research observation checklists and interviews are used as instruments of collecting information from respondents. The information collected through interviews and observation is used to complement the information gathered through questionnaires.

In the study, new information was acquired on the impact made by the principles of the NCS on Grade 10 Life Orientation with regard to teaching and equipping learners with the required skills, values, knowledge and qualifications needed when they leave the education system. By adopting a mixed-methods approach the researcher was able to collect and analyse qualitative data in addition to the quantitative data mentioned above.

1.7 THE DIVISION OF CHAPTERS

CHAPTER ONE

The first chapter provides the introduction and background to the study. It contains the rationale for the study, the problem statement and research questions, aims and definition of concepts, as well as the research design.

CHAPTER TWO

This chapter provides a review of literature on the transformation of the education system. In particular it focuses on outcomes-based education and curriculum 2005.

CHAPTER THREE

Chapter three explains two diverse perspectives that influenced the implementation of OBE in South Africa, namely positivism and constructivism.

CHAPTER FOUR

Chapter four also focuses on Life Orientation in Grade 10. Different teaching strategies used in Life Orientation, including discussion, group-work, co-operative learning, problem solving, research and electronic learning are explained as well as the principles of the NCS in Life Orientation.

CHAPTER FIVE

Chapter five focuses on the research design and data collection methods. In this chapter, the mixed-methods approach (which involves both a quantitative and a qualitative approach to collecting data), is delineated.

CHAPTER SIX

This chapter discusses the presentation of the results and the interpretation of the data. Thus, the results of data collected through questionnaires, interviews and observations are presented.

CHAPTER SEVEN

In this chapter, conclusions in line with the major results are presented. In addition, recommendations of the study are offered. Finally, the limitations of the study are highlighted.

1.8 SUMMARY

Chapter one presented an overview of the study. The purpose of this study is to evaluate the impact of the principles of the NCS on grade 10 Life Orientation and the factors that hinder its implementation at schools. The chapter focused on the rationale for the study, problem statement and research questions, aims of the research and its significance, the definition of concepts and the research design.

In the next chapter, chapter two, a review of the theoretical framework of the study is given. The focus is on educational policies and models of outcomes-based education.

CHAPTER 2

THE TRANSFORMATION OF THE EDUCATION SYSTEM: OUTCOMES-BASED EDUCATION, CURRICULUM 2005 AND THE NCS

2.1 INTRODUCTION

The first chapter provided an overview of and rationale for the study as well as the research questions. This chapter presents a theoretical framework of the study and the background that led to the 1996 Constitution of the Republic of South Africa, the South African Schools Act (SASA) and the National Education Policy Act (NEPA), also of 1996. The first OBE approach and the principles thereof are outlined in the chapter. The introduction of OBE, C2005 and the infusion of the NCS into the old FET curriculum called NATED or Report 550, are all discussed.

2.2 THE TRANSITIONAL PERIOD IN SOUTH AFRICA

Prior to 1994, education in South Africa was racially segregated by legislation. This resulted in many black people not receiving an adequate education (Du Plessis, 2005: 1). The apartheid education system was characterised by the NATED or Report 550 curriculum policy that was both discriminatory and centralised. As stated in chapter 1, this education system exacerbated the negative perceptions of black education and political tensions that culminated in political strikes throughout South Africa. The inferior education received by black people was one of the factors that led to the political resistance that ultimately resulted in the democratic general elections of 1994.

In the post-apartheid South Africa, the major challenge was, therefore, to dismantle the previous black education. From the initial process of introducing the first OBE approach in South Africa up to the endorsement of the NCS by the Minister of Basic Education (Department of Education, 2010(a); Department of Education, 2010(b)), the department

hoped that there would be a positive impact made by the curriculum changes from NATED 550 to the current NCS. The Department of Education also had to address the educational challenges such as racial divisions at schools and inferior education where it continued to exist (Department of Education, 2001(a)).

2.3 THE CONSTITUTION OF 1996

The general elections of 1994 ushered in new perspectives and paradigms in both the political arena and in education circles in South Africa. A new Constitution (in Republic of South Africa, 1996(a)), as well as other progressive policies such as a Bill of Rights and the National Education Policy Act (NEPA), were introduced. Both the Constitution of the Republic of South Africa of 1996 and the education policies aimed at transforming the curriculum and the education system along perspectives and paradigms that would enable South African citizens to participate globally. The problem of looking at things along apartheid perspectives was that apartheid views were limited to South Africa.

According to this study, the way in which the principles of the NCS were designed was meant to guarantee that education would be transformed for the benefit of all learners, teachers and the South African society. The implementation of the principles of the NCS was critical to ensure the attainment of skills, knowledge, values and qualifications regardless of race, gender or religion, in accordance with the Bill of Rights. Therefore, the new perspective of the government that had implications for the curriculum was that education was a societal issue that should involve learners, teachers, parents and other stakeholders in society. Contrary to the centralised perspective of the apartheid approach to education, when the first OBE approach was introduced, the government accepted that it could not design and manage education and curriculum change alone. Therefore, in endorsing the current NCS, it is important to note that any centralisation of education and the curriculum could mean a shift from the aims presented in chapter 2 of the Constitution of the Republic of South Africa (Department of Education, 1996).

2.3.1 The Bill of Rights

The Bill of Rights led to a new perspective of looking at things and was introduced as part of the Constitution of the Republic of South Africa. These rights call for a curriculum that protects and enshrines the rights of all South Africans to human dignity, equality and freedom. To this end, access to education also features in the Bill of Rights (Department of Education, 1996: Chapter 2) and the policies of both the Department of Education and the ANC as the ruling party (Department of Education, 2001(a); African National Congress, 1992; African National Congress, 1994(a); African National Congress, 1994(b)).

The South African Schools Act (SASA) No. 96 of 1996 evolved from the South African Constitution and the Bill of Rights. The positive impact of the principles of the NCS should, therefore, enhance the quality of the curriculum offered to learners; this effect is the topic under investigation in this study. The principles of the NCS are there to ensure that all learners are equipped with the skills, knowledge, values and qualifications needed by the learners and the country. These are skills and virtues that are necessary in the global world and which are laid down in the SASA. The school subject Life Orientation was introduced mainly to help support the process. As part of the first OBE approach, it was hoped that the subject Life Orientation would enable learners to face the challenges of life and be meaningful citizens in society (Department of Education, 1997(a); Jansen, 1998; Botha, 2002; Department of Education, 2002(a); Department of Education, 2002(b); Fiske & Ladd, 2004; Hendricks, 2004; Christiaans, 2006).

2.4 THE SOUTH AFRICAN SCHOOLS ACT (SASA)

2.4.1 Aims and objectives of the South African Schools Act (SASA)

By virtue of the South African Schools Act (SASA), No. 96 of 1996, the state aimed at involving parents, learners and members of society in educational matters. This is in accordance with the perspective that education is a societal issue that must involve all

stakeholders. This can help to ensure that the values and principles of democracy are upheld.

2.4.2 Values and principles of democracy in education

As indicated above, the new perspective was to infuse the values and principles of democracy into the education system. Education is a societal issue that stems from the Bill of Rights in the Constitution (in Republic of South Africa of 1996(a). The aim of infusing values and the principles of democracy into education is to redress the inequalities that still exist in education due to the racial policy divisions of the apartheid education system of the past. New values in education, based on the Bill of Rights, the National Education Policy Act (NEPA) and the Life Orientation policy documents are now promoted. When curriculum designers and schools draw up curriculum policies, they are required to base them on democratic principles of NEPA and other democratic governance and curriculum guidelines (Republic of South Africa, 1996(a), Chapter 2; Republic of South Africa 1996 (c); National Education Policy Act No. 27 in Department of Education, 1996).

2.4.3 The rights of the learners to basic education

In the new education system built on principles of democracy, the rights of learners to basic education are realised through learner-centeredness. While the teacher is important, the focus should be on the learner. Moreover, parents and stakeholders in society must help to ensure that the learner is in class and taught every day. The policies of the education system is aimed at ensuring that it is possible for all learners to learn and realise the learning outcomes by attaining the required skills, knowledge, values and qualifications.

2.4.4 The education system is transformed

Political and educational perspectives guide curriculum transformation. The focus of these particular perspectives is that curriculum changes will take place until all the aims of transforming education in South Africa are met. The before mentioned means that education

would be transformed by its shifting from a base of Christian principles to a base of constructivist principles (as briefly defined in chapter 1). If looked at from the point of view of this aim of ongoing transformation, then, the endorsement of the NCS by the Minister of Basic Education is understood. Parents, communities and other stakeholders in society are involved in the transformation of the curriculum and the education system and all learners should have access to education as laid down in the Bill of Rights, as mentioned.

As an ongoing process of transforming education and the curriculum, on 6 July 2010, the department of education informed the teacher unions and the public that the teacher workload and the number of subjects had been reduced. Contrary to the first OBE approach, the endorsement of the NCS implied that the focus should now be on teaching and learning and not on administration and paperwork. Although the announcements of the curriculum and administration changes in education were welcomed by unions and society as “the last nail in the coffin of OBE”, only the workload seems to have been reduced. Although different from the first OBE approach, the NCS is still characterised by outcomes-based features. Consultation by the Minister of Basic Education also endorsed the government’s approach that education is a societal issue.

In transforming the education system, all relevant stakeholders must be involved. It is expected that there will be a partnership between the state and the relevant stakeholders in society (Department of Education, 1997(a), Department of Education, 1997(b); Department of Education, 1997(c); Onwu & Mogari, 2004).

2.5 THE NATIONAL EDUCATION POLICY ACT (NEPA) OF 1996

As part of the transformation of the education system, the National Education Policy Act No. 27 of 1996 (NEPA) (Department of Education, 1998(b): 9), constituted one of the education policies that emerged from the Constitution and which operates alongside the South African Schools Act (SASA) (in Republic of South Africa, 1996(c)). NEPA forms the backbone of all the education policies in terms of which the new perspective is used to implement the principles of the NCS.

2.5.1 The aims and objectives of education in South Africa

NEPA was a new perspective to transform the system of education and implement the curriculum. The new policies are mentioned in this chapter. This meant a single education system (as stated in chapter 1) with the following aims and objectives:

2.5.1.1 Advancing and protecting the fundamental rights of all

As stated in both chapter 1 and this chapter, education became a fundamental right of all in South Africa. To protect this right, parents are compelled by law to enrol their children in school for at least the school-going ages. These are between six and sixteen years. It was mentioned in chapter 1 that parents and stakeholders are required to be involved in the process of changing the education system of the country. The state also promotes learning in that it provides support materials (teaching and learning resources) to both teachers and learners (African National Congress, 1994(b)).

2.5.1.2 Contributing to the full personal development of all learners

In contributing to the full personal development of all learners, the training of teachers is very important so that they can prepare and implement quality teaching and assessment plans. Thus, when the first OBE approach was introduced, the focus was on the learner, who was to be developed in order to participate fully in the society. It was for such reasons that the first OBE approach, C2005 and the NCS were based on the constructivist theories of Piaget and Vygotsky (Vygotsky, 1962: 4; Vygotsky, 1978: 26).

As stated in chapter 1, constructivism as a theory was used and referred to in the training documents and policies of the department when OBE was first introduced to teachers. Constructivism focuses on the teaching and learning environment to encourage learners to take part and be responsible for their own learning. Constructivism was the philosophy of different policies. Different forms of assessment were also used to assess how learners developed. Although constructivist approaches to the teaching and learning environment

does not rigidly emphasise content, textbooks, tests and examinations, these resources and strategies are also used to allow learners to develop. Urban schools are in a better position to offer OBE curricula because they have better available resources than rural schools (Singh & Manser, 2000: 109-114).

As stated in chapter 1, the latest endorsement of the NCS first seemed to be a direct contradiction to constructivist approaches to the learning environment and the first radical OBE.

2.5.1.3 Achieving equitable education opportunities and redress the past

The vision of the Department of Education and the Gauteng province is to equip learners with the skills, knowledge, values and qualifications needed by them and the country. The aim is that the learners would be best prepared for opportunities in adult life (Department of Education, 1997(a); Jansen, 1998; Botha, 2002; Department of Education, 2002(a); Department of Education, 2002(b); Fiske & Ladd, 2004; Hendricks, 2004; Christiaans, 2006). This means that the task of teaching learners and equipping them so that they can have equal opportunities in life is not left to the teacher and the Department of Education alone. Parents and all stakeholders in education and society must be involved. The learner is influenced by both the school and society from which the learner comes. It is only through effective participation by all, that past imbalances can be redressed. This new perspective indicates that education is a societal issue and not the responsibility of education institutions only.

2.5.1.4 Providing opportunities for and encouraging lifelong learning

Providing opportunities for and encouraging lifelong learning is another important aim of NEPA. The problem with the curriculum transformation process is that the NCS curriculum which is based on OBE principles is being transformed but the philosophy and the principles of the NCS remain those of OBE. Without transforming the principles on which the NCS curriculum is based, the curriculum cannot be effectively transformed because the

philosophy of the curriculum has not been changed. The researcher argues that there is a difference between transforming and simply reducing subjects and the workload of teachers. For instance, the change from the rigid content and examination based curriculum of the apartheid era to the first OBE approach was a radical change that overhauled the education system in South Africa.

The aim of the NEPA on lifelong learning was that Learning Outcomes (LOs) and assessment standards in the various subject policies would be designed in such a way that learning would not only be limited to the classroom. It is, therefore, important to ensure that teaching and learning within the classroom is not overemphasized at the expense of lifelong learning. It is for such reasons that the philosophy of an education system must be clear and known to those involved. Learners, teachers, parents and society are encouraged to continue reading, as well as attending short-term enrichment and skills courses. Overemphasis on textbooks, common tests and examinations could contradict and weaken the principles upon which the NCS is grounded.

2.5.1.5 Achieving an integrated approach to education and training

According to Section 29 of the Bill of Rights in the Constitution (in Republic of South Africa, 1996(a)), the curriculum aims to effectively equip learners for both a career path and higher education. Teachers are, therefore, expected to be well-trained and skilled to prepare lessons and assessment plans that will ensure that the NCS policy of each school subject impacts positively on that specific subject. When the NCS policies of the different subjects impact on each subject in a school, learners should be able to learn and also take part in activities that train them to gain skills, knowledge and values that are required.

The above is a shift from a rigid, teacher-focused approach to the teaching and learning environment. For the NCS policy of each subject to impact positively on that specific subject, there are formal and informal activities to help learners gain skills, knowledge, values and qualification as expected by society, as opposed to rote learning by learners. Improving the curriculum without ensuring an integrated approach to education and training could isolate

the curriculum from training and skills. Integrating education and training starts through active participation in formal and informal activities that develop and equip the learner.

2.5.1.6 Encouraging independent and critical thought

An overemphasis on books, tests, examinations and teachers imparting knowledge, is in line with a philosophy that views the learner as an empty vessel that must be filled. As stated in chapter 1 of this study, learners must be actively involved in their learning and not only through responding to questions asked by their teachers. The aim of NEPA is to help learners participate in a learning environment that encourages them to ask questions and not simply be receptive to what their teachers present to them. If improving the NCS included the empowerment of teachers, teachers would be confident in doing their work. They would be able to use content and relevant assessment activities to encourage independent and critical thinking. This researcher argues that the problem was that the NCS was improved but the teachers remained the same.

2.5.1.7 Promoting a culture of respect for teaching and learning in education institutions

As stated, access to education is a basic right of all learners and it is a right which is laid down in the Bill of Rights. Learners are expected to be committed to their education and not be disruptive in the teaching and learning environment. Infrastructure and learning facilities must also be well looked after. The perspective of the education system is to provide opportunities that will lead to the development of all learners. This development of learners is expected to take place in stable learning institutions. This study will determine if, while the NCS is effective, principals and the schools management teams who must manage both the changes and the new version of OBE are appropriately trained.

The aims and objectives of this new NCS include critical outcomes that must be realised by ensuring that learners develop critical thinking skills. The subject Life Orientation is considered to be the most important subject with regard to ensuring that education becomes

a societal issue and learners develop holistically as was the intention when the first OBE approach and C2005 were introduced.

2.6 THE NEED FOR TEACHER TRAINING AND DEVELOPMENT

The principles of the NCS for Life Orientation are aimed at transforming education and getting rid of the inequalities which were created by the former education departments (Pretorius, 1998(a): 1–12). The principles of the NCS for Life Orientation incorporate ideals, norms and standards that require trained teachers. However, one identified problem is that teachers who have not been well trained and were not able to teach the other subjects offered by schools have been given Life Orientation to teach (Toddun, 2000: 5).

According to Pithouse (2001: 155-157), the OBE training workshops conducted by the department of education were poor because there was no proper planning by those who trained the teachers. The concerns and requests of teachers were also not addressed. Moreover, Fleisch and Potenza (1999) point out that the South African model of using training workshops in the afternoons and on Saturdays and then cascading the information to teachers was very limited to change teachers and their teaching practices. Teacher training and development is therefore a major problem in the subject Life Orientation.

Evans (2002) as well as Grosser and de Waal (2008) warn that, if teachers are not well-trained and they do not understand how to implement the principles of the NCS, the learner's education will be impeded. This would be contrary to the principles of the NCS for Life Orientation and the Norms and Standards for Education (Department of Education, 1997(c)).

The new ideals, norms, standards and transformation aim to create equal opportunities for all learners and for all sections of the population. It is for this reason that the lack of or poor training for the NCS could lead to below standard implementation. This could contribute to the inability of principals and school management teams to manage the transformation of education which the South African society is expecting (Fullan, 2001: 4 Jansen & Christie, 1999: 9).

According to Boshoff (2007: 42) well-trained principals and school management teams would be able to adopt different management styles in order to motivate teachers to increase their effectiveness. Teachers also need to be trained and supported so as to develop and project a feeling of self-confidence. Thus, they would be respected as skilled by the learners in their classrooms, and by parents and other stakeholders in education (Department of Education, 2003(b): 2; Mbeje, 2007: 60). This shows that, in order to avoid impeding the learner's education and retarding the transformation in education, it is essential that teachers, who are central to the transformation process, are effectively trained to implement the principles of the NCS, for example in Life Orientation.

Teachers are the pillars in an education system. The point of view of this study is that the creation of an environment that promotes lifelong learning and the development of learners and citizens require highly trained and skilled teachers. Without them Life Orientation could not have the required positive impact (Ramatsui, 2006: 27). Providing teachers with common lesson plans and new textbooks without training them how to use these resources does not address the needs of learners.

2.7 OUTCOMES-BASED EDUCATION (OBE)

As the country was approaching the final years of the apartheid rule, the perspectives of society changed. It was essential that the education system that had been designed based on perspectives that divided the society should undergo a transformation. This did happen in the change from the apartheid system of education to the introduction of the first OBE approach.

According to Mahomed (2001: 16) and Killen (2000(b)), OBE answers questions about why and what all learners should learn. In an attempt to address why and what all learners in the country should learn, the first OBE was introduced in 1998. This OBE was later based on C2005 as a vehicle that would help to implement it within a target period of 5 years, after this period there would be a review of the curriculum implementation process (Van

Deventer 2009: 1; Jansen, 1998: 2). The researcher argues that from the first OBE approach, C2005 that followed immediately thereafter, the Revised NCS in the GET, the infusion of OBE in the FET schools, as well as the current invigorating of the NCS announced by the Minister of Basic Education, are all attempts at transforming OBE and the curriculum for the South African context. The fact that all these curriculum changes are attempts to move away from OBE is strengthened by Jansen (1998), Botha (2002); Fiske and Ladd (2004) as well as Todd and Mason (2005) who argue that the NCS is an outcomes-based system based on a learner-centred pedagogy.

2.7.1 The process of the implementation of outcomes-based education (OBE) in South Africa

The first OBE approach in South Africa may be defined as a radical curriculum change and a shift from a content-driven approach to an outcomes-driven approach to education. This view is supported by the Department of Education (1997(a): 6), Lubisi, Wedekind, Parker and Gultig (1997: 8) and Fourie (2005: 23) who argue that OBE represents a paradigm shift in the curriculum while at the same time it envisaged a positive impact on education by transiting from the old education system of apartheid to the new system of OBE. It also aims at transforming both the curriculum and the lives of South African citizens by equipping them with skills, values, knowledge and the qualification needed by the world of work (Department of Education, 1997(a); Jansen, 1998; Department of Education, 2002(a); Department of Education, 2002(b)). According to Fourie (2005: 24) the expected impact of OBE was to be found in the fact that, in a teaching and learning situation, both the teachers and the learners focus on the desired outcomes. In this study, it is argued that if the principles of the NCS were implemented at schools, they would have brought about the desired shift in the curriculum and the education system as a whole. Critical and desired learning outcomes would have been reached (Fiske & Ladd, 2004; Vandeyar & Killen 2003; Hendricks, 2004; Christiaans, 2006).

It is important to indicate that in 1997, the education transformation process led to the training in OBE of national and provincial teams. One of the principles of OBE included in the

NCS states that learners must attain the skills, knowledge and values necessary in South Africa. In line with the ideals of OBE and the NCS is that teachers needed to be trained to ensure that they would be able to implement the principles of the NCS and OBE in order to teach learners to become critical thinkers. The problem, as emphasized by Van Deventer (2009: 127) is the fact that schools do not always have qualified teachers to teach Life Orientation. The implication is, therefore, that the desired growth and development of learners do not take place.

In order to realise the anticipated ideal of good education as envisaged by the education authorities, teachers are expected to inculcate critical thinking, and the requisite skills, knowledge and values. The teachers must be capable of supporting learners in all their subjects. All newly developed subject statements in the NCS are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa (s4(a) (i) and (ii) (Department of Education, 1996). This 'good' education aims at the upliftment of the social, ethical, moral and spiritual fibre of society as a whole. The implementation of the first principle of the NCS, which is based on cognitive and social constructivist theories, aims at the transformation of society and its people. It is, thus, no coincidence that the South African Schools Act is based on the tenets of our valued Constitution.

According to the departmental policies referred to in chapter 1 and in this chapter, the first OBE approach was introduced in order to equip all learners with essential democratic principles, knowledge, skills and values. This, in turn, is in line with constructivism which is rooted in both the cognitive and social schools of psychology and in the theories of Piaget and Vygotsky, which reject the didactic notion that the learner is a blank slate. However, while some studies saw the introduction of OBE and C2005 as progressive, Jansen (1998: 13) and Chisholm (2000: 16) consistently argued that OBE was confusing and was unlikely to succeed in South African schools because, even in America where OBE originated, it has not been successful.

As already mentioned in this chapter, the learner is no longer able simply to receive knowledge from the teacher in the classroom. The views of the constructivist theorists are considered in the National Education Policy Act (NEPA), No. 27 of 1996 (in Republic of South Africa, 1996(b)), in terms of not only taking into account the academic performance of learners but also their thinking, intellectual adaptation, interaction, problem-solving skills, sense of responsibility, behaviour and interaction with the surrounding culture and social agents such as parents and peers. It is essential that learners acquire some knowledge of each other's cultures and that they are assisted to create a new culture in the South African society.

The NCS of 2002 was designed with the sole purpose of ensuring and protecting the highest good of our nation. The overview document of the NCS incorporates OBE and, thus, does not depart from the essence of OBE. The document focuses on learning outcomes and assessment standards, which comprise the content of the curriculum. The researcher's summarised version of the essence of the first OBE approach and the NCS now follows.

The NCS curriculum intends to have a positive impact on the education of the learners by promoting learner participation. Learner participation in cultural events is encouraged to enable learners to communicate and to appreciate each other's culture and values. It is hoped that this, in turn, will address the country's moral decline, values and standards. Teachers and officials need to be skilled in order to create equal a learning environment where learners will develop the necessary multilingualism and communication skills. It is therefore essential that teachers be well-trained and supported so that they are able to act as role models as they assist in raising both the literacy and the numeracy levels of their learners.

In 2005 the purpose of training was to enable the teams that were responsible for giving guidance, to coach district officials and some FET teachers. These training workshops were based on constructivist theories that encouraged learner participation. The question arises if the training of teachers through afternoon workshops has been sufficient to make a positive impact on education. These training workshops and information sessions were intended to

promote learner participation which was to be one of the significant changes in education after the democratic elections of 1994 in South Africa.

Teachers were compelled to change their role to that of facilitating education so that the learners could be actively engaged in creation and development of their own skills, knowledge, values and qualifications. However, without proper training teachers, they would most unlikely be able to facilitate learning through active learner participation. Compared to a rigid teacher-centred approach to teaching and learning, learner participation has a major impact on changing how learning takes place in the classroom. According to Bhana, Brookes, Makiwane and Naidoo (2005: 4) there has been poor or no support for teachers to implement Life Orientation effectively. Bhana *et al.* (2005: 4) state: "The majority of teachers do not seem to have received training and support" Without the appropriate training of teachers and the school management teams of schools the first OBE approach could not have the required positive impact in terms of the construction of skills, knowledge and values in line with the implementation of the principles of the NCS.

The curriculum has to be successfully implemented. For the implementation of the principles of the NCS to make a positive impact on the education of learners, it would require that these principles be integrated across all subjects. This, in turn, requires an extremely high degree of skill on the part of the teachers. Without proper teacher training teachers are likely to be caught up in an excessive use of integration in the lessons, which could cause confusion and undermine the attainment of learning outcomes (Brophy & Alleman, 1991:66). Notwithstanding the apparent problems, the integration and implementation of the principles of the NCS at schools remain critical.

In 2006 the NCS was introduced in order to lay a solid cognitive and social constructivist foundation for lifelong learning and different career paths (Department of Education, 2005(b): 1). However, in South Africa, it is distressingly common to hear about teachers who become demotivated and demoralised each time a new element is introduced into the curriculum. The question facing the Department of Education is if the principles of the NCS are being

effectively implemented and integrated into the teaching and learning processes in classrooms, for example in Life Orientation.

According to Grosser and de Waal (2008: 42), in terms of the new curriculum, teachers are unable to mediate in the classroom, as neither the requisite curriculum and management systems, nor the policies, are yet in place (Mothata, 2000: 23). The challenge of making an impact in education is further complicated by the decades of unequal distribution of both human and material resources and, hence, the majority of schools are either still under-resourced or rundown or both.

According to Davidoff and Lazarus (1997: 4), the cognitive and social construction of knowledge is made even more difficult because many schools are still overcrowded and without the required equipment and sporting facilities. Curriculum practices and programmes are neither cognitively nor socially equitable, nor are they aligned with the provincial and national strategies for curriculum and human development (Gauteng Institute for Educational Development [GIED], 2005: 1).

The implementation of the principles of the NCS in Grade 10 in 2007 raised numerous problems. There was no resultant impact on the teaching and learning of the learners because neither the teaching nor the learning were happening in the cognitive and constructive way as had been envisaged by the policies of the Department of Education. The principles of the NCS were not being realised. Even now there may still be discrepancies between the policies of the Department of Education and the practices of the teachers in the classrooms. Principals and teachers may not always be as supportive as is expected by the education policies.

There is no guarantee that schools will succeed in implementing the principles of the NCS. The NCS, with its constructivist principles, aims at supporting and developing learners to their full potential. However, the problem of teachers not being trained well to teach the new curriculum makes it debatable whether the implementation of the principles of the NCS will help to build the sustainable communities that are required in the 21st century (Souls, 2005:

1). This may imply that enforcing social constructivism and the principles of the NCS could result in failure of the new education system (Fritz, 1994: 81). Fritz (1994: 81) warns that “the top-down approach to OBE outcomes could fail just as top-down management objectives failed before”. The implementation of the principles of the NCS in order to produce learners who will be capable of attaining the critical outcomes remains a considerable challenge (Green, 2001: 129–140).

This study will show that, for the successful implementation of the NCS and its principles, all relevant stakeholders in education “‘must be cooperating partners both in the social and cognitive construction and development’ of the curriculum” (Van der Horst & McDonald, 1997: 7; Education Information Centre [EIC], 1996). In support of this view, Marris (in Fullan, 2001: 31) contends that teachers are not able to assimilate innovation and change in the education system if they do not share in the meaning of such innovation and change.

2.7.2 Models of outcomes-based education (OBE)

As stated in this chapter, the new political dispensation in South Africa replaced the old content-based rote learning curriculum with OBE. In this study, this version of OBE is referred to as the “first OBE approach”.

There are varying models of managing curriculum and assessment in schools. For example, OBE in the United States of America (USA) differ from that in Australia, Canada, and New Zealand. The models of OBE in the different countries differ in theory, interpretation and application in schools. The problem with the South African model of OBE seems to be the fact that it was a conglomeration of different types of OBE from the countries mentioned above. Differences also arise as a result of different political perspectives and choices. The outcomes, assessment standards and criteria by the education departments of different countries are also influenced politically. Some concepts, both in the curriculum and in society, also mean different things to people in different countries. The differences in concepts and application can lead to less content being covered, as was the case in the South African context of implementing OBE.

The South African model of the curriculum, including the NCS, is grounded in the OBE approaches of other countries. It is therefore important to explain the varying models of OBE to gain insight in the South African model (in Jansen, 1999(a): 77). This will aid our understanding of the impact of the implementation of the NCS in Life Orientation.

2.7.2.1 The Australian model

The Australian approach to teaching and learning is much closer to Vygostky's Constructivism theory than some of the other models. Teachers design activities that cross levels and learners are expected to operate at different levels in the process of achieving the outcomes. The South African model of OBE borrowed features and characteristics from the Australian model, when it referred to "learners who perform at their own pace". Both the Australian and the South African models of OBE seemed to have outcomes frameworks that were constructed along constructivist approaches. Both the Australian and the South African theoretical models of OBE allow for governments to provide a framework of principles for teaching and management while in-service training and support for teachers are provided by the departments of education. While there has been a good supply of learning support materials in the South African schools, effective in-service training and support for teachers have been lacking (Malcolm in Jansen, 1999(a): 82).

It was stated in this chapter that the South African model of the first OBE approach adopted the Australian approach that holds that all learners can learn successfully at their own pace. This also links with the White Paper 6 (Department of Education, 2001(b): 8) referred to in chapter 1 of this study. Learning is perceived as taking place in a context of complex cultural expectations, social interactions, personal factors, values and purposes. Therefore, in this context, the curriculum is subjective in accordance with the perspectives in which learning takes place.

Similar to the Australian model where learners do not fail, in South Africa learners are given an opportunity to achieve in the GET band and only have to repeat a grade once. If what the

learner has not attained at the level as hoped for, the learner moves to the next grade with their learner cohorts.

The Australian model seems to have been more radical than the South African model with regard to transforming the curriculum. With the Australian model, around the 1990s, there were no syllabi prescribed by their department of education up to year ten. In the South African context, the first OBE approach also had no syllabi.

In the Australian model support was provided by the education departments and professional associations. In South Africa, afternoon and weekend workshops were provided by departmental officials.

In Australia teachers plan their lessons and then organize their teaching and learning activities in a way that makes the attainment of outcomes possible. Teachers organize and make arrangements and get involved in the implementation and evaluation of the curriculum and its outcomes. Where there is quality teaching and learning, regardless of a model used, education is measured by outcomes and not by inputs from the teacher to the learner. Learners do not fail. Instead they are given an opportunity to redo the tasks in order to demonstrate that they have achieved something. The South African model of OBE also included this approach through macro planning that involved all teachers in a school, as well as parents in some cases. In the GET and the Australian model the outcomes were achieved on an ongoing basis as the learners were involved in continuous assessment and portfolio tasks.

In the Australian model policy frameworks and curriculum guidelines are decided upon by the government and are open to public scrutiny. (in Jansen, 1999(a): 89). This is a curriculum policy similar to the South African policy as explained in chapter 3, in which the Minister of Basic Education in South Africa got rid of certain aspects of OBE and introduced programmes such as the Foundations for Learning Campaign to add potency to the curriculum and to make it more meaningful and acceptable to learners, teachers, parents and society.

2.7.2.2 *The American model*

According to Donaldson and Seepe (1999), the South African model of OBE took some features of curriculum design from the USA model. This was deemed appropriate because of the common history of racial inequalities and other commonalities of the two countries. However, the American model seems to be more community influenced than the South African model.

In America, as in all other countries, the OBE approach depends on the professionalism and skills of teachers. It also depends on the ability of principals and the school governing bodies to manage and govern schools well.

The American OBE is based on mastery learning and what learners demonstrate in their behaviour. Mastery Learning is a teaching method that assumes all learners can learn if appropriate learning conditions are available (Wikipedia, 2010). Students are not allowed to proceed with new tasks until they have revealed expertise with current assignments. If students cannot proceed they are given additional tasks to support their learning. Students who master a topic early are given additional tasks as enrichment.

Teachers assess learners with criterion-referenced tests and not norm-referenced tests. Their continuous assessment includes observing the participation of learners in the learning environment and then making recordings. This is a more radically different approach from a test rigidly based on prescribed books.

There are also similarities between the Australian, American and South African approaches. All these models promote the achievement of outcomes through the assessment of learners on an ongoing basis (Malcolm in Jansen, 1999(a): 82) More than ever before, the American approach, like in all other countries, depends on the professionalism and skills of teachers. This includes how well schools are managed and governed by principals and the school governing bodies. In the USA learners first have to master what they learn in a specific unit

before they can progress to the next unit. This is not the case in South Africa. The American OBE is based on mastery learning and what learners demonstrate in their behaviour. Their continuous assessment includes observing the participation of learners in the learning environment and then making recordings. This is a more radical approach to the learning environment compared to a rigid curriculum based on prescribed books and common tests and examinations.

2.7.2.3 *The Canadian model*

According to Vally and Spreen (2003: 4) the OBE approach provides learners and teachers with “ways of achieving equity and redress”. The Canadian model is different from others because it is founded on the moral, cognitive and value systems which prescribe the outcomes of what the learner should reach in life. To some extent this approach links up with the constructivist approach to teaching and learning in the classroom because of its emphasis on the importance of the social and aesthetic development of the learner. The Canadian model of OBE is a way of *de-schooling* both learners and teachers since it moves them away from routine activities in the classroom. The model recognizes the power of culture, power relationships, knowledge and structures in society as important in the transformation of curriculum and society. The Canadian model is not only based on academic and practical skills but also on social and political abilities such as (Harber, 2001; Taylor & Vinjevoold, 1999):

- Being morally upright and rooted in culture
- Believing in the principles of multi-racialism
- Being a gracious society
- Working harmoniously with others

The abovementioned outcomes of the Canadian model are similar to what is promoted by the Bill of Rights as stated in chapter 1 of this study.

2.7.3 The characteristics of outcomes-based education (OBE)

As indicated, the first OBE approach in South Africa was influenced by models of other countries and was characterised by the fact that it emphasised learner-centeredness. The aim of the first OBE approach was to ensure that it was possible for all learners to learn during the process of realising the stated learning outcomes. The characteristics of the first OBE approach included, inter alia, the following:

2.7.3.1 A clear focus

Both learners and teachers were guided by a clear focus on what is meant to happen. This gave direction and guidance to both learners and teachers because learning and assessment processes had direction from the onset. The lessons were then planned and approached in such a manner that it was known what the outcome of the learner's learning activities should be.

2.7.3.2 Opportunities and ongoing assistance

The first OBE approach in South Africa pointed out that the learning environment should be organised in such a manner that the learner was presented with an opportunity to learn. Those learners who experienced problems were supported by both the teacher and their peers, as they took part in cooperative learning, group-work and other approaches to learning. Learners were provided with opportunities for learning both inside and outside the classroom. They also received ongoing assistance from both teachers and other learners in order to ensure that they achieved the expected outcomes.

2.7.3.3 Achievement of learning outcomes

The first OBE approach emphasised the realisation of learning outcomes. The achievement of learning outcomes was more than merely emphasising text-books, common tests and examinations and the completion of the syllabus. This perspective made education a

societal issue because eventually the critical outcomes would be achieved through the involvement of learners, teachers, parents and society. The intention was that the achievement of critical outcomes and their application would impact on the society where the learner came from.

2.7.3.4 Learning and assessment programmes

In planning their learning and assessment programmes, teachers used multiple teaching and learning strategies in order to accommodate learners with special educational needs. Ongoing assessment created opportunities for learners to practise and to progressively be able to construct their own knowledge and understanding. As will be seen in chapter 3 of this study, the Minister of Basic Education in South Africa intervened to improve assessment and to address challenges experienced with the implementation of the curriculum.

2.7.3.5 High standards

As mentioned in the previous paragraph, through constructive participation in both teaching and learning activities the learners were confronted with high standards in the learning process and the success of the learners was hoped to be maximised. Although learners learn from their peers through group work and discussions with other learners and their teachers, learner performance in grade 10, 11 and 12 has been poor. Learners did not always develop the anticipated communication skills, social skills, and critical thinking skills (Department of Education, 1997(a): 4; Department of Education, 1997(b): 8; Department of Education, 1997(d): 18).

The introduction of the principles of the first OBE policy into the NCS took into account both the weaknesses and successes of OBE that were observed during the implementation processes. It was believed that introducing OBE into the old NATED Report 550 curriculum would speed up the transformation of education in South Africa. However, the problem was that the introduction of OBE in grade 10 heaped administration and paper work onto teachers. Introducing the principles of OBE into the old curriculum was described by the

Department of Education's (DoE) training manual as "good education". In the words of the former Minister of Education, Asmal (2006: 17):

At its broadest level, our education and its curriculum express our idea of ourselves as a society, and our vision as to how we see the new form of society being realized through our children and learners. Through its selection of what is to be in the curriculum, it represents our priorities and an assumption of what constitutes a 'good education' at its deepest level.

The early years of education transformation were characterised by a striving for the highest quality of education that would make an impact on learners' learning. The curriculum review was intended to culminate in the finalisation of the implementation of the first OBE approach by the end of 2005. After this, major decisions would be made based on inputs, comments and the progress made. For the purposes of this study, it is important to realise that the recommendations of the Review Committee (2000) on the first OBE approach in South Africa led to the introduction of the NCS in formal education in South Africa (Department of Education, 2000: 4 – 8; Onwu & Mogari, 2004).

2.7.4 Criticism of outcomes-based education (OBE)

Some researchers on curriculum transformation have argued that the Department of Education did not consult with teachers, parents and relevant stakeholders in society when the first OBE approach was first introduced (Jansen & Christie, 1999: 7). Although OBE failed in Canada and in Australia, South Africa implemented it. It is often argued that the Department of Education produced curriculum discussion documents that were not rooted in any earlier discussions and consultations, which led to the introduction of an OBE system. The culmination of criticisms against OBE was the strengthening of the NCS and the reduction of teacher workload by the Department of Basic Education (Department of Education 1997(a): 6; Lubisi *et al.*, 1997: 94; Du Plessis, 2005: 15; Department of Education, 2010(a): 2; Department of Education, 2010(b): 4).

As argued by Toddun (2000: 46), teachers require both skills and knowledge in order to prepare for and to teach any new curriculum that is introduced. Another problem with the curriculum transformation processes is that the training of teachers for these processes does not seem to be a priority. As will be shown in this study, it could be impossible for the principles of the NCS to positively impact on the education of the learners without the proper training of the teachers. If the teachers are not well trained then the criticism of late and poor training levelled against the first OBE approach (mentioned in chapter 1) may again affect the curriculum implementation negatively.

2.7.5 Curriculum 2005 (C2005)

C2005 was introduced to promote critical thinking and to equip learners with the skills, knowledge, values and qualifications required by the learners and the country. In order to ensure the realisation of critical thinking and a shift from apartheid education to the new system of education, C2005 incorporated a number of curriculum design features (which will be discussed later in this chapter). C2005 was intended to be a system of education that would encourage critical thinking by exposing learners to high-quality education and equipping them with the skills, knowledge, and values required by the country and the learners themselves (Department of Education, 1997(a), Department of Education, 2002(a); Department of Education, 2002(b)). Accordingly, C2005 was adopted to facilitate the process of ensuring that learners develop critical thinking skills (Spady, 1994: 1; Vally, 2000; Vally. & Spreen, 2003: 433-464; Du Plessis, 2005: 8). It follows that C2005 was rooted in the theories of Piaget and Vygotsky because these theorists emphasised the construction of skills, knowledge and values by learners in the classroom.

C2005 is, therefore, a transformational form of OBE. OBE was introduced into the South African education system (Spady, 1994: 41–42; Jansen, 1999(b): 203, Vakalisa, 2000: 21; Du Plessis, 2005: 2; Department of Education 2005(a): 1–9) as part of transforming the education system.

2.7.5.1 *The characteristics of C2005*

The characteristics of C2005 include the following:

- *Learning which is relevant and linked to real-life situations:*

This principle of C2005 means that there should be a link between education and the skills which are required in the world of work and in society. The principles of the NCS, as embodied in the teaching of Life Orientation and other subjects, are intended to promote a link between education and real life situations. These principles are:

- *Critical thinking, reasoning, reflection and action:*

Creative and critical thinking should be facilitated in the classroom. Critical thinking means that learners are enabled to evaluate information and not accept facts without thinking critically about them, to form an own opinion and defend an own point of view. Creative thinking implies the ability to differ from previous ways of thinking and of being of original and mentally adventurous.

Critical thinking is one of the five developmental outcomes included in the NCS (Department of Education, 2003(a)). Without critical thinking, reasoning, reflection and action learners will not develop the necessary skills, knowledge and values, and attain the qualifications required for higher education and adult life. To develop critical thinking, learners need support from teachers, parents and society because education is a societal issue.

As stated in the abovementioned political and education policies, critical thinking is an extremely important developmental outcome in the NCS. Critical thinking may enable learners to understand reality as constructed by their own thinking. This study regards Life Orientation as a tool to promote meaningful participation in curriculum activities and in the community or society. This constitutes Learning Outcome 3 of the curriculum and is highly rated during assessment by the Department of Education. Learners are given the opportunity to construct reality in the form of skills, knowledge and values.

- *Learners who take responsibility for their learning:*

The Bill of Rights, the National Education Policy Act and the Life Orientation Policy documents encourage learners to take responsibility for their learning which they demonstrate by participating in the lessons. In the subject of Life Orientation learners can succeed based on their participation and demonstration of responsibility. Accordingly, it is essential that teachers themselves be responsible to enable them to realise: (1) that participation on the part of learners promotes both responsibility and critical thinking and (2) that this participation depends on the ability of the teachers to allow learners to use their existing social and cognitive structures in order to learn.

- *Learners who will be able to make a contribution to society:*

The developmental outcomes of the NCS in Life Orientation aim at producing learners who will be critical thinkers, participate in their learning and also make a contribution to society. (Johnson & Christensen, 2000: 9; Nieman & Monyai, 2006: 106). Through participation at school and their contribution to society, learners are engaged in discovery learning and problem solving which lead to personal development.

In the course of this study, it became clear that the intention of the abovementioned aims of C2005 was to make a positive impact on the transformation of education. Through the realisation of the principles of Life Orientation, the transformational aims of the education system would also be attained.

2.7.5.2 The design features of C2005

- *Religious education*

According to the Department of Education (2001(b)) Christian education is no longer protected as it was in the apartheid era. However, Bhana *et al.* (2005:12) find that the

majority of learners are committed and feel that religious education is “very important in their lives”. It is ironic that in the first OBE approach religious education was replaced mainly with cultural and life skills programmes and activities that had no bearing on the lives of the learners. In C2005 and the NCS religion comprises part of the cultural and life skills section which forms part of Life Orientation in Grade 10. Based as it was on Christian values, the old South African education system was seen as not reflecting the values, beliefs and principles of the new, democratic South Africa (Department of Education, 2001(b)). In the view of the researcher, if religious instruction is neither taught nor protected in the education system, learners and society as a whole can decline morally.

Historically schools that were owned and governed by churches and missionaries and taught religious education had almost all been frustrated financially and administratively by the South African government. The fear seemed to be that these schools provided effective quality education for mainly black people. According to Chisholm (2000: 55), when the NCS was introduced, religious groups and churches still wanted religious instruction to be taught in the curriculum. Although religious groups and churches did not succeed to have religious instruction retained in the curriculum, the subject Life Orientation was introduced to ensure the holistic development of the learner towards responsibility and effective participation in society (Department of Education, 2000; Department of Education, 2002(b); Department of Education, 2003(a)).

In terms of the Constitution of South Africa (Act No 108 of 1996, section 15 (2 & 7)) schools are allowed to observe religious occasions and holidays. The positive impact of both religious and moral education in the South African schools hinges on the successful implementation of the principles of the NCS. Religious education is expected to be taught without the promotion of any single religion. What the learners believe is left to the learners themselves and their parents (Kruger, 1998: 39; Department of Education, 2001(b); Department of Education, 2002(b): 5; Department of Education, 2003(a)).

- *Moral education*

In C2005 moral education is replaced by a tolerance of all world views, religions and sexual orientations. As stated in the above paragraph, the absence of both religious and moral education could lead to people being selfish, materialistic and corrupt. Often, people do not live communal lives or for others but for themselves. Moral decay also takes place and has to be addressed through effective programmes that promote human values and respect for others in society (Department of Education, 1997(a): 1&37; Department of Education, 1996; Republic of South Africa, 1995).

- *Academic–scientific education*

In terms of C2005, the ideal of equipping all learners with the required skills, knowledge, values and qualifications as well as with critical thinking skills is promoted. Contrary to the religious and moral education mentioned above, academic-scientific education means that religious matters and the religious beliefs of learners are left for learners and their parents to decide (Department of Education, 2001(a) 17; Department of Education, 1997(b): 4&16); Department of Education, 1997(a): 2). Leaving abstract and complicated issues such as values and religious matters to learners could be detrimental at a time when they need guidance from teachers in an educational environment. In South Africa, the principle of the promotion of freedom of religion while treating all learners equally upholds the principle of academic scientific education.

2.7.5.3 Principles of C2005

Used as a vehicle or means to introduce the first OBE approach and to promote critical thinking among learners in South Africa, C2005 placed greater emphasis on activities and group-work in the teaching and learning environment than on content. There was no emphasis on the use of textbooks by teachers. This overemphasis on activities, together with little or no attention to content, clouded the principles on which the first OBE approach and was based.

Learning and curriculum transformation cannot be based on a single strategy. The following principles of C2005 show the different aspects that were prescribed to teachers in order to make a positive impact on the education of learners (Department of Education, 1997(c):2; Department of Education, 1997(d): 3).

- Integration of learning
- Holistic development of the learner
- Participation and ownership
- Accountability and transparency
- Learner-oriented approach
- Flexibility
- Critical and creative thinking
- Progression and inclusion

The abovementioned principles of C2005 form part of the first OBE approach that was introduced in order to impact on education in South Africa by creating a curriculum shift from the apartheid education system to an OBE system. According to this study the abovementioned principles of C2005 may be interpreted as follows:

- (1) *Integration of learning*: Integration of learning is a very important principle in both OBE and the NCS. Integration means that different subjects should be linked. In terms of C2005 teachers are expected to plan and to teach their lessons in such a way that there is a link between subjects. Knowledge, skills, values and qualifications are not fragmented but form part of a single whole. Under the first OBE approach and C2005 many teachers complained about the amount of time spent on lesson planning and as integration of learning is a very difficult principle to apply. It is always difficult for teachers to know how much to integrate.
- (2) *Holistic development of the learner*: The principles of C2005 provide a framework for the development of the whole child. All subjects contribute towards the development

of the learner through the content that teachers use to teach the learners. The subject Life Orientation is most significant in this regard because its content is used for both the personal and academic performance of the learner. In the process of the holistic development of the learner, the subject Life Orientation creates an environment where learners, teachers, parents and society can participate in order to develop the child as a whole. The learning activities provided by the teacher encourage the acquisition of skills, knowledge, values and qualifications while learners, through Life Orientation and other subjects, develop in an environment that promotes the development of the whole person.

- (3) *Participation and ownership*: In terms of C2005 the focus is on the learner who must not only participate in the teaching and learning environment but also take ownership of the learning environment. Other stakeholders in education are also involved because education is a societal issue. Active learner and stakeholder participation encourages the development of personal skills as well as the acquisition of knowledge, values and qualifications.
- (4) *Accountability and transparency*: Learners are encouraged to take responsibility and to be accountable for their own learning. The learning process that culminates in the learner being a responsible person requires the involvement of the school and society in the learning process. In the classrooms, learners are involved in learning activities and assessment processes that prepare them to be responsible people while still learning throughout their lives.
- (5) *Learner-oriented approach*: A learner-oriented approach means that the focus of teaching and learning is on the learner. However, the teacher remains an important part of the learning process. The teacher uses content and support materials to direct and guide the learning and assessment processes. The focus of these processes is to have teachers, parents and society work together in an attempt to attain the expected skills, knowledge, values and qualifications.

- (6) *Flexibility*: The first OBE approach and C2005 allowed teachers to use a variety of learner/teacher support materials to provide flexibility in lesson planning. Learning did not depend on rigid developments in the learning environment. In addition, knowledge, skills, values and qualifications to be attained by the learner are not limited to a single subject perspective.
- (7) *Critical and creative thinking*: The positive impact of the principles of the NCS is the production of learners who are critical thinkers. Critical thinking means that learners are not only receptive but that they are able to construct skills, knowledge and values in a form which is understood by them. Critical thinking promotes the development of learners who are creative. Creativity stems from learning, assessment and participation processes involving the learner, teachers, parents and stakeholders in education (Bloodworth *et al.*, 2001: 4).
- (8) *Progression and inclusion*: The principle of progression and inclusion means that learners progress with their own age group. Learners who experience problems with their learning are placed in special classes and supported to catch up with the rest of the learners. Those who do not cope with the mainstream curriculum are identified and admitted to schools meant for learners with special educational needs. It is believed that in an environment that is conducive to learning, all learners can learn. Accordingly, learners with special educational needs must be provided for in OBE, the NCS or any other curriculum that may be introduced in the process of transforming the curriculum.

2.7.6 The NCS

2.7.6.1 Why the NCS was introduced

As revealed in this chapter, the shift from apartheid perspectives of looking at society and education to OBE was not without problems. Several researchers and teachers protested about the manner in which the curriculum was transformed from the content-driven

curriculum of the apartheid era to the OBE of the new dispensation in South Africa (Lubisi *et al.*, 1997: 83). According to the Department of Education (1997(a): 2) and Toddun (2000:2), the implementation of OBE constitutes an ongoing process of transformation. It is for this reason that the first OBE approach was later termed C2005, which implied that OBE would have an impact on all the grades within the South African education system by the year 2005. According to Van Deventer (2009: 128) many schools in South Africa have not been able to implement OBE well. As the new curriculum was implemented it was also revised and it became known as the Revised NCS.

The change from the apartheid curriculum that had been traditional and didactic driven in approach to the NCS approach to teaching and learning meant that the entire curriculum had to change and be underpinned by a single NCS (Department of Education, 2003(a): 1). The required impact of the principles of the NCS hinges on the adherence of learners, teachers and district offices to the NCS policy and to the related subject policy documents.

Unlike the apartheid curriculum that had comprised more than 124 subjects, subjects in the NCS are grouped into the following 12 learning fields that are, in turn, linked to the National Qualifications Framework (NQF) which organises careers and curriculum choices (Department of Education, 2003(a): 4):

- Agriculture and Nature Conservation
- Arts and Culture
- Business, Commerce and Management Studies
- Communication Studies and Languages
- Education, Training and Development
- Manufacturing, Engineering and Technology
- Human and Social Studies
- Law, Military Science and Security
- Health Sciences and Social Services
- Physical, Mathematical, Computer and Life Sciences
- Services and

- Physical Planning and Construction

The content of all the above-mentioned subjects and fields is particularly important and it is expected to impact on education by empowering learners to operate competently and confidently in the South African economy. The FET qualifications could also have an impact as learners are helped to respond to the challenges of the economic environment and the changing world of work. All subjects offered in Grade 10 relate to what is happening in the job situation in the real world.

Some of the abovementioned learning fields are not applicable to the school situation. In order to ensure that the NCS has an impact on the education of learners and that it accommodates learners with special educational needs, some of the learning fields are also combined. The essence of the learning fields and the NCS may be seen in the following expression of a new system of morals, values, standards and rights for all South Africans – a complete shift from the segregated apartheid education system referred to in chapter 1.

The Constitution expresses the nation's social values and its expectations of the roles, rights and responsibilities of citizens in a democratic South Africa. The Bill of Rights places pre-eminent value on equality, human dignity, life and freedom, and security of persons. These and other rights to freedom of religion and belief, expression and association, exist side-by-side with socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger. The Revised NCS seeks to embody these values in the knowledge and skills it develops. The subject Life Orientation is there to ensure the teaching of these rights and principles in the curriculum of all schools in South Africa, especially as country is a new democracy (Department of Education, 1996; Department of Education, 1997(a); Department of Education, 2002(a): 14).

As already stated in chapter 1 and in this chapter, OBE was introduced in South Africa in order, primarily, to transform the apartheid curriculum. According to this study, the principles of the NCS represented an attempt to redress the education system for blacks that had been

organised along racial lines and, in addition, had been poorly resourced compared to the education for coloureds, Indians and whites.

Apartheid education, which was enforced by law, negatively affected the curriculum delivery and teacher training for black people. The subjects that were taught entrenched the inequality and doctrines of the apartheid education system. Education for blacks was characterised by fragmentation, unequal distribution of resources, poor teacher training and overcrowded classes. Contrary to the principles of human rights and equality as stated in chapter 1 the ruling party of the time believed that there was no place for blacks in the urban areas which were intended for white people only.

Apartheid education prepared black people to be utilised as cheap labour only. Accordingly, education for blacks was organised on the basis of their racial qualities, characteristics and needs. To this end, Malherbe (1997: 349, 545) agrees with Polley (1988: 85) that the resources available to and the quality of education for blacks declined because of deliberate poor budgeting by the ruling party. Even good church schools and colleges for blacks were suppressed until they were unable to continue to assist in black education.

2.7.6.2 The curriculum cycle from apartheid education to the NCS

Having discussed the nature of the South African version of OBE and taking into account the fact that OBE varies from country to country (Malcolm, 1999: 77), it became obvious that teachers needed effective and efficient training to address the problems of moral decline, and a lack of values, standards and inclusion. It was essential that the concepts of OBE and NCS be further defined if the curriculum shift aspired to by the Constitution and the curriculum policies of the education department were to be understood (Lubisi *et al.*, 1997: 82).

In view of the fact that the curriculum shift referred to in this chapter was supposed to promote the creation of own skills, knowledge, values and qualifications that learners must have, this curriculum shift was perceived in terms of the social constructivism theories of

Vygotsky and Piaget (see chapter 1). These constructivist theories influenced both the policies and the implementation of the principles of the NCS (Department of Education, 1997(c): 6).

Other researchers, such as Lubisi *et al.* (1997: 8), also deal with a shift in a perspective of a curriculum that was content-driven to an outcomes-driven approach. Grobler (1988: 103), in also emphasising the process of shifting from the old curriculum perspectives to the new curriculum, concurs with Pretorius (1999: vi) that this paradigm shift was caused by the fact that it was not possible for the previous curriculum to respond to technological challenges of the global world (Guthrie & Pierce, 1990: 180).

Similar to the first OBE approach that failed in South Africa, with the latest version of the NCS, the Department of Basic Education seems to be in a hurry to change the curriculum because the “Curriculum News” is not approved policy but schools were already implementing the changes at the beginning of 2010. While the latest curriculum is being written, “Curriculum News” gives the perspective that must shape and direct curriculum transformation in South Africa. However, at this stage of the transformation of the curriculum in South Africa, teachers, principals, subject advisers and parents seem to be as confused as they were when the first OBE approach was introduced in 1998.

The Ministerial Committee’s recommendations are that the curriculum must change but the OBE philosophy and principles are not changed. Therefore, the latest curriculum is still OBE. The implication is that OBE forms an integral part of the current NCS policy and the principles of the NCS. The researcher therefore argues that it is not practical to change the curriculum without changing the NCS policy and the principles of the NCS. OBE is also the backbone and principle number 2 in the General principles of the NCS. The curriculum can therefore not be effectively and genuinely transformed without paying special attention to aspects of OBE in the NCS. This study concurs, that, just as the first OBE approach aimed at improving curriculum, the latest version of the “Curriculum News” also aims at improving the quality of learning and teaching. This includes planning for 2010 and beyond

(Department of Education, 2010(a); Department of Education, 2010(b): 2). The problem with the latest NCS introduced through the Curriculum New is that

- It is not clear whether the “Curriculum News” is policy or not because it is neither in a form of a circular nor a gazette. However, teachers and principals are implementing its contents.
- OBE is said to be withdrawn but the NCS and its principles are based on OBE.
- The NCS appears to be more a newsletter than a policy.
- The NCS is not comprehensive because it is issued quarterly based on inputs.
- More newsletters are needed to clarify exactly what is required of teachers and learners.

In striving to achieve quality in education, the latest version of OBE requires teachers to have only one file. Many teachers do not know if they should keep different OBE files or the single file that is required in the “Curriculum News”. In some grades, such as the Foundation Phase where there are different Learning Programmes since the first OBE approach, it is not possible to keep “one file for administrative purposes”, as stated in the “Curriculum News”. In the researcher’s view, the problem may be that the latest NCS version may be introduced over-hastily.

The NCS approach to teaching and learning introduced by the “Curriculum News” has implications for the different subject policies and they may have to change as well. There are also implications for the way learners learn, teachers teach and assess as well as manage the curriculum. From the introduction of the first OBE approach to the latest version of OBE, teachers continue to be viewed as either unable to teach or ignorant about their subjects (Willis & Kissane, 1997: 4). While the first OBE approach and the NCS emphasised the importance of portfolio tasks, activities and projects by learners, the latest version of the NCS emphasises the reduction of these learning and assessment activities and processes.

In the absence of final subject policies and guidelines there is a gap between what teachers must implement in the classrooms and what subject advisers must do to monitor them.

There is also a need for more implementation guidelines and clarity for both teachers and education officials do not always know how to reduce projects and tasks. In one subject a single project may have a number of other tasks and activities. This could create tension between subject advisers and teachers as teachers feel that the amount of paper and administration work has not been reduced as promised.

2.8 THE IMPORTANCE OF STAKEHOLDER INVOLVEMENT

From the introduction of the first OBE approach to the latest improvement of the NCS, many teachers have felt excluded from the curriculum transformation processes. Teachers have always been concerned about the way in which the curriculum shift from the apartheid content-driven curriculum to the new dispensation of OBE was proceeding in South Africa (Lubisi *et al.*, 1997: 83; Jansen & Christie, 1999: 13). In the researcher's view, the problem with other studies about the curriculum and teaching of the subject Life Orientation is that they only focus on the social, physical, personal, emotional and intellectual development as well as the skills, knowledge and values that learners must achieve. This study goes on to focus on education as a societal issue and impact of the implementation of all the principles of the NCS (Department of Education, 2005(c): 3); Bender & Lombard, 2004: 88; Ngcobo, 2002: 96).

In South Africa education has become a societal issue and therefore has to involve society and other stakeholders. Consultation and the involvement of learners, teachers, parents, and others in education are important so that those involved can take ownership of the subject Life Orientation. Consultation helps to identify the needs of learners and teachers (Bender & Lombard, 2004:101; Muuss, 1996:82; Marais, 1998).

The literature suggests that if teachers and relevant stakeholders in education are allowed to make decisions about their own education, their commitment and participation to education tend to increase. In this study, the pedagogic objective of grounding the South African approach to OBE in the social constructivism theories of Piaget and Vygotsky is to allow participation in the transformation process to ensure that the shift from the apartheid

education system to the new system of education may be understood and owned by all those who are involved. It would not be possible to realise the positive impact of the implementation of the principles of the NCS successfully across all subjects in the education system as a whole if teachers and the stakeholders were not involved.

As stated above, in implementing the first OBE approach from the start in 1998, learning programmes were designed with projected outcomes that learners must achieve so that, through active participation, learners both obtain and expand knowledge. Learners learn within and outside the classroom. Malan (1997: 12) and Danielson (1988: 1) found that in a cooperative learning environment where there is a possibility that an impact could be made on the education of the learners, learners become accustomed to cooperating with their peers. The learners also gain a respect for diverse religious, cultural and language traditions and systems if they are actively participating and engaging with their peers in the learning situation.

If the learners, teachers, parents and stakeholders become involved in the development of various principles of the NCS at school, they are enabled, at a later stage, to demonstrate a critical understanding of the way in which education and the South African society have changed and developed. If learners see their own parents and society involved in education, implementing could be enhanced because the learners could be encouraged to participate actively in their learning. Schools are perceived as institutions that control the conditions and opportunities for successful schooling. Schools must, therefore, take advantage of this opportunity and prepare learners for participation in the real life-world (Van der Horst & McDonald, 1997: 10; Jansen & Christie, 1999: 661).

Therefore, in terms of the NCS system, which is based on constructivism pedagogy, learners were no longer supposed to be regarded as mere obedient recipients of content-based lessons, tests and examinations. While the OBE system may not have suited every learner, the old didactic approach of emphasising books, content, tests and common examinations would today work for only approximately 20% of the learners in a learning environment (Fritz, 1994: 79).

If the implementation of the NCS were imposed, there would be no difference between the didactic pedagogies which were, themselves imposed (see above) and the new curriculum (Jansen, 1999(a): 7). It is, therefore, critical that the Department of Education ensure that the teachers, principals, parents and stakeholders in education all participate and are involved so that they do not reject the strengthening of the NCS (Perry, 1999: 6).

2.9 THE REORGANISATION OF SCHOOLS

If the introduction of the principles of the NCS into the education system of South Africa is to have an impact, it is essential that schools be reorganised to suit the streamlining and the support of the NCS curriculum – see table 2.1 below:

Table 2.1 The NCS curriculum

BAND	PHASE	GRADE	/SUBJECTS
GET,	ECD/Foundation Phase	Grades R to 3	<ul style="list-style-type: none"> • Life skills • Literacy • Numeracy
	Intermediate Phase	Grades 4 to 6	<ul style="list-style-type: none"> • Languages • Arts and Culture • Technology • Natural Sciences • Social Sciences • Mathematics • Life Orientation • Economic Management Sciences

BAND	PHASE	GRADE	SUBJECT
	Senior Phase	Grades 7 to 9	<ul style="list-style-type: none"> • Language, Literacy and Communication • Mathematics • Economic Management Sciences • Natural Sciences • Arts and Culture • Life Orientation • Technology • Human and Social Sciences
FET BAND	FET (for schools)	Grades 10 to 12	Out of the 23 prescribed subjects, learners are required to register for and to study seven subjects

In terms of the requirements of the NCS it was essential that the schools be organised in accordance with the abovementioned phases. It is also important to note that a learner may be retained once only in a phase. Section 4(a) of the Constitution promotes progression by providing for the recognition of the aptitudes, abilities, interests, prior knowledge and experience of students or learners. Lebeloane (1998: 93), Killen (2000(a): 1) as well as Nieman and Monyai (2006: 6) concur with section 4(a) of the Constitution of the Republic of South Africa, when they highlight appropriate teaching methods that may be applied by

teachers to ensure that learners attain high and complex skills as they progress from one grade to the next.

In the General Education and Training band (GET) learners are required to study all the learning areas offered by the education system. However, chapter 3 focuses on further changes made by the Minister of Basic Education, based on the recommendations of the Ministerial Committee. The GET band falls at the end of the compulsory school-going age; thereafter learners enter Grade 10 which constitutes the beginning of the FET band. At the beginning of Grade 10 learners choose subjects according to their abilities, interests, career choice and guidance, as provided by the Life Orientation teachers at the end of the GET band. Unfortunately, most schools in the Senior Phase (Grades 7 to 9) are not yet organised in accordance with this policy.

In most schools Grade 7 (the beginning of the Senior Phase), is still part of the primary school and it is separated both from the Intermediate Phase and the rest of the Senior Phase which is part of the secondary school. This continued separation of Grade 7 from Grades 8 and 9 could have a negative impact on teaching and learning, as well as the implementation of the principles of the NCS. Some learners spend two years only with their teachers at secondary school and this may lead to gaps in their knowledge and poor performance.

The challenges facing curriculum transformation require the department to provide greater authority to school principals and education officials to deal with monitoring and support problems. For a number of years the Gauteng Department of Education (GDE) has initiated intervention programmes to improve Grade 10 results (Gauteng Institute for Educational Development 2005: 1). The assumption was that the pace of both the professional and academic development of teachers and learners was too slow. It was believed that teachers and learners were not able to attain the cognitive and social constructivism levels of the principles of the NCS in order to facilitate learning and to assess learners.

The biggest challenge in improving the curriculum and dealing with problems raised with regard to implementation is that all the principles of the NCS which have not been

successfully implemented and taught remain the theoretical basis on which the NCS is based. In the researcher's view, if the implementation of the principles of the NCS is not successfully integrated across all the subjects in a school, the NCS cannot be strengthened.

2.10 CONCLUSION

This chapter focused on OBE, C2005 and the NCS. Different models and characteristics of OBE were explained and criticisms of OBE delineated. The characteristics and principles of C2005 were highlighted. It was explained why the NCS was introduced. Finally, the importance of stakeholder involvement and the reorganisation of schools were explained.

The chapter that follows focuses on perspectives that influence the implementation of a curriculum in a country. This includes positivism and constructivism.

CHAPTER 3

THEORETICAL FRAMEWORKS THAT INFLUENCE THE IMPLEMENTATION OF THE CURRICULUM

3.1 INTRODUCTION

The previous chapter provided a literature review on the transformation of the education system. In particular it focused on OBE, C2005 and the NCS. This chapter discusses some of the theoretical frameworks (paradigms) that influence the implementation of the curriculum of a country. This includes the Life Orientation curriculum which is relevant for this study. These frameworks are ways of looking at the world and, thus, influence how the curriculum of a country is designed and implemented. Similar to the education system in South Africa, education systems throughout the world are based on one framework or a combination of theoretical frameworks. Some of the frameworks that influenced the implementation of OBE and the NCS are defined and their characteristics described.

3.2 THE INFLUENCE OF THEORETICAL FRAMEWORKS

Different theoretical frameworks or philosophies or paradigms about knowledge and learning influence an education system. Politicians and curriculum designers adopt certain frameworks or paradigms and thus the curriculum is shaped. As in the case of South Africa, the political history of a country influences the theories of influential parties in their decisions to design and thus transform the curriculum of a country. For example, the NCS is based on the constructivist learning theory or philosophy about learning.

In South Africa different perspectives on how education should be transformed have emerged since 1994. The political and educational perspectives of decision makers after the 1994 democratic elections in South Africa, led to the introduction of the first OBE document. To ensure that teachers and other relevant parties understood the philosophy on which OBE

and NCS are based, the OBE and NCS training workshops that took place from 2007 were grounded in constructivism. The focus was on constructivism because positivism was seen as an outdated theory of learning and could, therefore, not be used to transform the curriculum in South Africa. However, from the outset, Jansen (1997: 66) and other researchers (as indicated in chapter 2), criticised OBE and warned that the manner in which the first OBE approach was introduced in South Africa, would cause it to fail. OBE was seen as introduced in “isolation and in ignorance of 80 years of experience” with regard to the implementation of the curriculum in South Africa (Jansen, 1997: 66; Jansen, 1999(a): 148).

The problem was that there was limited training for teachers on how to implement the first OBE approach and there is no significant training for teachers on the “Curriculum News” version of OBE. After eight months of implementing NCS changes in 2010, there has been no *written* theoretical basis on which the changes are grounded. The researcher argues that political decisions and perspectives on changing the curriculum have to be supported by *written* educational theories and perspectives. The absence of a legitimate framework could mean that:

- The new NCS subjects are not linked to one another within the same grade or phase.
- The developmental and critical outcomes may not be attained by the learners because there may be some missing links between the different subjects.
- The content of one subject may differ completely from other subjects within the same grade or phase.

A legitimate theoretical framework was necessary to guide curriculum designers and writers of the new curriculum. This framework about changes to the NCS would also be helpful to teachers as they plan and prepare lessons to develop the learners.

In general two main theoretical frameworks influenced the curricula of education systems in South Africa namely *positivism* and *constructivism* (Kramer, 1999:1). These are explained in section 3.3 of this chapter.

3.3 THE EFFECT OF CHANGES IN THEORETICAL FRAMEWORKS ON CURRICULA

According to Olivier (1998: 15) the introduction of OBE into the South African education system was a deviation from the “conventional and traditional content education and training”. In an OBE curriculum, outcomes were identified and stated that had to be achieved, for example in Life Orientation. Teachers had to engage learners in activities that would lead them to the attainment of those intended outcomes. Teachers were not used to this approach to teaching and learning.

The process of implementing and reviewing the curriculum from the first OBE approach to the NCS is reminiscent of a vicious cycle of political changes and perspectives, as demonstrated in table 3.1 below. Just as political changes created new perspectives on learning theories that led to the introduction of the first OBE approach in 1998, there was a desire to suddenly abandon OBE because there were further political changes that came with new perspectives. The high expectations that had been created about the first OBE approach were replaced with new plans for education.

In this study, the replacement of the outcomes-based approach with the “Curriculum News” document (Department of Education 2010(a): 2) implies that another version of OBE has been adopted by the education system. The researcher argues that OBE curriculum design features, characteristics and principles are so entrenched in the South African education system that it would take a number of years to be replaced. Therefore, from the introduction of the first OBE approach in South Africa, the curriculum implemented in the schools has changed to yet another OBE in the form of a “strengthened NCS”. The latest changes to strengthen the NCS seem to be a move towards a content-driven curriculum approach. This approach was replaced by the first OBE approach and introduced through teacher training workshops in 1997.

The Report of the Ministerial Committee on the implementation of the NCS suggested curriculum changes that made the curriculum relatively rigid, compared to the first OBE

approach, C2005 and the NCS. Unlike the first OBE approach in South Africa, the latest NCS also prescribes what teachers must teach and assess. While the Ministerial Committee may be criticised for bringing back, among other changes, a syllabus approach to the implementation of the curriculum, the first OBE approach introduced in 1998 had made the process of what teachers teach and assess relatively wide. Thus, there were limited similarities between what learners were doing or teachers were teaching in the same grades in different schools (Department of Education, 2010(b): 2). The Report of the Ministerial Committee has recommended Curriculum and Assessment Policy Statements to provide guidelines for teachers. The curriculum change process of the first OBE approach and the NCS, prior to the latest NCS of the “Curriculum News” perspective, also had curriculum and assessment guidelines although there was some confusion on these. Teachers are therefore eager to see how clear the guidelines of the latest version of OBE are, but to date there has not been training for teachers (Department of Education, 2010(b): 2).

According to the Department of Basic Education the shift of teachers’ planning that was flexible could now be rigid and limited to a single file. This rigidity with regard to planning could limit the learning environment and the scope for the development of learners’ skills, knowledge, values and qualifications. There is also a lot of uncertainty about whether the “Curriculum News” is a policy that must be implemented by schools or simply a newsletter to keep teachers and principals informed while they are waiting for curriculum implementation policy documents and the completion of the curriculum assessment policy statements (CAPS). The abovementioned concerns are illustrated in table 3.1 below, illustrating the process of curriculum change in South Africa.

Table 3.1 The process of curriculum change in South Africa

The Apartheid Curriculum	The first OBE approach	The NCS	The latest OBE
This curriculum was rigid, content-driven and examination focussed. It emphasized the use of textbooks	The first OBE approach curriculum was flexible and focused on activities and ongoing assessments. The use of newspapers and a variety of learner-teacher support materials was stressed in the first OBE approach.	OBE was not officially introduced in grade 10 to 12. In these grades OBE was infused. The implication is that OBE was followed. The NCS and OBE were the same framework.	OBE as an approach to teaching and learning was strengthened into another curriculum. The latest revised NCS seems to be more rigid, content and examination focussed.

(This table is discussed further in a later section.)

3.3.1 The attempt to abandon OBE

The transformation of the curriculum since the first OBE approach is complicated because as paradigms and frameworks of political parties and the country changed, models of the curriculum also changed. In South Africa the process of transforming the curriculum continues to be based on principles of the NCS.

According to Potenza and Monyokolo (1999: 24), who were supporters and trainers of teachers when the first OBE approach of 1998 was introduced in South Africa, OBE was a destination without a plan. From the onset, it seemed the implementation of OBE would fail because:

- Teachers, learners and parents feared OBE
- Teachers were not well trained to implement OBE
- OBE was introduced in a rushed and chaotic manner

The process of implementing and reviewing the introduction of the new curriculum, from the first OBE approach to the NCS was almost suddenly abandoned because there were political changes that came with new perspectives and theoretical frameworks. The high expectations that had been created of the first OBE approach were replaced with new plans for education. The replacement of the outcomes-based approach with the “Curriculum News” document (Department of Education, 2010(a): 2) implies that there is another type of OBE in the education system. From the introduction of the first OBE approach in South Africa, the curriculum taught in the schools has changed to another OBE. This latest OBE introduced by the Minister of Basic Education seems to be adopting rigid and content-driven curriculum approaches that were not acceptable to the first OBE approach that was introduced through training workshops in 1997.

Unlike the first OBE approach in South Africa, the latest OBE also prescribes what teachers must teach and assess. While this change of a syllabus approach is not new in South Africa, the first OBE approach had made the process of what teachers teach and assess too wide. There was no common ground between what learners were doing in the same grades in different schools. The Curriculum and Assessment Policy Statements referred to in the latest OBE curriculum change processes are aimed at providing guidelines for teachers. The problem is that the curriculum implementation process of the first OBE approach and the NCS, prior to the latest OBE of the “Curriculum News” perspective, also had curriculum and assessment guidelines. Teachers are therefore eager to see how clear the guidelines of the

latest version of OBE are (Department of Education, 2010(a): 2; Department of Education, 2010(b): 2).

The shift of teachers' planning that was flexible could now be rigid and limited to a single file. This rigidity with regard to planning could limit the learning environment and the scope for the development of learners' skills, knowledge, values and acquisition of qualifications. There is also a lot of uncertainty whether the "Curriculum News" is an accepted policy that must be implemented by the schools or simply a newsletter from the Minister of Basic Education to keep teachers and principals informed while they are waiting for policy documents on curriculum implementation. (These concerns have been illustrated in table 3.1, illustrating the process of curriculum change in South Africa.)

The perspective of the Minister of Basic Education is that there may be "change fatigue" among teachers, learners and parents, caused by ongoing changes from the first OBE approach to the latest strengthening of the curriculum. The curriculum implementation and assessment processes must, therefore, be made societal issues so that the system of education can continue to draw interest and confidence from stakeholders and society at large. Processes of curriculum and assessment changes cannot be left to a few committees alone because committees do not represent teachers who must implement the curriculum (Department of Education, 2010(b):2 – 4).

From the first OBE approach to the current curriculum, the educational and political perspectives, as well as the technological and curriculum changes that took place in the country illustrate different perspectives of how the learner learns and should therefore be taught (Vandeyar & Killen, 2003). The implementation of the principles of the NCS still promotes those teaching methods and strategies of the first OBE approach that allow the learners to construct their own learning, skills, knowledge and values. This is linked to the vision of the Gauteng Department of Education of "ensuring that every learner does well at school and leaves the institutions with the knowledge, skills, values and qualifications that will give them the best chance of success in adult life". However, the critical thinking and the

construction of own learning may be discouraged as teachers go back to prescribed texts to be taught from textbooks tests and tests (Department of Education, 2010(a): 6).

Curriculum designers, education officials, principals and teachers would, therefore, have to understand the “Curriculum News” (Department of Education, 2010(a): 2) clearly as a different paradigm or perspective of teaching and learning in order to prepare learners effectively for life after school. An interesting observation to be made from the abovementioned table 3.1 is that the curriculum in the last column seems to be similar to the curriculum in the first column. From an open system of the first OBE approach (of using learner or teacher support materials), books may again be prescribed, with some freedom of using additional books according to the choice of teachers. The problem with the latest version of OBE is that the “Curriculum News” is not policy and therefore remains fluid as it can change at any time or from term to term, depending on whether teachers and the unions accept the changes or not.

Because of the “change fatigue” among teachers, learners, parents and society caused by ongoing changes from the first OBE approach to the latest NCS curriculum, this study argues that curriculum implementation and assessment processes must be made societal issues. The system of education needs to draw interest and confidence from stakeholders and society at large. Processes of curriculum and assessment changes cannot be left to a few committees alone because committees do not necessarily represent the teachers who must actually implement the curriculum. We need to work against change fatigue in order to restore confidence and enthusiasm amongst all our stakeholders (Department of Education, 2010(b): 1 & 2).

Political convictions are the reason why South Africa and its education systems moved from one theoretical framework or perspective to another. This implies that in dealing with education transformation matters, teachers need to know the philosophies and theoretical frameworks that underpin curricula. These views influence their planning of lessons and how these are presented to the learners, in other words their use of different teaching and learning methods. The first OBE approach and the C2005 frameworks focussed on the

development of the whole child, hence the rigid, examination focussed curriculum was abandoned.

The subjects shown in table 2.1 in chapter 2 have also been reduced as shown in table 3.2 that follows:

Table 3.2 The reduced NCS subjects

BAND	PHASE	GRADE	LEARNING AREAS/SUBJECTS
GET	ECD/Foundation Phase	Grades R to 3	<ul style="list-style-type: none"> • Life skills • Literacy • Numeracy
	Intermediate Phase	Grades 4 to 6	<ul style="list-style-type: none"> • Languages • Arts and Culture and Life orientation (ACLO) • Technology • Natural Sciences (ns Tech) • Social Sciences • Mathematics • General studies

	Senior Phase	Grades 7 to 9	<ul style="list-style-type: none"> • Language (English), Literacy and Communication • Mathematics • Economic Management Sciences • Natural Sciences • Arts and Culture • Life Orientation • Technology • Human and Social Sciences
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Where some subjects have been merged or changed, schools may be required to re-organise with regard to teacher allocation. Some teachers may not be experts in the newly created subjects. The need to train teachers therefore remains an issue. For instance, if Natural Science and Technology subjects are combined or merged, some of the new content may be difficult for some teachers to teach. Learners may thus end up being held back due to poor organisation and presentation of lessons. Those learners who pass could end up reaching the FET band with some knowledge gaps in either the science subject or technology due to two subjects merged into one subject in the GET.

The subject Life Orientation remains very important with regard to the creation of an environment that develops the whole child. The holistic development of the learner cannot be achieved by means of content subjects alone. Contrary to the first OBE approach of 1998 where training workshops were still taking place almost six months after the introduction of the new curriculum, there has been no mention of teacher training at this stage, although

changes to the NCS are implemented. It is assumed that teachers will be able to understand and implement this latest version of the NCS. As can be seen from chapter 1 and in the literature review, the implementation of any curriculum, such as the NCS can be influenced by many theoretical frameworks or learning paradigms. In this study only two theoretical frameworks or learning theories that can influence education have been selected for explanation because these two seem most relevant for this study.

3.4 TWO DIVERSE FRAMEWORKS: POSITIVISM AND CONSTRUCTIVISM

3.4.1 Positivism

3.4.1.1 The definition of positivism

Positivism is a perspective that confines itself to the data of experience but excludes metaphysical speculation. That means, this perspective deals with scientific knowledge that is objective and value free. When used, positivism aims at influencing teaching and learning as well as human behaviour in a particular direction (Encyclopaedia Britannica, 1998: 636). Positivism is relevant for the purposes of this study because it significantly influenced the education system before 1994.

3.4.1.2 Characteristics of positivism

According to Bentley, Ebert and Ebert (2000: 15) positivism has the following characteristics:

- Positivism does not allow for flexibility in teaching and learning
- It does not allow learners and teachers to be creative
- The construction of knowledge in the learning environment is limited
- It views the learner as an empty vessel to be filled. Thus, learners are passive and need to memorise and regurgitate prescribed content.

Therefore, positivism does not seem to be a relevant perspective in the implementation of the principles of the NCS. However, the latest version of OBE also seems to be rigid and limiting the creativity of both teachers and learners that was encouraged by the first OBE approach, especially with regard to its emphasis on text-books and a national catalogue of textbooks (Department of Education, 2008(a): 3).

3.4.2 Constructivism

3.4.2.1 The definition of constructivism

Constructivism is a theory that holds that learning takes place through active participation by the learner (Schulze, 2003: 6). In this study, constructivism is an approach that creates a suitable teaching and learning environment where the learner can actively participate in the process of creating and attaining communication, emotional, social, academic, and other skills. According to Sieborger and Macintosh (2004: 33) the outcomes-based approach is learner centred and in this approach, all learners can actively construct their own knowledge at their own pace.

3.4.2.2 Characteristics of constructivism

Henze (2008:1-35) demystifies constructivism as a theory describing how learning happens. He identifies the following as crux assumption of the theoretical framework: “knowledge does not exist independently of the subjects who seek it” (Henze, 2008:4.). He also identifies the following six major points:

- Not everybody agrees exactly on what constructivism is although all may agree that it can be compared to the process of building on top of what already is.
- .Knowledge acquisition is not a process of simple discovery or of being filled up (like and empty vessel) with pre-packed information. Rather knowledge is developed by individuals as they build (construct) on the knowledge of those who came before and were able to communicate. Thus, there are individual and social elements to learning.

- We should be careful how we use the terms *truth*, *learn*, *fact*, *knowledge* and *belief*. These concepts mean different things to different people.
- Constructing knowledge is not the same as constructing *truth*.
- Learning does not always lead directly to the truth. Sometimes learners stray from the truth and need to be directed (e.g. by teachers). This process involves examination, assessment and correction.

To the above, Fox (2001: 23-35) adds that there are six core elements of all theories on constructivism:

- Learning is an active process.
- Knowledge is constructed rather than passively absorbed.
- Knowledge is invented, rather than discovered.
- Knowledge is both individually and socially constructed since it builds on the learning of others.
- Learning is essentially a process of making sense of the world.
- Effective learning requires meaningful, open-ended, challenging problems for learners to solve.

3.4.2.3 *Transforming the apartheid education system*

Influenced by the theoretical frameworks explained above, the political, religious and educational perspectives to transform the first OBE curriculum system to the NCS led to new education policies on outcomes-based education, the Revised NCS (RNCS 2002) as well as the latest NCS (Department of Education, 2010 (a)) being introduced. From the first OBE perspectives on designing and implementing the curriculum, the transformation of the curriculum came with ideals that seemed to be rooted in constructivist approaches. This was an attempt to move away from the rigid and idealistic National Christian Education perspectives mentioned in the literature review in chapter 2.

3.4.2.4 *The impact of constructivism on learning and teaching*

The constructivist perspective was introduced to the teaching and learning environment through the principles of the NCS. The intention was to transform teaching and learning and the education system as a whole. Using constructivist views allowed for the creation of an enabling teaching and learning environment for all learners. Constructivist approaches to the teaching and learning environment allowed the learners to construct their own learning, skills, knowledge, and values that eventually lead to acquiring qualifications.

In this study (as mentioned in chapter 1), the introduction of constructivism through the principles of the NCS was seen as a perspective to organise, plan, interpret and implement the curriculum. This includes the ability of subject advisers and teachers to effectively manage teaching and learning programmes and assessment processes inside and outside the classrooms (Lubisi *et al.*, 1997: 91); Tema, 1997: 2; Killen, 1998: vii). Principals and teachers still find it difficult to implement the principle of inclusion in the classrooms and schools.

While in the NCS, constructivist approaches to teaching and learning were used to introduce a shift from a rigid, content-driven curriculum as a blueprint, compared to the first OBE approach, it seems the “Curriculum News” perspective version of OBE is relatively rigid and content-driven. There is therefore a conflict of philosophy between the first OBE approach of 1998 and the “Curriculum News” version of the NCS, especially that there is now more emphasis on books than before (Lubisi *et al.*, 1997: 7; Spady, 1988: 4–8).

3.5 THE IMPACT OF COGNITIVE AND SOCIAL CONSTRUCTIVIST APPROACHES

Cognitive Constructivism is derived from the work of Piaget who defines learning as a process of accommodation, assimilation and equilibrium. Social Constructivism is pioneered by people such as Vygotski. “[T]his paradigm argues for the importance of culture and context in forming understanding” (McMahon, 1997:3). Whereas traditional behaviourists (positivists) strive for context-free learning, social constructivists view the particular contexts

in which learning occurs as significant. According to this theory the student should participate in activities which are relevant to the applied learning. Such authentic learning means learning should take place in a setting that is similar to the context where the learning will be applied. Vygotski indicates that learning is not only an internal process, nor a passive shaping of behaviour. Rather learning is a social process facilitated by language via social discourse. Thus, co-operative learning and social negotiation in the (Life Orientation) classroom are useful, as is mentoring. Learners should collaborate with their peers, rather than compete with one another.

As in Piaget and Vygotsky's cognitive and social constructivist theories that focus on what happens in the learner's mind during teaching and learning, both in the "Curriculum News" and the NCS all learners are expected to achieve, regardless of their locality or race (Perry, 1999; Bennet & Dunne, 1994: 54). The view that all learners can learn may be rather idealistic because it is frustrating for teachers to deal with learners who are coping and those who are struggling in the same classrooms. Accordingly, Merrill (in McMahon, 1997:5) states: "... even in the 'softest' subjects there is often a body of undisputed knowledge. Constructivist strategies are often not efficient, resulting in 'a trail-and-error approach to the performance in the real world'".

The infusion of social constructivism theories into the NCS is informed by the DoE's training manual when it refers to "Good Education". This was also confirmed by Adam (2005: 21). Through social constructivist approaches it is envisaged the teachers can create a learning environment that allows learners to work together and in the process develop their own skills, knowledge and values as they work and support each other under the supervision of the teachers (Department of Education, 2002(a): 12; Grosser & de Waal, 2008: 41; Fraser 2006: 13).

In this study, the positivist perspective seems to be less effective in transforming teaching and learning and is therefore replaced by the constructivist perspective. Cognitive and social constructivism approaches to teaching and learning imply that materials provided to teachers have to change from the 'didactic input-compulsion' to constructivist outcomes-based

materials. There seems to be a contradiction between this view of transforming the curriculum and the emphasis on tests, textbooks and examinations as a way of strengthening the NCS (Jansen, 1998: 28; Kanpol, 1995: 9; Department of Education, 2010(a): 2).

Through the implementation of the principles of the NCS, therefore, cognitive and social constructivist approaches can help learners to be actively involved in their own learning and solve their own problems. Parents and other people in society can help because education is a societal issue (Fraser, 2006: 13). However, the latest transformation processes of the curriculum seem to be moving towards the abovementioned didactic input-compulsion materials that may limit learner involvement in their own learning.

Life Orientation and other teachers play an important role in learning. The problem is that the current NCS seems to view teachers as lacking the ability and skills to teach and to evaluate the learners. This problem needs to be addressed as part of strengthening the NCS. To improve on the process of curriculum transformation that started in 1994 requires the creation of an environment that allows learners to cognitively and socially construct their own skills, knowledge and values. This requires skilled and well-qualified teachers in the use of different forms of teaching and assessment methods. Evans (1993: 19) asserts that the real construction of skills, knowledge and values in education depends on whether teachers guide learners and provide them with the required resources.

The core of transforming education is, therefore, the teachers and their new roles (Killen, 1998: 3). There is a contradiction between the role of the teacher in the first OBE approach and the latest version of the NCS communicated through the "Curriculum News". The role of the teacher is no longer clear but seems to be somewhere between the first OBE approach and the latest version of the NCS. If teachers are not trained in the new perspective of transforming the curriculum, the quality of teaching and learning could be compromised.

The participation of society in the transformation of education and the implementation of the principles of the NCS could also be enhanced. As mentioned in the literature review, from

the first OBE approach it was taught that using constructivist theories in the teaching and learning environment could help to support the idea that educating learners should not be the responsibility of teachers only. Learning is no longer limited to the classroom because education is now a societal issue that requires the government to work together with teachers, learners, parents, schools governing bodies and other stakeholders to make education a national priority (African National Congress Manifesto, 2009: 9). This is in particular true of Life Orientation which is concerned with values.

Constructive participation in teaching and learning activities can help to ensure that learners are provided with high standards in the learning process and their success could be maximized (Department of Education, 1997(g): 18; Jansen & Christie, 1999: 7). According to the principles of the NCS, it is through the interaction of learners both in the classroom and outside the classroom, that skills, knowledge and values are constructed. This also enables learners to leave educational institutions with qualifications that can give them better opportunities in their adult lives.

3.6 CONCLUSION

Chapter three presented theoretical frameworks on teaching and learning and on (Life Orientation) curricula development and implementation. Two diverse learning theories were explained namely positivist and constructivist approaches and their implications for teaching and learning pointed out.

In the next chapter the implications of constructivist approaches for teaching methods in Life Orientation are explained.

CHAPTER 4

LIFE ORIENTATION IN GRADE 10

4.1 INTRODUCTION

The previous chapter presented the different learning theories that impacted on the development and implementation of the South African curriculum during periods of political change. This chapter focuses directly on Life Orientation in Grade 10. Thus the chapter explores the subject of Life Orientation and the teaching methods and principles of the NCS in grade 10.

4.2 CONSTRUCTIVIST LEARNING AND THE DEVELOPMENT OF THE LEARNER

Constructivist approaches to teaching and learning are about how learners learn (Moll, 2002: 28). Constructivism in Life Orientation aims at the development of the individual learner's personal, social, intellectual, emotional, spiritual, motor and physical growth (Department of Education, 2003(a): 9). As stated in chapter 2 and 3, using constructivist principles in the teaching of Life Orientation aims at producing learners who will be able to live harmoniously with their fellow human beings and make a positive contribution to the society in which they live. According to the NCS policy document (Department of Education, 2005(d): 9), the anticipated impact of constructivist approaches to the teaching and learning of the subject Life Orientation is that learners will be able to 'study themselves in relation to others and society'. In view of the fact that the NCS promotes lifelong learning and development, constructivism is seen as an approach that will enable the subject of Life Orientation to guide and prepare learners for life.

The problem identified by Bhana *et al.*, (2005: 40) is that some schools do not teach Life Orientation at all, while others merge large numbers of learners and thus create overcrowding in classes. Failure to teach Life Orientation and the merging of classes that lead to overcrowding could mean that constructivist approaches do not lead to the desired

outcomes in the classroom. The implication is that the principles of the NCS are not implemented effectively, according to the policies of the Department of Education. Therefore, all learners do not acquire the anticipated personal skills nor the required social, intellectual, emotional, spiritual, motor and physical growth. The skills, knowledge and values gained through the teaching of all other subjects in the education system are important, but culminate in the learning outcomes of Life Orientation.

4.2.1 Constructivist learning and the learning outcomes

Through constructivist learning, certain outcomes need to be achieved. The following learning outcomes are seen as important for Life Orientation in Grade 10 (Department of Education, 2003(a): 10):

4.2.1.1 The personal well-being of the learner

Constructive learning focuses on the personal well-being of learners so that in the teaching and learning environment the learner's potential can be realised. The learner is equipped to be able to engage effectively in interpersonal relationships in life. A constructive teaching and learning approach transforms the classroom and helps to ensure that education does not end in the classroom but becomes a societal issue. Ongoing classroom transformation and participation helps to guarantee that the learners are holistically developed to cope with the challenges of life in a democratic society (Department of Education, 2002(a): 1 – 3). Every NCS subject policy in a school is therefore supported by the subject Life Orientation which is based on constructive approaches in order to ensure that as the learners are taught, they develop socially, physically, personally, emotionally and intellectually.

The positive impact of the principles of the NCS is meant to result in the personal well-being of the learners and eventually, the members of society. In this way the country's democracy will be strengthened because people will be literate, creative and productive enough to sustain the country. Therefore, the impact of constructivist learning on the personal well-being of the learner is aimed at teaching learners to live harmoniously with their fellow

human beings. The learning that is facilitated in the subject Life Orientation encourages learners to develop and make an effective contribution to the society in which they live and to live healthy lifestyles.

4.2.1.2 The citizenship of the learner

The focus of constructivist learning with regard to the citizenship of the learner is about addressing the personal needs of the individual within a changing and democratic society as required by the constitution. The aim of the learning facilitated by the subject Life Orientation is to strive for a community free from violence, discrimination and prejudice. According to the Department of Education (1997(a): 47) the realisation of constructive citizenship requires an appropriate attitude towards learning and development, as well as a commitment to lifelong learning by the teachers, learners and citizens. Lifelong learning implies that training and development to empower the citizens to participate effectively in all processes of a democratic society is a never-ending process.

According to UNICEF (2002) and Rooth (2000), people need skills in order to cope with the demands of life. Learners require the life skills referred to in chapter 1, 2, 3 and 4 in this study so that they can live meaningful and successful lives in society. Education is therefore a societal issue and requires the constructive involvement of parents in the development of their own children. The constructive approach to the subject Life Orientation should develop the learners holistically so that they can participate in their communities and society in general.

Studies by Donald, Lazarus and Lolwana (1997) as well as Gachuhi (1999) show that the education system must also create a learning environment in which learners will develop psychologically so that they can be competent and be part of a “prosperous, united, democratic and internationally competitive country with literate, creative and critical citizens, leading productive, self-fulfilled lives in a country free from violence, discrimination and prejudice.” Therefore, there is a need to ensure that as the NCS is strengthened, teachers are also trained in constructivist teaching methods in order to ensure that they produce the

kind of learner required by society and envisaged by the introduction of the principles of the NCS.

4.2.1.3 Recreation and physical involvement

Constructivist learning with regard to recreation and the physical development of the learner requires physical movement to promote constructive participation in games and sport. Amongst others, this aims to promote healthy relations among learners. According to Adams, Kayes and Kolb (2005) and Mwamwenda (1996) a learner at the age of grade 10 experiences various difficulties related to his/her physical, cognitive, social and psychological development. Therefore, constructivist teaching and learning approaches in the subject Life Orientation can help teachers to create opportunities for recreation and physical activities that include competitions, debates, cultural and other activities as strategies to contribute towards the holistic development of the learner. These activities and relevant Life Orientation programmes can be used to address adolescent issues that could be negative and destructive to the development and behaviour of learners.

4.2.1.4 Careers and career choices

Constructivist approaches to the teaching and learning environment allow learners to actively participate in guidance, career choice and counselling that are actually 'old' subjects that were incorporated into Life Orientation. As part of gaining information, learners can be supported by their teachers so that they may be informed in respect of relevant future careers and employment prospects (Department Of Education, 2003(c): 10–12). Careers and career choices are an important aspect of Life Orientation.

In various ways learners can constructively be engaged through the subject of Life Orientation to actively participate in the "world of work and careers". If learners are helped to be well developed and have the social skills required by the country, they could be responsible citizens and contribute effectively to the development of the economy (Naicker, 1994).

Learners equipped with skills required by them and the country should not have difficulty in making career and life choices. The aim of this study, as already stated, is to evaluate the impact of the principles of the NCS in terms of the Grade 10 Life Orientation school subject in the province of Gauteng (Dube, 1994; Euvrard, 1994; Naicker, 1994; Ntshangase, 1995, Makhoba, 1999; Mbokazi, 1999; Marais, 1998).

4.3 TWO TEACHING APPROACHES

This study will focus on what may be considered as the two main teaching approaches to ensure constructive learning of the subject Life Orientation in grade 10. Both the deductive and the inductive teaching approaches are linked to the principles of the NCS. These two approaches are perceived as the overarching approaches to the beneficial learning of Life Orientation. These approaches may assist in ensuring that the principles of the NCS have an impact on the education of learners.

4.3.1 The deductive approach

According to Rubin & Babbie (2001: 35) the deductive approach “moves from the general to the specific” – in other words, it involves the use of knowledge about matters that are generally accepted to be true (Oxford Advanced Learner’s Dictionary, 2008: 381). The deductive approach may be defined as a teaching approach that is based on the principle that, if the premise is correct, then the conclusion will automatically be correct.

The deductive approach requires teachers to create an environment that is conducive for the principles of the NCS to make a positive impact on the teaching of Life Orientation in Grade 10. If the learning environment is conducive, then teachers will be able to use the environment deductively to reach the aims and principles of the NCS in terms of Life Orientation.

Using the deductive approach, the learners may be guided by the teacher to allow the principles of the NCS in respect of Life Orientation to have an impact in assisting them to think critically as they create their own skills, knowledge and values. In Life Orientation values play an integral part in the holistic development of the learner (Department of Education, 2003(c): 6).

The holistic development of the learner has been important in Life Orientation from the first OBE approach and, thus, the principles of the NCS in respect of Life Orientation focus on emphasising values and not materialistic or idealistic ideas based on right and wrong answers. Various methods and processes may be used by teachers to ensure that the principles of the NCS in respect of Life Orientation do have a positive impact. There are assessment standards that must be attained by the learners to prove that they achieve the outcomes as they continue to learn (Alexander, 1998; Mbokazi, 1999; Ntshangase, 1995; Sitzer, 2001; Van Deventer, 2004; Wentzel, 2001; Department of Education, 2002(b): 7; Department of Education, 2002(a); Department of Education, 2008(b): 14). Suggested methods include case studies, lectures, presentations and demonstrations, practical action on the part of learners, and project work. These will now briefly be discussed.

4.3.1.1 Case studies

When the deductive approach is used in terms of a case study in the classroom situation, the teacher, knowing the sequence, will commence by providing the learners with a specific general statement. The teacher will then proceed to apply this general statement to a particular case. In this study, for the purposes of ensuring that the principles of the NCS in respect of Life Orientation do have an impact, teachers may make use of case studies that could be applied in the formal assessment tasks prescribed by the Department of Education. The use of case studies is not only suitable for Life Orientation but for all other subjects in a curriculum (Department of Education, 2008(b): 14).

Rosenberg, O'Donoghue and Olvitt (2007: 20) and the Learning Programme Guidelines (in Department of Education, 2008(b): 14) both state that case studies provide the best

alternative to being involved in the actual situation. The case studies may involve sharing stories among learners and allowing them to discuss the way in which they dealt with issues in coping with situations.

The use of case studies is aimed at helping to ensure that the principles of the NCS in respect of Life Orientation have the required positive impact because, when case studies are used as a method to teach in the classroom, the learners are required to participate. They discuss issues with their fellow learners and in this way the use of language is also promoted. This is in line with socio-constructivist learning principles as indicated in the previous chapter. Therefore, in the policies of the Department of Education and in the NCS policy of each subject in a school, the use of language addresses Learning Outcome 2, and Assessment Standards 1 and 4 as stated in the Grade 10 Life Orientation policy document (Department of Education, 2003(a): 16).

4.3.1.2 Lectures, presentations and demonstrations

This method involves teachers making formal presentations of ideas and content to the learners. The planning of learning and assessment programmes by using multiple teaching and learning strategies, such as lectures, presentations, demonstrations, group discussions, and so on, could help to ensure that the principles of the NCS in respect of Life Orientation do have a positive impact. In addition, the use of lectures, presentations and demonstrations may help to accommodate learners with special educational needs. This method promotes the presentation and sharing of ideas and skills through slide shows, power-point presentations, talks, lectures and demonstrations (Rosenberg *et al.*, 2007: 18; Department of Education, 2008(b): 14).

In terms of this study the use of lectures, presentations and demonstrations to present Life Orientation lessons links up with the constructivist theories of Piaget and Vygotsky which were mentioned in chapter 1 and 3. Although lectures, presentations and demonstrations by teachers are teacher-centred they do provide learners with the opportunity to construct their own skills, knowledge and values in the learning situation through giving attention and

cognitive activity. Thus, they could eventually leave the education system with qualifications that could give them opportunities in adult life. Constructively, learners may also create a collective meaning of what is presented or demonstrated to them. According to this study, presentations are in line with the principles of the NCS Regarding Learning Outcome 2, and Assessment Standard 1 and 4 (Department of Education, 2003(a): 16).

In terms of this study, the principles of the NCS in respect of Life Orientation are aimed at having a positive impact that requires learners to be involved in ongoing assessment which create learning opportunities for them. Therefore, learners need to practise and to be able to construct their own knowledge and understanding in a progressive way. This necessitates clear NCS policies for each school subject that are also linked to the Life Orientation NCS policy. In this way, the integration and implementation of NCS policies across the subjects in a school, create a teaching and learning environment in which learners engage and interact with one another and, during this process, acquire their own skills, knowledge, values, morals and standards as they are taking part in the teaching and learning in their classrooms. The aim is to develop the learner holistically (Capper & Jamison, 1993: 30; Killen, 2000(b): 4).

4.3.1.3 Practical action of learners

Learning also takes place outside the classroom and in the community. Practical action means that learners act with the purpose of addressing a practical need within a local context (Rosenberg *et al.*, 2007: 23). Teachers continuously guide the learners during the performance of tasks in their actions. According to Marais (1998), teachers should also consult learners about their choices for practical action and thus their learning and development. In this way, learning becomes part of everyday life and is not limited to either the classroom or the learning programme.

In terms of this study, the principles of the NCS in respect of Life Orientation have an impact through practical learner participation in local cultural and social contexts. Learning Outcome

2 and Assessment Standard 1 may be realised through such practical action on the part of learners (Department of Education, 2003(a): 16).

4.3.1.4 *Project work*

Project work involves the use of practical projects in order for learners to actively construct their knowledge. In Life Orientation the learners learn by being directly involved in projects such as those undertaken in the context of social and cultural clubs in order to address social and cultural issues. In this way learners learn in real situations and they gain practical experience. Project work links up with social constructivist learning theory that advocates learning through active participation (Rosenberg *et al.*, 2007: 25).

This study concurs with the principles of the NCS in respect of Life Orientation: they have an impact when learners learn by their direct involvement in projects and become agents of change. Learning Outcome 2 and Assessment Standard 1 are addressed by the learners being involved in projects (Department of Education 2003(a): 16).

As stated earlier in this chapter, the deductive approach is a suitable for teachers as it employs different strategies that allow the principles of the NCS in respect of Life Orientation to have an impact on education. Depending on the nature or structure of a subject, the teachers will decide whether learning is best promoted by either the deductive or the inductive approach.

4.3.2 The inductive approach

The inductive approach is an approach that moves from the particular to the general. Leedy (2001: 35) defines the inductive approach as an approach which uses “specific instances or occurrences” in order to draw conclusions. The inductive approach involves using particular facts or approaches in order either to move from the particular to the general or to formulate general rules (Babbie & Mouton, 2001: 34; Oxford Advanced Learner’s Dictionary, 2008: 761). In the teaching and learning situation the inductive approach may be defined as a

teaching approach that may be adopted when teachers intend the learners to make their own discoveries and generalisations. In terms of this study, the principles of the NCS in respect of Life Orientation may create a teaching and learning environment in which learners are allowed to make observations and then move to the unknown in order to draw conclusions from the observations that were made.

Life Orientation teachers may use this approach either to provide information or to cite examples and then to use case studies, presentations, projects, and so on to allow learners the opportunity to acquire and construct skills, knowledge and values (Johnson & Christensen, 2000: 9; Nieman & Monyai, 2006: 106). For example, in Life Orientation learners may be given a compulsory research task to complete. The principles of the NCS in respect of Life Orientation aim at having a positive impact on the education of learners when there are formal tasks in which learners are given an opportunity to make their own discoveries and draw conclusions rather than simply being given the information (Department of Education, 2008(b); Department of Education, 2008(a)).

In terms of both the main approaches, the principles of the NCS for Life Orientation may have a positive impact. The principles of the NCS for Life Orientation may be used by teachers to create patterns and practices in the teaching and learning environment in order to account for effective learning.

4.3 TEACHING METHODS APPROPRIATE FOR THE NCS SUBJECTS

The NCS subjects were originally designed to focus on education and training that would produce competent learners. Lebeloane (1998: 93), Killen (2000(b): 1) as well as Nieman and Monyai (2006: 6) highlight appropriate teaching strategies and methods that can be applied by teachers in the implementation of the NCS subjects in classrooms. In addition to the teaching of Life Orientation, if appropriate teaching strategies are used to teach the rest of the NCS subjects, quality learners can be provided to employers and tertiary institutions. In the process of preparing learners, teachers need to know the lesson outcomes to be achieved and be able to choose the relevant teaching strategy.

When a teacher teaches a subject, one or a variety of teaching strategies may be adjusted in accordance with the learning outcomes to be achieved or level of learner development. These teaching strategies can be applied through any of the approaches of constructivism, for example cognitive or social constructivism. Specific teaching strategies become particularly important because the approach to teaching and learning is constructivist.

Contrary to the didactics approach (in accordance with positivist or behaviourist learning theories) where the main focus is on the teacher to teach, constructivist approaches to the NCS promote learner-centeredness. While the teaching and learning environment in the NCS does not mean applying a different teaching strategy for every lesson or bit of information, teachers need to use appropriate teaching strategies in order to assist the learners to achieve the different learning outcomes across the subject offerings. When dealing with the new curriculum it is important to note that the National Qualifications Framework (NQF) was designed to focus on education and training that produces competent learners.

While the Department of Education puts more emphases on group-work as a teaching strategy, it is important to note that in the FET band (schools) a variety of strategies is required in helping learners to achieve the required skills, knowledge, values and qualifications within the subject offerings. Teachers can use appropriate teaching strategies with the cognitive and social approaches to constructivism to create a learning environment conducive for learners to achieve the expected outcomes.

In teaching all subjects (including Life Orientation), it is important for teachers to be skilled in their work so that they will know when to use or combine teaching strategies to constructively assist learners to achieve the outcomes of the different subjects. It is important to know that each teaching strategy has advantages and disadvantages. Depending on the competencies of a teacher and the experience of the learners, a variety of appropriate teaching strategies can and should be used in the teaching of the NCS subjects.

4.5 DIFFERENT TEACHING METHODS FOR NCS SUBJECTS

The different teaching methods are discussed below. These are used in the teaching of the NCS subjects outlined in chapter 2.

4.5.1 Using direct instruction as teaching strategy

4.5.1.1 *The objective of direct instruction*

The direct instruction strategy aims at presenting very specific background information, demonstrating an activity or telling a story to the entire class of learners (Killen, 2000(b): 3; Nieman & Monyai, 2006: 107). This is done by

- Immediately making the learning outcomes clear
- Controlling the teaching learning activities
- Emphasizing the academic achievement of the learner
- Monitoring the learners throughout the learning process
- Giving feedback to learners

4.5.1.2 *Teacher participation*

Many teachers, especially those from the former Department of Education and Training background, use the direct instruction approach because they were not familiarized with other teaching strategies or methods. This strategy is teacher-centred whereby the teacher delivers the lesson or academic content. It is used by many teachers who are not comfortable with any other teaching strategy. In this strategy the teacher therefore directs the learning activities while the learners pay attention or listen passively (Lebeloane, 1998: 109; Killen 2000(b): 3; Nieman & Monyai,2006: 107).

4.5.1.3 *Learner participation*

When using direct instruction learner participation is minimal. The learners pay attention (or not). They listen passively while learning activities are directed by the teacher (Lebeloane, 1998: 109; Killen, 2000(b): 3; Nieman & Monyai, 2006: 107).

4.5.1.4 *Commonly used teaching aids*

Prepared lectures, demonstrations, reports, storytelling and repetition, use a data projector or a video tape for example, as teaching aids. These may prevent lessons from being a boring one way communication from the teacher to the learners who are listening passively (Lebeloane, 1998: 109; Killen, 2000(b): 3; Nieman & Monyai, 2006: 107).

4.5.1.5 *Implications for the NCS policy document*

The direct instruction strategy can be extremely effective if used interchangeably with other strategies in the NCS subject offerings. This strategy can be used to facilitate the acquisition of the required skills, knowledge and values in the Further Education and Training Band (FET schools). Teachers can improve this strategy by letting learners recap or summarise what has been said either verbally or in writing. This may ensure that the required NCS learning outcomes are attained. This approach can be extremely effective if the teacher is well prepared and organized. This method is especially suitable if the teachers are successful in ensuring that they and the learners have a clear understanding of the NCS learning outcomes to be attained (Spady, 1988; Lubisi *et al.*, 1997: 34

The direct instruction method is also appropriate to be used in the social constructivist approach where learners can still participate actively under the guidance of the teacher. In OBE teaching learning situations, this method is most appropriate when a new topic or lesson is introduced or demonstrated to learners. As is the case with all the other teaching strategies, the direct instruction method will be useful in some learning situations but not in others. When used in a social constructivist way the direct instruction method can help

learners to achieve (Nieman & Monyai, 2006: 14). Although the direct instruction method can be very effective, learners can become bored if the teacher is either not well prepared or has poor communication skills (Killen, 2000(b)).

4.5.2 Using discussion as teaching strategy

4.5.2.1 The objective of discussion as teaching strategy

Discussion is a versatile teaching and learning strategy that can be adapted in order to allow learners to share and analyze information and thus construct knowledge in a dynamic way. It aims at actively involving learners in order to help them air their views and in this process of the construction of knowledge, skills and values, gain acceptance and a sense of belonging. This is in line with social constructivist learning theory as indicated in the previous chapter.

4.5.2.2 Teacher participation

It seems that the use of discussions in the teaching and learning situations is extremely challenging because the teacher does not only need to be well prepared but also to be competent and effective in sharing ideas and expressing views with learners during discussions or in allowing them to do so among themselves. This implies that the teacher must be competent in a number of other teaching strategies that can be used. "Discussion is not simply a matter of the teacher presenting some information to learners and then asking questions" (Killen, 2000(a): 32). The challenge for the teacher is to guide teaching and learning activities in such a way that classroom discussions and the expression of ideas happen in an integrated way that promotes the construction of knowledge.

4.5.2.3 Learner participation

Learners work together and get an opportunity to compare a variety of perspectives. Lebeloane (1998: 121) and Killen (2000(a): 32) concur that the discussion teaching strategy

provides learners with 'opportunities for linguistic and personal development'. As a tool for social constructivism, purposeful discussions can help learners develop confidence and interpersonal skills as they actively engage in the construction of knowledge and ideas for their own understanding.

4.5.2.4 Commonly used teaching aids

Class discussions, group discussions, panel discussions, brainstorming sessions and debates are some of the methods that can be used to enhance the value of discussion as teaching strategy. Any identifiable, challenging and realistic topic or problem which warrants investigation and a solution can be given to learners to discuss. In accordance with constructivist ideas, the topic should be relevant to the learners' lives (see section 3.5).

4.5.2.5 Implications for the NCS policy document

It would seem that the discussion strategy is one of the best teaching strategies that can be used by teachers to facilitate the acquisition of the required skills, knowledge and values as well as the Critical Cross-field Outcomes envisaged by OBE and the Constitution of South Africa, as follows. The required skills, knowledge and values can be achieved through:

- Learners' working together in the process of achieving learning outcomes
- Learners having an opportunity to share, compare ideas and develop together towards being responsible citizens
- Learners comparing a diversity of perspectives and learning to accept one another
- Group consensus that is to be promoted
- Learners' introduced to complex issues that have implications for the country
- Learners' communication skills that are developed so that they can communicate effectively
- Learners afforded an opportunity to monitor and evaluate approaches to learning
- Learners helped to clarify their thinking

- A sense of group identity prompted among learners so that they can be able to live together as citizens in society.

4.5.3 Using group-work as a teaching strategy

4.5.3.1 The objective of group-work

Group work as a teaching strategy aims at grouping learners into two or more learners to work together in order to achieve a specific outcome. Group work is another effective teaching strategy that can be used by teachers in the NCS approach.

4.5.3.2 Teacher participation

Group work requires thorough planning and supervision by the teacher. The teacher must be competent and be able to guide the learners during group activities. The use of this strategy depends on what outcomes a teacher wants the learners to achieve.

4.5.3.3 Learner participation

Group work enables each learner the opportunity to participate in learning and air his/her views. More learners are able to participate and more opinions are heard. Thus the learning experience becomes greater. This active learning participation by all learners enhances the possibility of attaining the outcome of lifelong learning. Group work is still the preferred strategy to promote language development, communication and appreciation of different perceptions. While the teacher gives guidance, this strategy relies on the participation of learners to be successfully applied.

4.5.3.4 Commonly used teaching aids

Learners can be grouped in many different ways, such as teaching the whole class in small groups, in pairs, groups of three to six, or any other combination. This strategy is usually

used when learners have to do assignments, tasks for portfolio work, action research, brainstorm ideas, projects, role-playing, and panel discussions (Killen, 2000(a)).

4.5.3.5 Implications of group-work for the NCS policy document

In the different NCS learning fields and subject groupings teachers can use different teaching strategies and a variety of teaching methods to prepare learners to meet the promotion requirements in the different FET grades. The teacher competencies in combining different teaching strategies with various teaching methods can contribute towards assisting learners to attain outcomes in a lifelong learning environment.

Group work is used to share information and build a strong environment for the attainment of the required skills, knowledge and values in the NCS. If the strategy has been thoroughly planned in advance:

- the individual skills of learners can be developed
- planning skills are encouraged
- role clarification takes place
- creativity and critical thinking are encouraged.

In order to guarantee that group work achieves its objectives, the teacher has to ensure that the learners are well prepared. Group leaders and scribes must be chosen or elected and every learner must participate.

Since proper implementation of the different NCSs requires high levels of competence in the application of various teaching strategies, another strategy that can be used, once the group teaching strategy has been mastered, is co-operative learning.

4.5.4 Using co-operative learning as teaching strategy

4.5.4.1 The objective of co-operative learning as teaching strategy

Co-operative learning aims at creating an opportunity for the learners to work together to achieve shared goals and in the process construct the required skills that will eventually lead to the attainment of Critical Outcomes (COs). It is a strategy that facilitates the acquisition of the required knowledge and values through letting learners co-operate with each other in the learning process. Co-operative or collaborative learning seeks to develop autonomous, articulate, thinking people, even if this happens via dissent and competition (Mathew in Barkley, Cross & Major, 2005:6).

4.5.4.2 Nature of teacher involvement

The role of the teacher in the co-operative learning/teaching strategy is to firstly, make sure that the learners have become proficient in group work before the co-operative teaching strategy is introduced. The teacher has to monitor, support and ensure that all the small groups are effectively interacting and productive. Although the co-operative approach can be challenging (e.g. it may create a lot of noise), if the teacher makes sure that it is used after the learners have mastered both the discussion and group discussion strategies, a method of lifelong learning can be facilitated.

4.5.4.3 Learner participation

According to Killen (2000(b): 100), co-operative learning as a teaching strategy can be used especially when learners are set a co-operative task and they work together to achieve learning outcomes. This fosters peer interaction and learner-to-learner co-operation. Learners achieve the required skills as they

- engage in learning activities
- strive towards achieving learning outcomes
- interact with each other and in the process gain self-esteem.

4.5.4.4 Commonly used teaching aids or media

No doubt co-operative learning as a teaching strategy can be utilised to encourage learners to do assessment tasks, assignments, portfolio work, action research and other tasks as they work together and support each other. For these tasks various teaching aids or media should be used such as books, newspaper reports, journal articles, the internet, and television and radio broadcasts.

4.5.4.5 Implications for the NCS policy document

From the abovementioned elements of co-operative learning it seems clear that co-operative learning as a teaching strategy can facilitate the acquisition of the required skills, knowledge and values stated in subjects, including in Life Orientation. This teaching strategy can be used to create positive group norms in the classroom and enable learners to function as teams and in the process acquire social norms that will help to develop them into responsible citizens. Learners learn to appreciate the different cultural groups they meet at school and in the classrooms.

Similar to group work, co-operative learning as teaching strategy is one of the most preferred teaching strategies in the implementation of OBE in South Africa. This teaching strategy has the following features:

- Positive inter-dependence on one another
- Face to face interaction
- Individual accountability of the learners
- Productive interaction
- Reflective learning by learners

Similar to discussion and group work, the so-operative teaching strategy is particularly effective if the intended outcomes are related to social and communication skills (Van der

Horst & McDonald, 1997: 127; Lebeloane, 1998: 112; Killen, 2000(b): 100; Nieman & Monyai, 2006: 126).

4.5.5 Problem solving as a teaching strategy

4.5.5.1 The objective of the problem solving strategy

The problem solving technique aims at assisting learners to apply their current knowledge to gain further skills, knowledge and values. It can be used in the classrooms as a form of enquiry learning with the intention of solving specified problems.

4.5.5.2 Teacher participation

Teachers use the problem solving strategy to help learners to realize that the knowledge they have gained can be applied to new situations. The teacher confines him/herself to the structure of the problem and intervenes only through comments, suggestions and encouraging statements towards finding solutions (Killen, 2000(b): 129; Nieman & Monyai, 2006: 117).

4.5.5.3 Learner participation

When using the problem solving technique, learners are actively involved in solving problems. These problems should be relevant to their lives. Thus, they may gain insight into issues presented in their different subjects (Van der Horst & MacDonald, 1997: 139; Lebeloane, 1998: 132; Nieman & Monyai, 2006).

4.5.5.4 Commonly used teaching aids or media

Commonly used teaching aids for problem solving, includes: identifying realistic challenges and encouraging learners to use different perspectives in solving these. In addition, asking questions and allowing learners to help one another to solve problems can also be employed (Nieman & Monyai, 2006: 117).

4.5.5.5 Implications for the NCS policy document

The problem solving teaching strategy could actively engage learners in the different subject offerings and allow them to develop new skills, knowledge and values required by the different learning outcomes. When correctly used, this strategy can be used by learners to integrate knowledge across the learning fields (Lebeloane, 1998: 132). The problem solving teaching strategy can be used to engage learners in seeking knowledge, processing information and applying ideas gained from the different subjects and learning fields to solve problems in real world situations. At the level of the FET this is a strategy that can be used to help learners to solve problems beyond the classroom context. Thus, life-long learning is facilitated.

4.5.6 Research as a teaching strategy

4.5.6.1 The objective of research

Learner research as a teaching strategy aims at helping learners achieve many outcomes. It develops learners' research skills and challenge more capable learners (Killen, 2000(b): 169).

4.5.6.2 Teacher participation

Similar to all the above mentioned teaching strategies, learner research requires thorough and thoughtful preparation by the teacher. This can be challenging.

4.5.6.3 Learner participation

If successfully used, this strategy can create a teaching and learning environment in which learners develop strong discipline and critical as well as creative thinking skills (Killen, 2000(b): 169). It allows learners to:

- be engaged in in-depth study of content;
- be sceptical about reports and information gathered;
- have increased learners' interest in a topic;
- learn to take precaution when interpreting information from other people; and
- justify the conclusions reached.

4.5.6.4 Commonly used teaching aids or media

Multi-media are generally used in research. Teachers and learners can use text-books, newspapers, and electronic media among others.

4.5.6.5 Implications of the research strategy for the NCS policy document

Research is generally done to find solutions to problems. Thus, learners could be actively engaged in research to develop the skills, knowledge and values required by the different learning outcomes and to integrate knowledge across the learning fields (Lebeloane, 1998: 132). At the level of the FET this is a strategy that can be used to help learners to do research beyond the classroom context.

4.5.7 Electronic Learning (e-Learning) as a teaching strategy

4.5.7.1 The objective electronic learning

Electronic Learning is also called e-Learning. It is useful for teaching Life Orientation and for other subjects. It aims at integrating teaching and learning with information communication technology (ICT).

4.5.7.2 Teacher participation

Teachers can teach better because they can acquire more information and content from the Internet. They become more efficient when they use ICT effectively.

4.5.7.3 Learner participation

Electronic teaching and learning uses inclusive ICT and other strategies to help learners with barriers to learning, among others. Learners who are already skilled and work quickly can have special programmes designed for them. By means of electronic media, learners have better access to information and audio visual media.

4.5.7.4 Commonly used teaching aids or media

Teachers can provide better teaching when they use laptops and projector presentations. Moreover, they can design worksheets using MS Word, MS Encarta encyclopaedia and ICT laboratories. It is not only computers that are needed to teach NCS subjects but all other types of teaching aids such as radios, overhead and data projectors, and tape recorders, among others.

4.5.7.5 *Implications of the electronic teaching strategy (e-Learning) for the NCS policy document*

In the facilitation of teaching and learning activities in the FET band for schools, a variety of electronic media may be used to enhance the quality of teaching and learning in all subjects, including Life Orientation. E-Learning in education focuses on inter-provincial networking and sustaining ICT education activities and challenges.

The principles of the NCS in respect of Life Orientation may be applied to bring about desired changes. In terms of this study, these principles involve planned ways of carrying out teaching and learning activities during which skills, knowledge and values are constructed (Klippel & Byram, 2000). Well-trained and developed teachers may adapt easily to the implementation of the principles of the NCS.

4.6 THE PRINCIPLES OF THE NCS

Life Orientation is one of the 23 subjects currently taught in Grade 10 in South Africa. The Department of Education has identified the following nine principles to be implemented in all Grade 10 subjects so that the NCS may have a positive impact on the education of learners as required by the policies of the department.

4.6.1 The principle of social transformation in Life Orientation

4.6.1.1 What is social transformation?

As stated in chapter 2 and 3, the Constitution of South Africa aims at transforming the curriculum and the education system in the country. The term “social” means to be connected to society and the way society is, while “transformation” refers to a complete change (Oxford Advanced Learner’s Dictionary, 2008: 1572). For such reasons, education has become a societal issue in South Africa. Life Orientation is a subject that deals with the social issues that confront learners and society. In this study, the principle of social

transformation refers to a process of completely redressing past imbalances from the introduction of the first OBE approach to the latest process of transforming the curriculum. In the teaching of Life Orientation the aim is towards social transformation that can redress social issues and past imbalances.

The implementation of the principle of social transformation does not stem solely from the Department of Education, as it is also found in the Constitution. From the outset, when the first OBE approach was introduced, the principle of social transformation attempted to use a new framework, methodology and outcomes, as well as the skills of teachers and learners, to impact positively on education. Ultimately the aim was to transform the country through education for all (Davidoff & Lazarus, 1997: 1; Nieman & Monyai, 2006: 74).

4.6.1.2 Social transformation through Life Orientation

Since the inception of democracy in South Africa, OBE has been the vehicle for transforming education to what the South African education system should be (Van Wyk & Mothata, 1998: 4). The social transformation principle means that the OBE approach to teaching and learning has been identified as a transformation vehicle to ensure that every individual receives basic education as required by the Constitution of the country. With this principle of transformation in education, the NCS aims at making a positive impact that could lead to overcoming the shortcomings of the old apartheid system. Social transformation through the teaching of the subject Life Orientation is meant to ensure that social transformation starts in schools where learners attain the required skills, knowledge and values (Davidoff & Lazarus, 1997: 1; Nieman & Monyai, 2006: 74). Thus, social transformation must affirm and recognise the potential of all learners. The Department of Education uses the principle of social transformation to impact on and to remove the barriers that hamper learning.

As stated in chapters 1, 2 and 3, the introduction of the first OBE approach and the principles of the NCS in education implies a constructivist approach to both teaching and learning because the notion of allowing learners to construct their own skills, knowledge and values is promoted. As indicated, the implementation of the principles of the NCS for Life Orientation

leads to transformation in education when lessons and tasks are planned and presented in a manner that attempts to address the social issues that confront learners and teachers. A constructivist approach to social transformation allows learners the opportunity to participate constructively and actively in the classroom. In terms of Life Orientation, social transformation means that through constructive learning, later in life learners will hopefully be able to participate in the real world as responsible citizens (Jansen & Christie, 1999: 661).

Past imbalances have meant that social problems are, in general, inherent in the system. It is not possible to effect social transformation overnight. As will be seen in the remainder of the chapter, ensuring that the principle of social transformation is successful continues to be a process of improving and developing curriculum policies and strategies. This led to the latest version of curriculum transformation which reduced teacher workload and administrative work for teachers.

4.6.2 Principle of outcomes-based education (OBE)

4.6.2.1 What is OBE?

The principles of the NCS originate from the National Education Policy Act No. 27 of 1996: 3. This act states that OBE is a “learner-centred, result-oriented approach to education and training that builds on the notion that all learners need to and can achieve their full potential, but that this may not happen in the same way or within the same period.” The developmental outcomes of OBE stem from sections 4(a) and (b) of the Constitution of South Africa and these developmental outcomes reflect on and explore a variety of strategies to learn more effectively and to participate as responsible citizens in the life of local, national and global communities. In terms of the principle of OBE, the first OBE approach, C2005, the NCS-Revised Curriculum Statement and the “Curriculum News” version of the curriculum are all an integral part of the NCS. The first OBE approach was perceived as an attractive, learner-centred system that assists learners to focus on the outcomes they should achieve (Bosman, 2006: 12). In an OBE approach and through the NCS, the aim was to enable all learners to realise their maximum learning potential by identifying relevant learning outcomes in a lesson

and then working towards the critical outcomes to be achieved by the end of the education process as described in the teachers' guide to phase OBE into FET (in Department of Education, 2002(a): 111).

The principles of OBE are integrated with the principles of the NCS. As stated in chapter 1 and earlier in this chapter, the introduction of the NCS has implied that South Africa, as a whole, has accepted a constructivist approach to education (Loots, 2006: 2). When the NCS was introduced the first OBE approach was not abolished. On the contrary, the new version of the Curriculum is integrated into the NCS. The principle of OBE was meant to provide, where possible, an environment or society of equal opportunities and the cultivation of appropriate skills for all.

With their aims and objectives, the first OBE approach, C2005, the NCS and the "Curriculum News" version of the curriculum were introduced in order to create equal opportunities. The aims and objectives of both the first OBE approach and the NCS are closely linked to the construction of knowledge through social interaction on the part of learners (Fullan, 2001: 8; Malcolm, 1999: 86). OBE encourages a learner-centred and activity-based approach to education while the NCS builds its learning outcomes for Grade 10 on the critical and developmental outcomes that were inspired by the Constitution and developed through a democratic process.

Accordingly, for purposes of this study OBE remains an integral part of the required positive impact of the principles of the NCS in respect of Life Orientation. If there were no impact, the critical outcomes and the developmental outcomes that form part of the principles of the NCS could not transform education. It is the principles of the NCS that result in the consensus between the critical outcomes and OBE in accordance with section 4(b) of the Constitution of South Africa (Act No 27 of 1996). This section provides objectives for enabling the education system to contribute to the full personal development of each student and to assist learners to develop critical thinking skills.

4.6.2.2 OBE in Life Orientation

In this study, the focus is on Life Orientation. Both the critical outcomes and the developmental outcomes are integrated into the NCS because learners are expected to possess a high degree of knowledge, values and skills. In the subject of Life Orientation the principle of OBE would be seen to have a positive impact when learners are motivated to develop morally, socially, culturally, politically and economically and play an active role in their communities and society (Van der Horst & MacDonald, 1997: 15). These aims are derived from the Constitution. In terms of the NCS, the impact of this approach is evaluated in order to make decisions in respect of which learners or schools are in need of support.

4.6.3 The principle of extraordinary knowledge and skills

4.6.3.1 What is meant by extraordinary knowledge and skills?

The principle of *extraordinary* knowledge and skills refers to the active construction and reconstruction of knowledge in both teaching and learning situations. In other words, this principle refers to teaching and learning situations in which learners engage and interact with one another in a constructive way and, in the process, obtain extensive knowledge, skills and values that are of interest to both the learners and society in general (Jansen & Christie, 1999: 45).

Extraordinary knowledge and skills above the usual imply that schools must identify their needs and contextual factors in order to address challenges such as skills shortages. Contextual factors cause the needs of the different schools to differ. However, at the end of a learning programme or grade, *all* learners are expected to achieve extraordinary knowledge and skills above what is usual as they progress from one grade to the next.

In this study, the principle of extraordinary knowledge and skills implies the empowerment of those people who were previously disempowered by a lack of knowledge and skills. The expected positive impact of the principles of the NCS must ensure the success of the NQF,

which was designed to focus on education and training that would produce competent learners and citizens (Lebeloane, 1998: 93; Killen, 2000(b): 1; Nieman & Monyai, 2006: 6).

4.6.3.2 Extraordinary knowledge and skills in Life Orientation

The issues of extraordinary knowledge and skills above what is usual must be addressed within the Life Orientation curriculum. It is through the teaching of the curriculum that the principles of the NCS may have a positive impact in the schooling system. The impact of this principle in Life Orientation may be seen, for example, in situations in which rural schools include farming or agricultural science in order to address the needs of rural areas. This may, in turn, constitute part of the development of the learners and help equip them with relevant knowledge and skills for these contexts (Department of Education, 1997(a): 10).

In order that the principles of the NCS have an impact on the attainment of extraordinary knowledge and skills from the start, learning programmes in Life Orientation are designed with specific outcomes that the learners must achieve. Through active participation, learners are able to obtain and expand their knowledge, skills and values. As learners learn both within and outside of the classroom, they become accustomed to cooperating with their peers and thus learn to respect diverse religious, cultural and language traditions and systems. It is hoped that learners will eventually be able to demonstrate a critical understanding of the way in which South African society has changed and developed. This principle of extraordinary knowledge, skills and values is in accordance with the following principle of integration and applied competence.

4.6.4 The principle of integration and applied competence

4.6.4.1 What is integration and applied competence?

Integration means the combining of two or more things or skills so that they work together (Oxford Advanced Learner's Dictionary, 2008: 775). According to Hatting (2009:1), "applied competence is the ability to put the learning outcomes that have been developed through a

learning programme into practice in the relevant context.” In other words, learners that qualify should be able to understand what they have learnt and they should be able to apply the knowledge in their everyday lives.

In this study the principle of integration and applied competency has to do with how the NCS policy of each school subject impacts on that specific subject. The principle of integration means that the NCS policies of the different subjects are linked in order to have a positive impact on and overcome the cultural divisions of the past. Integration means integrating knowledge from different sources into a comprehensible whole (Lebeloane, 1998: 93; Killen, 2000(b): 1; Nieman & Monyai, 2006: 6).

4.6.4.2 Integration and applied competence in Life Orientation

In Life Orientation, the applied competence mentioned above aims at integrating three discrete competences, namely, practical, foundational and reflective. These competencies stem from the impact of the NCS policy of each school subject. In adopting integration and applied competence, the NCS Grades 10–12 (General) seeks to promote an integrated learning of theory, practice and reflection (s4(a) and (b) of Act No 27 of 1996). The principle of integration and applied competence implies that it is not possible for learners simply to progress from one grade to the next without attaining the required learning outcomes. This is illustrated in the application of this principle in Life Orientation.

In terms of Life Orientation, the principle of integration and applied competence is based on addressing the inequalities which were derived from the past. This principle also integrates with the principle of transformation. In Life Orientation, if the different cultures are brought together, the result is transformation. In other words the belief in Life Orientation is that, if we do not know each other's culture, we do not know each other, especially at school level. This study highlights appropriate teaching strategies and methods that may be applied by teachers if integration and applied competence are to be realised within and across subjects and fields of learning.

If the principle of integration and applied competence as well as appropriate teaching strategies is used, then the result will be quality products for both employers and tertiary institutions. Therefore, in the process of preparing learners, it is essential that teachers be aware of the lesson outcomes to be achieved and that they are able to choose the relevant content so that integration and applied competence may take place. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving the applied competence as defined in the NQF (Department of Education, 1997(b); Department of Education, 1997(e)).

4.6.5 The principle of progression

4.6.5.1 What is progression?

Progression refers to the process of developing gradually from one state to another (Oxford Advanced Learners' Dictionary, 2008: 1161). In the context of the first OBE approach progression meant that assessment standards are arranged in a format that shows an increased level of expected performance per grade. Contrary to what many people believe this principle does not mean that in OBE the learners do not fail. The new system includes the Foundation Phase, the Intermediate Phase, the Senior Phase and the Further Education and Training (Schools) Phase. A learner may be retained once only in a phase.

For the curriculum and the principles of the NCS to be implemented effectively, it means that the schools must be organised according to the abovementioned phases. This reorganisation of schools into phases according to the curriculum could assist in ensuring that learners progress better and according to their cohorts. This principle is a response to section 4 (a) of the Constitution of South Africa (Act No 27 of 1996). Progression means providing for the recognition of the aptitudes, abilities, interests, prior knowledge and experience of students. The content and context of each grade will also show progression from simple to complex.

4.6.5.2 Progression in Life Orientation

Each learning outcome in Life Orientation is followed by an explicit statement of the level of performance expected for each specific outcome. Lebeloane (1998: 93), Killen (2000(a): 1) as well as Nieman and Monyai (2006: 6) concur with section 4(a) of the Constitution by highlighting appropriate teaching strategies and methods that may be applied by Life Orientation teachers to ensure that learners attain high and complex skills as they progress from one grade to the next. This principle goes hand in hand with the following principle of articulation and portability.

4.6.6 The principle of articulation and portability

4.6.6.1 What is articulation and portability?

According to the Oxford Advanced Learner's Dictionary (2008: 69) articulation refers to a joint or connection that allows or makes it easy for something to be carried or moved. Articulation and portability imply that learner profiles are easily portable. This means that, should learners have to move from one school to another, it will be relatively easy for the next school to acquire information on the learner's weaknesses and strengths, as well as the learner's achievements and successes. This is especially important in respect of qualifications which fall within the same learning pathway for the learners.

According to section 4(f) of the Constitution education should provide for the achievement of an integrated approach to education and training within an NQF. In terms of this study, the principle of articulation and portability refers to the relationship between qualifications in the different NQF levels or bands in ways that promote access from one qualification to another. Accordingly, the Subject Statements and Subject Assessment Guidelines are designed to show progression from one grade to another. A learner would, therefore, not be admitted at his/her next school without a learner profile from the previous school.

4.6.6.2 Articulation and portability in Life Orientation

Since there are no external examinations in Life Orientation as yet, the learners have to move with their portfolios from grade 10 to 11 and, finally, to grade 12. This means that, when assessing or dealing with learners, the teachers must take into account the entire background and not merely conclude that a particular learner is strong or weak. This, in turn, implies that the learners must move with the knowledge gained in one phase to the next phase and this involves moving with learner profiles, portfolios, and so on. Extended learning opportunities and support for learners are also encouraged.

4.6.7 The principle of human rights, inclusivity, environmental and social justice

4.6.7.1 What are human rights, inclusivity and social justice?

The NCS for grades 10 to 12 (general) adopts an inclusive approach by specifying minimum requirements for all learners. The Department is extremely strict with regard to the principle of human rights, social justice and inclusivity and this is the reason why inclusion must be provided for in every subject. This principle acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support (Department of Education, 2001(b): 6). The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate learning programmes and through the use of appropriate assessment instruments.

In terms of this study, it is noted that this principle is taken very seriously in order to ensure that the principles of the NCS do have an impact on the teaching and learning of the learners. As stated in section 1.2 of chapter 1, in terms of the NCS all learners and teachers, irrespective of race, religion or colour, must be accorded equal opportunities, not only at school, but also in the workplace. This has particular relevance for learners with disabilities or barriers to learning (NCS for Grades 10-12 – General and the Constitution of the Republic of the Republic of South Africa (4(a) (i) and (ii) as well as (c) and (d)).

4.6.7.2 Human rights, inclusivity, environmental and social justice in Life Orientation

In Life Orientation the principle of human rights, inclusivity, environmental and social justice is the principle which deals with values. This principle is realised when Life Orientation teachers start to address the issues of moral decline in our society.

Learners or people with disabilities must not be made to feel that they are not part of the broader society. In terms of learners with barriers, the department employs inclusion officials to support these learners (Department of Education 2001(b): 7). For instance, in respect of a physical barrier such as learners who are deaf or mentally retarded, inclusion policies look at the way in which they are provided for. A newly built school without ramps for wheelchairs would not be approved. If the principles of the NCS are to have an impact it is essential that schools address and provide for the physical barriers of learners.

In particular, the National Curriculum Guides for grades 10 to 12 (General) are sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors. The department is firm in terms of this particular principle and this is the reason why inclusion must be provided for in every subject.

4.6.8 The principle of valuing indigenous knowledge systems

4.6.8.1 What is 'valuing indigenous knowledge systems'?

To value something refers to how much a specific thing is worth (Oxford Advanced Learner's Dictionary, 2008: 1631). In the South African context the term "Indigenous knowledge systems" refers to the rich history, heritage and knowledge embedded in African philosophical thinking and social practices that have evolved over many years.

4.6.8.2 *Valuing indigenous knowledge systems in Life Orientation*

The Constitution of the Republic of South Africa promotes cultural diversity and an appreciation of different cultures as well as multilingualism (Loots, 2006: 4). This principle of valuing indigenous knowledge systems is based on the multi-intelligences theory, which recognises that there are different ways of processing information and determining intelligence. Intelligence is not determined only by means of mathematical and special linguistic abilities.

There is a wide diversity of knowledge systems that people may use in order to attribute meaning to the world.

In Life Orientation, the principle of valuing indigenous knowledge systems refers to learning about other people's cultures as they learn about yours (Republic of South Africa, 1996(a): 4 (a) subsections vii and viii and (h)). Indigenous knowledge also derives from cultural diversity.

4.6.9 The principle of credibility, quality and efficiency

4.6.9.1 What are credibility, quality and efficiency?

The principle of credibility, quality and efficiency refers to the way in which schools plan, organise and monitor curriculum implementation. It needs to be done in an effective and efficient manner. In terms of the NCS the principle of credibility, quality and efficiency deals with curriculum delivery issues while, at the same time, it creates a link between the curriculum itself and the other principles of the NCS. If the planning, organising and monitoring within a school are of a high standard, then the principles of the NCS will be effective in that school. The NCS for Grades 10–12 aims at achieving credibility through the pursuit of a transformational agenda and by providing an education that is comparable in quality, breadth and depth to that of other countries.

4.6.9.2 *Credibility, quality and efficiency in Life Orientation*

According to Spady (1994: 18), OBE involves high quality outcomes that culminate in the demonstration of superior learning. This principle refers to quality and efficiency in terms of the delivery of the Life Orientation curriculum, among others. In support of sections 3 and 4 of the Constitution of South Africa (Act No 27 of 1996), quality assurance is regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

It is clear from the literature review and the principles of the NCS outlined in this chapter, that the shift from the apartheid era curriculum to the new curriculum was not without its problems. It is obvious that there are serious budgetary and training challenges confronting the Department of Education in both resourcing and training teachers, as well as equipping learners with the required skills, knowledge and values.

Nieman and Monyai (2006: 13) are in agreement with section 3 A–45 of the Department of Education, 1997(g) A–46), and Department of Education (1997 (a): 19) that, if the principles of the NCS are to have an impact in Life Orientation and other subjects, then education is a societal issue. It is no longer possible for the teacher alone to ensure quality learning.

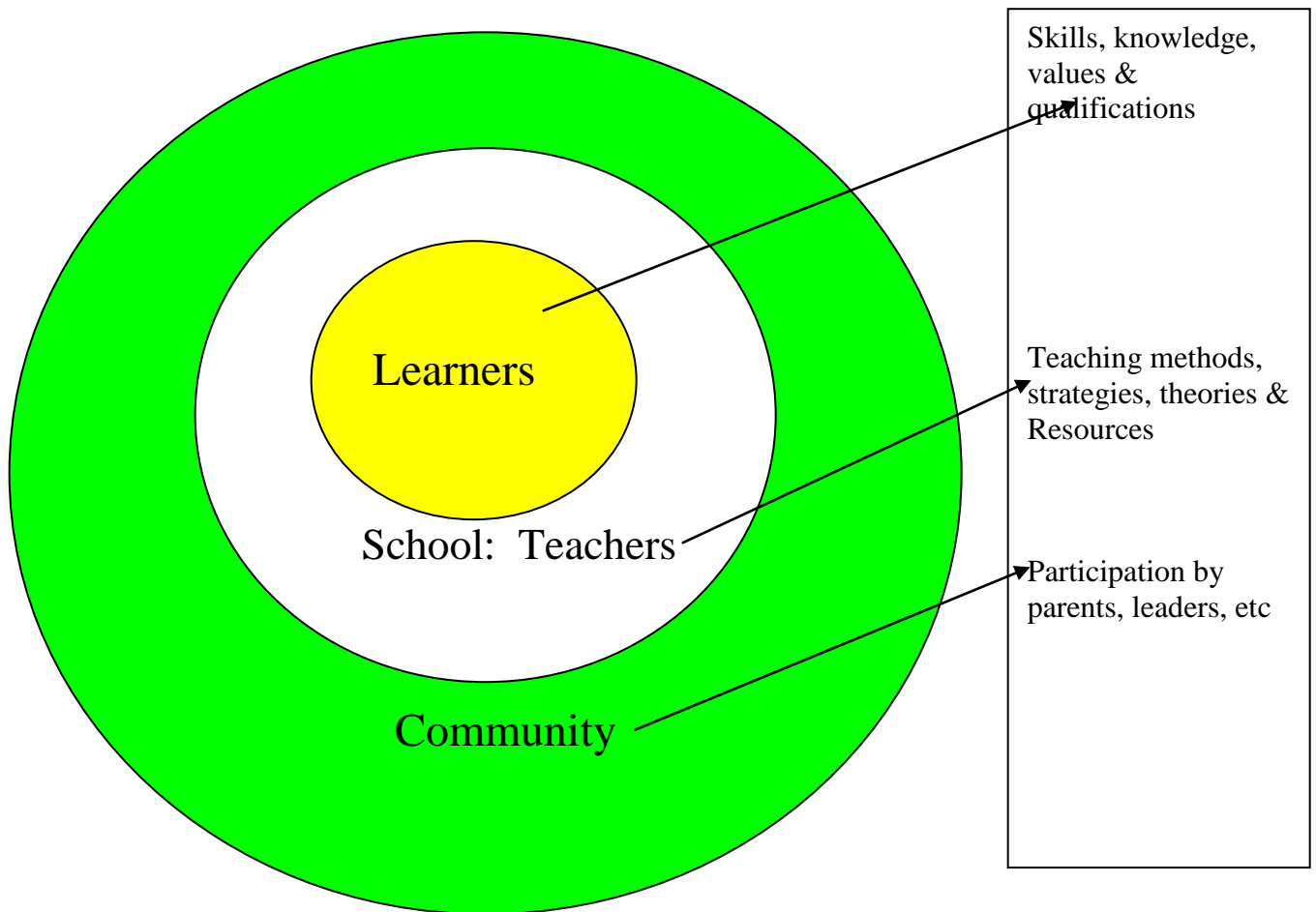
4.7 A BASIC LESSON PLAN

From the above-mentioned teaching methods and strategies and the principles of the NCS, a basic constructivist lesson plan can be prepared by the teacher. According to the Minister of Basic Education (Department of Education, 2010(a); Department of Education, 2010(b) lesson plans are to be provided by the Department of Education. According to the Minister of Basic Education, the common lesson plans from the department are intended to assist teachers to pace their teaching and give them guidance when planning their assessment tasks. The problem is that these lesson plans are not compulsory. Therefore, teachers who have not been trained since the implementation of OBE in South Africa may teach without

preparing or prepare lessons that will neither achieve the milestones nor attain the Learning Outcomes.

If the milestones are not met, the learners will not be equipped with the skills, knowledge, values and the qualifications required by them and the country as envisaged by the Constitution of the Republic of South Africa and NEPA. Without meeting the milestones, assessment standards and learning outcomes cannot be achieved. Education will also not be transformed for the benefit of all learners (Department of Education, 1996).

In a constructivist teaching and learning environment, learning revolves around the learner, as indicated in the diagram (Figure 4.1)



:

Figure 4.1 The shaping of the learner

For teaching and learning activities in the classrooms to contribute towards making an impact in the implementation of the principles of the NCS, teachers need to be well-trained for implementing the changes in the curriculum. When the milestones that are set are reached, this must lead to the holistic development of the learner and not simply to the completion of the term work by the teacher. Teachers who are not trained to use different learning styles according to different learning theories cannot equip learners with the required skills, knowledge, values and qualifications. The milestones must be reached to change the lives of the learners. A school or classroom where the learning outcomes are not achieved is not preparing the learners for the future. This problem is experienced from grade 1 to grade 12 in some schools (Department of Education, 2010(c): 7 – 21; Department of Education 2010(d): 21).

4.8 CONCLUSION

This chapter focused on the subject Life Orientation in grade 10. The deductive and inductive teaching approaches were explained. Teaching methods and strategies that may be applied in the teaching of the subject Life orientation were also discussed. These were followed by an explanation of the principles of the NCS and their implications for the subject of Life Orientation. The principles discussed indicated that skilled teachers may facilitate a teaching and learning environment that is conducive for learners to construct their own skills, knowledge and values. The literature review also revealed that, for the principles of the NCS to have a positive impact on the teaching and learning processes of the learner, teachers need to be competent in mediating teaching and learning activities.

In the next chapter, the empirical research is described. To this end, the mixed-methods research design and data collection methods are explained.

CHAPTER FIVE

RESEARCH DESIGN AND METHODS

5.1 INTRODUCTION

In Chapter 2, a literature review on the transformation of the education system was presented. In particular it focuses on outcomes-based education and curriculum 2005. Chapter 3 explained two diverse perspectives that influenced the implementation of OBE in South Africa, namely positivism and constructivism. Chapter four focused on Life Orientation in Grade 10. Different teaching strategies used in Life Orientation, including discussion, group-work, co-operative learning, problem solving, research and electronic learning are explained as well as the principles of the NCS in Life Orientation.

This chapter describes the research design and the data collection procedures that were followed in the investigation. It specifically focuses on data collection, data processing, measures to ensure validity and reliability, and ethical measures.

5.2 RESEARCH QUESTIONS

The problem under focus in this study pertains to the impact of the implementation of the principles of the NCS in the teaching of grade 10 Life Orientation. The study investigates the major factors that hinder the implementation of the NCS subject policies in relation to the constructivist teaching and learning methods in Gauteng Province. To this end, specific research questions were posed (see section 1.2). Some of the research questions posed in Chapter 1 can best be answered by means of a quantitative approach. Other questions warrant a qualitative approach. Thus, a mixed-methods approach was used (McMillan & Schumacher, 2010: 67).

This research addresses the following specific questions (see section 1.2).

- What is the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS?
- To what extent have the principles of the NCS helped to transform education for learners?
- What impact did the training received by teachers make with regard to the implementation of the principles of the NCS?
- To what extent are the principles of the NCS being implemented at schools?
- What is the impact of the implementation of the principles of the NCS on the attitude of the learners?
- What is the impact of the implementation of the principles of the NCS in terms of observing the culture of others?
- What is the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?
- What is the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning?
- What is the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills?

In line with the above, recommendations for improvement may be made.

5.3 RESEARCH APPROACH: MIXED-METHODS

The aim of this study, as stated in chapter one, is to evaluate the impact of the implementation of the principles of the NCS on grade 10 Life Orientation. Challenges that hinder transformation and the implementation of the principles of the NCS are focussed on.

The mixed-methods approach ensures triangulation. Triangulation means using different methods to collect data on the same issue in one study. According to Babbie and Mouton (2001) triangulation is the best way of strengthening validity and reliability in a study. This approach was used to ensure that the different methods complemented and strengthened each other (Rooth, 2005: 145; McMillan & Schumacher, 2010: 379). This method of

collecting data helps to ensure that the data collected actually indicates “what it appear to be indicating” (Rooth, 2005: 145). The use of mixed-methods to collect data in this study included instruments such as a questionnaire, interviews and observation to ensure that the instruments, and subsequently, the findings were actually valid and reliable.

In a mixed-methods approach the researcher uses questionnaires in the quantitative phase, while the qualitative phase incorporates interviews and observation to collect data. When the quantitative approach is used, results are presented as numbers, such as using percentages. When researchers use the quantitative method, results are analysed and calculations are used in order to determine results in percentages. In the qualitative approach the analysis of results takes place through interview transcripts, reading through the responses one by one and identifying units or phrases of meaning and then clustering them together in order to identify categories and sub-categories. In the qualitative approach results are presented in narrative form (as words), such as the use of quotes and phrases.

5.4 RESEARCH DESIGNS AND METHODOLOGY

A research design is the researcher’s detailed plan of the way in which the research is to be done. In other words, it is the plan and the structure of the investigation (McMillan & Schumacher, 2006: 22). The plan indicates the different methods to collect data (Denscombe, 2005: 30). It is a guide that the researcher follows in order to complete a task successfully. It helps the researcher to describe the way in which the study was conducted. Furthermore, a research design encompasses the entire process undertaken by the researcher. The research design serves as the researcher’s summary of the way in which the study on the impact of the principles of the NCS on Grade 10 Life Orientation was conducted (Mouton, 1996: 107; Mouton, 2001: 194; McMillan & Schumacher, 1993: 33; Creswell, 1998: 2). Thus, the context of this study is the implementation of the principles of the NCS in grade 10 Life Orientation, in the Gauteng Province.

In the *quantitative stage* of the research, the researcher used a *survey* as design. In this design, the researcher selected a sample, administered a questionnaire to collect data,

analysed the data by using calculations to determine percentages and presented the results in a numerical form using tables (see section 1.6) (Creswell, 2003: 36). Thus, a descriptive survey design was used to describe the views and opinions of the respondents about the impact of the implementation of the principles of the NCS in grade 10 Life Orientation.

The research design in the *qualitative* stage is *phenomenological*. It describes each respondent's fundamental experience of a particular phenomenon. This is done in order to understand and gain insight into the respondent's view about a phenomenon or event. At this stage of the research design, observation and interviews were used as the respondents gave their views and opinions about the implementation of the principles of the NCS in grade 10 Life Orientation (Creswell, 2003: 16; McMillan & Schumacher, 2010: 346).

The respondents were made aware that they would first have to respond in writing. Thereafter they would be interviewed verbally in groups as well as individually. It was decided not to administer the questionnaire and conduct the interview on the same day. The researcher believed that more information would be provided by the respondents if there was a second meeting. More detail about the data collection methods are provided next.

5.5 THE QUANTITATIVE APPROACH

5.5.1 The questionnaire

During the quantitative stage, structured questionnaires were used to collect data. Questionnaires are research tools that require a selected group of people to respond to the same questions in the same order. These questions are predetermined. Morgan and Krueger (1998: 22) suggest that the researcher must be aware that the development of a questionnaire is a process that involves brainstorming and draft questions. It is essential that the researcher realises that well-formulated questions may elicit a wide range of quality responses. However, too many questions must be avoided (see section 1.2). In this study, a structured questionnaire was used to collect data from the grade 10 Life Orientation teachers. (The questionnaire appears as appendix F.)

The questionnaire helped the researcher to collect data for purposes of quantitative analysis. It was developed from the information gathered from the literature review in chapters 2, 3 and 4 (see Appendix F for the questionnaire). From the literature review, 10 key questions were formulated (see section 1.2) with the purpose of gathering data about the implementation of the principles of the NCS (De Vos, Strydom, Fouche & Delport, 2005: 308).

The items in the questionnaire were divided into the following ten main sections:

- paperwork and administration by the teachers (item 1)
- transformation of education (item 2)
- training received by teachers (item 3)
- implementing the principles of the NCS (item 4)
- the attitude of the learners (item 5)
- observing the culture of others (item 6)
- moral decline, values and standards (item 7)
- addressing the rate of crime, learner pregnancy and disrespect (item 8)
- addressing barriers to learning (item 9) and
- equipping learners with the required skills (item 10).

The questions in the ten sections were drawn from the literature review in the following way:

- **Section 1:** The extent to which paperwork and administration work by teachers impacts on the implementation of the principles of the NCS:

Items in section 1 of the questionnaire were generated from 1.1.1, 1.2, 2.4.1.3, 2.7, 2.11 and 5.2 of this study.

- **Section 2:** The extent to which the principles of the NCS in terms of Life Orientation have helped to transform education for learners.

Items in this section of the questionnaire were generated from 1.1.1, 1.1.2, 1.5.2, 1.5.5, 1.7, 2.3, 2.4.1.3, 2.5, 2.5.1, 2.6, 2.6.2.1, 2.6.2.3, 2.6.2.4, 2.7, 2.8, 2.8.1.4, 2.9.4, 2.10, 2.11, 2.11.1, 2.12, 2.13.4 and 2.15.

- **Section 3:** The extent to which training received by the teachers made the required impact.

Items in this section of the questionnaire were generated from .1.1.2, 1.2, 1.5.5, 2.5.3, 2.5.6, 2.5.9, 2.6.2.4, 2.7, 2.10, 2.11, 2.12, 2.13.1, 2.13.2, 2.13.8, 3.2, 3.2.3.1, 3.7.2, 4.5.2.2, 4.5.3.1, 4.5.6.1, and 4.5.9.2

- **Section 4:** The extent to which the principles of the NCS are implemented.

Items in this section of the questionnaire were generated from 1.1.2, 1.4, 1.6.2, 2.3, 2.6, 2.6.1, 2.6.2, 2.9.1, 2.9.1.2, 2.11, 2.11.1, 2.12.2, 2.16, 3.1, 3.2.3.1, 3.4.3, 3.7.3.8, 4.2, 4.3, 4.4, 4.5.9.1, 5.1. 5.2, 5.3 and 5.4. .

- **Section 5:** The impact of the principles of the NCS in terms of the attitude of others.

Items in this section of the questionnaire were generated from .the principles of the NCS as explained in chapter 4.

- **Section 6:** The extent to which learners observe the culture of others

Items in this section of the questionnaire were generated from chapter 1, 2, 3 and .the principles of the NCS as explained in chapter 4.

- **Section 7:** The extent to which the principles of the NCS have had an impact on moral decline, values and standards.

Items in this section of the questionnaire were generated from chapter 1, 2, 3 and .the principles of the NCS as explained in chapter 4.

- **Section 8:** The extent to which the principles of the NCS address the rate of crime, learner pregnancy and disrespect at schools.

Items in this section of the questionnaire were generated from .chapter 1, 2, 3 and the principles of the NCS as explained in chapter 4.

- **Section 9:** the impact of the NCS in addressing barriers to learning.

Items in this section of the questionnaire were generated from chapter 1, 2, 3 and the principles of the NCS as explained in chapter 4.

- **Section 10:** The impact of the NCS in equipping learners with the required skills.

Items in this section of the questionnaire were generated from chapter 1, 2, 3 and the principles of the NCS as explained in chapter 4.

For practical reasons, the respondents were grouped into different groups when the questionnaire was implemented. All 48 teachers answered the questionnaire. The teachers in the groups responded to questions about the impact of the implementation of the principles of the NCS for grade 10 Life Orientation. As the Life Orientation teachers responded to the questionnaires, the researcher had to explain some of the questions to the respondents, where clarity was needed.

5.5.2 Pilot study

Research instruments need to be piloted before administering them in the main study (McMillan and Schumacher, 2006). The purpose of piloting the questionnaire was to:

- detect possible problems with the wording of the questions
- correct the terminology according to latest curriculum changes, such as changing the word 'educator' and replacing it with the word 'teacher', in line with the Ministry of Basic Education.
- ensure the calculation of numbers and percentages were correct. The table displaying percentages was therefore changed.

In this study questionnaires were piloted with three Life Orientation subject Advisors, who are experts in the subject. The pilot, therefore, provided a trial run for the study and enhanced the content validity and face validity of the questionnaire.

After piloting, the groups of respondents were changed from group A, B, C and D on the questionnaire to only A and B. Therefore, before the questionnaire was conducted with the grade 10 Life Orientation teachers, it was successfully tested with experienced Life Orientation subject advisors in the district office of the Education Department.

5.6 THE QUALITATIVE APPROACH

5.6.1 Focus group interviews

Interviewing is an ideal way of showing interest in and listening to other people's stories. A questionnaire is a guide to structure an interview. According to McMillan and Schumacher (2010: 355) interview guides are conversational and the researcher decides on the sequence and the wording of the questions beforehand. The researcher decided about the wording and the questions to be responded to in advance, and in this way the interview guide served as a lead for the researcher in this study (the interview guide appears as appendix I). The

interview guide had similar questions to the questionnaire. The questions that were responded to in writing at the quantitative stage were responded to verbally. This gave the interviewees the opportunity to expand on and explain their views. The interviewer could also probe their answers to obtain depth. The interview guide had a date, a group, a time and venue for each group that was to be interviewed.

The above-mentioned interview guide was used to engage with four groups of about eight teachers each. Morgan (1997: 42) and Morgan and Krueger (1998: 71) recommend that a focus group should consist of between four and six respondents. However, this guideline is not rigid as long as the number of respondents is not too large to create confusion and inhibit those members who may not be outspoken. (Six respondents could not attend the focus group interview sessions and were later interviewed, as will be explained.)

Interviews were conducted in *groups* because focus groups have the strength that they create a synergy within the group that leads to rich data (Morgan, 1997: 6, Barbour & Kitzinger, 1999: 4; Straka, Nespeca, Howell & Irwin, 2009:2). The focus group interviews were used in order to gain an understanding of the collective feelings and impressions of the teachers about the impact of the principles of the NCS. The stories shared and the statements made by the respondents during the interview sessions were recorded verbatim in order to capture the true essence of the respondents' opinions (Seidman, 1998: 1, Lebeloane, 2004: 50). Notes were also made by the interviewer/researcher (see Appendix L). Sheppard (1995: 270), Schurink & Schurink (1998: 279) and Silverman (2000: 140) suggest that the researcher should be actively involved and record both what he hears and what he sees.

The four focus groups were conducted on four different dates in July 2009 (see Appendix I for interview guide). Detail about the focus groups is as follows:

- **Focus Group 1**

Focus group 1 was the first to be interviewed. This focus group consisted of teachers from different areas (see Appendix H on focus groups). The group included some creative and experienced teachers who helped to clarify issues that were raised, including the need to ensure that the shift from the apartheid curriculum mentioned in chapter 1 actually takes place. The interview session for Focus Group 1 lasted for fifty-five minutes. Field notes of interaction, hand signals and facial expressions were noted by the researcher as part of the field notes (see Appendix L).

- **Focus Group 2**

Focus group 2 was the second to be interviewed. Unlike the Focus Group 1 interview session this session lasted for one hour and twenty minutes. This was as a result of the active participation of the members in providing valuable information, as stated above, in response to the questionnaire and in their verbal responses. This focus group included several experienced teachers who had participated in assisting the district office to train other Life Orientation teachers. Although focus group 1 was very creative and active in providing information as they responded to the questions, focus group 2 was more experienced and knowledgeable about the processes of change in education, from the first OBE approach to the current strengthening of the NCS.

- **Focus Group 3**

Focus Group 3 was the third group to be interviewed. This interview session took place in the Randfontein offices of the Department of Education. The session lasted for fifty minutes and the researcher gained valuable information through the verbal responses that included clarity on the way in which the NCS was being strengthened by the Department of Education.

- **Focus Group 4**

Focus group 4 was the last to be interviewed. This session took place in Westonaria. The session lasted for about an hour. Written and verbal valuable information was gathered. Follow-up questions on the constructivist ideals of the NCS and norms and standards for education were clarified by both members of the focus group and the researcher.

The verbal data from the interview transcripts were carefully examined in order to discover the impact of the implementation of the principles of the NCS on the grade 10 school subject Life Orientation in Gauteng. Thus, this qualitative method helped the researcher to resolve any difficult and important matters that were raised when the questionnaire was used quantitatively. In other words, by means of the qualitative interviews, the quantitative data that was collected through the questionnaire could be explained. This enabled the researcher to better evaluate the impact of the implementation of the principles of the NCS on Grade 10 Life Orientation.

The above-mentioned interview guide was administered over a period of four weeks. During the four weeks, one day was used to conduct the questionnaire and interviews and observe teachers in an interview session. The rest of the days per week were spent preparing for the following interview session.

5.6.2 Unstructured interviews

In addition to the above, unstructured and less formal interaction also took place. Unstructured interviews were conducted with individual teachers or with groups of teachers as was possible. (As mentioned, the total number of respondents was 48.) Unstructured interviews allowed the researcher the opportunity to obtain in-depth information (De Vos *et al.*, 2005: 292). The respondents provided valuable information about the implementation of the principles of the NCS in their schools. They also shared information about the level of support provided by the school management teams and principals.

In addition to the quantitative data collected through the questionnaire and the qualitative data obtained through the focus groups, the respondents provided additional qualitative data informally. For example, they indicated that there was very little parental involvement in the implementation of the principles of the NCS. This additional information was both recorded and written down by the researcher in the form of field notes (Field & Morse, 1994: 79; Bloodworth *et al.*, 2001: 4).

5.6.3 Follow-up interviews

In this study about six respondents could not attend the focus group interview sessions. However, the researcher could interview them telephonically after completion of the interview sessions. Data that were not clear in the field notes and the tape recorded interviews could also be followed up and respondents could clarify their views (McMillan & Schumacher, 2010: 205; Seidman, 1998: 1). In this way, the researcher managed to interview 48 Life Orientation teachers from 48 schools and reach a clear understanding of their views.

Follow-up interviews were also held with individual teachers after the focus groups interviews had been conducted. The follow-up interviews were conducted to triangulate and crosscheck the data that was collected (see sections 1.6 & 5.4.1.2). These came as a result of comments made by the teachers or observations by the researcher. Information gathered during the follow-up interviews was very helpful to the researcher and helped him to gather rich field-notes during this personal contact with the respondents.

As the above shows there were group responses and additional individual responses that became part of the data collected in this study. This delivered many pages of raw data.

5.6.4 Observation

According to Denzin and Lincoln (1998), observation is a well know research method for collecting data. The observation method of data collection involves observing a person in his/her workplace by incorporating questions about the topic under investigation. Thus,

observation is used in order to capture critical aspects of what is occurring in a situation (Kratwohl, 1998: 249).

In this study the observation method of data collection was used to assess the extent to which the principles of the NCS for grade 10 Life Orientation were implemented. Although teachers were not observed in the classroom, the researcher tried to understand and observe how the teachers were dealing with the implementation of the principles of the NCS at their schools. To this end, the researcher sat among the respondents and with an observation sheet made notes about comments at the interview sessions (McMillan & Schumacher, 2010: 208).

Field notes form part of the observation method of data collection (see section 5.8.5 for field notes). The use of field notes includes writing about reflections and behavior of respondents during the interviews. Field notes help to close gaps that may occur during the qualitative and quantitative data collection. (See Appendix L.)

In this research, in some cases, the field-notes were later added to the structured responses of the teachers and in other instances the information helped the researcher to remember the context in which responses were given. Many observations made and large quantities of information gathered by the researcher were written down as notes. The field notes were often referred to when the data was later analysed qualitatively and quantitatively. In some cases, written responses were not so clear but the availability of the field notes helped the researcher to remember and to explore the data collection process better. The field notes contained information that was not necessarily directly related to the questions. The researcher used the field notes to enrich the data analysed and to remember the context in which responses were given. The field notes also minimised any loss of information (Field & Morse, 1994: 79).

The use of the abovementioned methods of the qualitative approach helped the researcher to carefully organise the information which he had gained from the respondents in order to evaluate the impact of the principles of the NCS on grade 10 Life Orientation in the province

of Gauteng. Both the qualitative and quantitative approach allowed the researcher to pay attention to detailed information about the implementation of the NCS in Grade 10 in Gauteng (McMillan & Schumacher, 2006: 22, 26–27).

5.6.5 The role of the researcher

In a qualitative approach the researcher must be fully involved in the research conducted. Thus, the researcher endeavoured to place himself ‘in the shoes’ of the teachers. Toddun (2000: 110) also confirms that the role of the researcher is investigative and developmental rather than that of intervention. In this study, both the researcher and the respondents developed in the process of investigating the impact of the principles of the NCS on grade 10 Life Orientation from the point of view of the teachers themselves. Reflection stimulated by questions, facilitated this development.

5.7 SAMPLING

According to McMillan and Schumacher (2010: 141), in both quantitative and qualitative studies convenience sampling may be used when the respondents are selected because they are accessible and expedient. Thus, in this study, convenience sampling was used as a technique to select grade 10 Life Orientation teachers because of accessibility and expedience.

For this research the researcher selected the 48 teachers from 48 secondary schools who attended the first district meeting of the grade 10 Life Orientation teachers (See Appendix D, E and J). The respondents provided valuable information both quantitatively in writing and qualitatively in the informal comments they made (Creswell, 2003: 185; Neuman, 2003: 382). The researcher focused on the Life Orientation *teachers* only because it had emerged from the literature review that, while principals and school management teams manage the curriculum, it is the *teachers* who implement the curriculum (Pretorius, 1998(b): 105; Ramatsui, 2006: 27). In addition, these were teachers that were viewed by their schools as the best teachers for this meeting. The impact of the principles of the NCS on grade 10 Life

Orientation depends mainly on how successfully the teachers can implement the curriculum. They were thus seen as information-rich respondents to provide answers on the research questions of this study which focus on the implementation of the principles of the NCS in grade 10.

As mentioned in sections 1.6 and 5.3 of this study, the respondents reacted both quantitatively and qualitatively to the questionnaire. Both the quantitative and qualitative responses to the questionnaire focused on key areas, namely, teacher development, learner participation, learner support and the implementation of the NCS. The information collected from the respondents was then used to make limited generalisations about the implementation of the principles of the NCS in grade 10 Life Orientation. It should be noted that generalisations are made with care because the sample is not representative of a certain population.

5.8 DATA ANALYSIS

As explained above, data were gathered by means of questionnaires, focus groups, individual interviews and observation. These methods delivered many pages of raw data for analysis. Sarantakos (2000: 210) mentions that possible problems in the data analysis process may be eliminated by an appropriate and well-managed structure. When analysing data it is essential that the researcher keeps the aim and objective of the study in mind (Creswell, 1998: 139; Krueger & Casey, 2000: 127) and separate things into their own component parts.

Research analysis can emphasise either qualitative or quantitative descriptions or both, hence the use of the mixed-method approach in this study. The two approaches may also be used together to analyse information (Birley & Moreland, 1998: 53; McMillan & Schumacher, 1993: 433).

The quantitative data obtained from the Life Orientation teachers by means of questionnaires, were analysed using frequencies and percentages. No hypotheses were tested because this was not the aim of the study.

The data obtained through the interviews and observation in the interview sessions was analysed qualitatively. McMillan and Schumacher (2010: 337) argue that a researcher cannot simply claim that data were analysed but must actually account for how data were synthesized and identify the strategies followed to analyse the data. To this end, the following method was used to analyse qualitative data:

- **Segmenting.**

According to McMillan and Schumacher (2010: 370), segmenting is dividing data into ideas, episodes or pieces of relevant information. A segment can be a word, sentence, a paragraph or some pages. The researcher listens to all the audio-taped responses one by one and analyses them. Ideas, episodes or pieces of relevant information are clustered together in order to identify categories and sub-categories. The researcher listens, transcribes by taking notes and other information and converting the data into a format that is meaningful. The researcher then indicates where the ideas, episodes or pieces of relevant information end.

- **Coding and categorising the data**

A code is a name or a label that is given to a word, sentence, episode or piece of information in order to give meaning to what has been segmented into units. According to McMillan and Schumacher (2001: 467), coding is a process of dividing data into parts, a process of categorising and analysis. The researcher looks for the appearance of particular ideas or data (Denscombe, 2005: 271). In this study the data was analysed to find out if there were words, phrases or statements that related to themes in the literature study.

- **Compiling a master list**

According to McMillan and Schumacher (2010: 372) a master list is a list of all the codes. This list is compiled so that there is one column for each dataset. As the researcher continues to make transcripts, the codes on the master list increase and some of them also gain sub-components. The more data is collected, the more the initial system gets refined and more codes are added.

- **Checking for intercoder reliability**

This is the extent to which two or more people agree on what they heard, seen or rated. If those involved in checking reliability agree, then there is consistency in what is measured (McMillan & Schumacher, 2010: 182). In this research the promoter checked the coding.

5.9 MEASURES TO ENSURE VALIDITY AND RELIABILITY

5.9.1 Validity of the questionnaire

According to McMillan and Schumacher (2010: 175) validity is the degree to which evidence and theory support the interpretation of test scores. The researcher ensured the validity of the questionnaire used in this research by establishing both the content and face validity of the instrument. In the study, this was done as follows:

- **Content validity**

According to McMillan and Schumacher (2010: 175) content validity is the extent to which a sample of questions in an instrument, such as in a questionnaire, is representative of the targeted task or domain. The content of the instrument is examined in order to indicate the degree to which the instrument measures criteria or objectives.

In this study validity refers to whether the instruments actually provide the information required in order to evaluate the impact of the principles of the NCS on grade 10 Life Orientation. While validity refers to an instrument, information is provided by relevant respondents or people. In this study relevant information was presented by the grade 10 Life Orientation teachers. The information provided by the teachers at the first district meeting of a group of Life Orientation teachers was used and it helped to ensure that the questions posed in the questionnaire were relevant in terms of this study (see Appendix F for questionnaire). During the pilot study the researcher also ensured that the items in the questionnaire covered all the content needed to answer the research questions listed in chapter 1.

- **Face validity**

Face validity means looking carefully at the instrument and judging if the items in the questionnaire test what it is supposed to test – from the face of it. For this study, a pilot study was also conducted to enable participants to indicate if the items were relevant and tested what they were supposed to test.

5.9.2 Reliability of the questionnaire

According to Bergh and Theron (2003: 37), reliability is expressed as a correlation coefficient (r) to demonstrate the level of effectiveness and whether results can be similar if the study could be replicated under a similar methodology. Bergh and Theron (2003: 37) as well as McMillan and Schumacher (2010: 182) agree that the alpha reliability coefficient must be between 0.3 and 0.7 if an instrument is to be accepted as reliable. In this study the reliability coefficient was calculated as mentioned below (see Appendix K for the reliability coefficients):

Cronbach's alpha coefficient was used to check the reliability of the questionnaire and its items (McMillan & Schumacher, 2010: 182). The calculated reliabilities of the different sections of the questionnaire were as follows:

- The amount of paperwork and administration work (teachers are hindered from doing their work) is 0.58
- Help to transform education for learners is 0.58
- The training received by the teacher is 0.40
- The implementation of the principles of the NCS is 0.43
- Impact made on the attitude of learners is 0.87
- Observing the culture of others is 0.43
- Impact on moral decline, values and standards is 0.67
- Addressing the rate of crime, learner pregnancy and disrespect at schools is 0.72

Thus, the average reliability coefficient for the questionnaire is 0.47 which is acceptable for this kind of questionnaire as indicated by some authors (McMillan & Schumacher, 2010: 182). The questionnaire can therefore be seen as trustworthy to investigate the phenomenon of the implementation of the principles of the NCS in Life Orientation in Grade 10.

5.9.3 Validity and reliability of the qualitative phase (trustworthiness)

In qualitative research validity refers to “the degree of congruence between the explanations of the phenomenon and the realities of the world” (McMillan & Schumacher, 2010:330). A list of tactics proposed by McMillan and Schumacher (2010:330-332) and employed in this study to ensure trustworthiness of data included:

- using a tape recorder and making verbatim transcriptions of each focus group interview;
- conducting follow-up interviews and thus obtaining feedback from participants when unsure about the meaning of statements;
- circulating findings to participants to confirm that their views were correctly reflected;
- making sampling decisions carefully; and
- having the promoter check the analysis of data to ensure that he or she agrees with interpretations made and meanings given to raw data.

5.10 ETHICAL MEASURES

According to McMillan and Schumacher (2010: 15), ethics is about protecting the rights and the welfare of the subjects who participate in a study. Accordingly, Mitchell and Jolley (2001:28) point out that researchers should make an informed decision “about whether the participant’s rights had been protected and whether the ... investigator had lived up to his responsibilities”..

5.10.1 Informed consent

Informed consent relates to the understanding of the respondents when they take part in a study. While it is important for the respondents to stay in the research project for the duration of the study, respondents need to know that they can withdraw without being penalised, anytime they no longer have interest in being part of the study. Sometimes more than one group of respondents need to give their consent in writing, such as parents signing for their children to take part in a research project. In this study, there was no need for any such written consent of a second party because all the respondents were adults and could give their own consent (McMillan & Schumacher, 2010: 118). They were fully informed about the aims of the study and that participation was voluntary.

5.10.2 Full disclosure or deception

Full disclosure means that the researcher must be open and honest with those participating in a study. Withholding information from participants means deception. In this study the respondents were well-informed about the purpose of the study. There was, therefore, no deception of respondents in this study (McMillan & Schumacher, 2010: 117).

5.10.3 Privacy

The privacy of the respondents was not violated. All the data that were obtained during the research (such as the comments, behaviour and sharing of information), were reported anonymously and treated as confidential (McMillan & Schumacher, 2010: 121).

5.10.4 Actions and competence of researcher

In conducting this research, the researcher demonstrated competence by being sensitive and respectful to the rights and welfare of the respondents throughout (McMillan & Schumacher, 2010: 125). He also made sure that he had the necessary competence to conduct the research.

5.10.5 Cooperation and collaboration

There was cooperation and collaboration with an outside party in this study because the Department of Education provided the researcher with a bursary. However, the Department of Education had no influence on the findings of this research.

5.10.6 Permission to conduct research

All protocol was followed in conducting this research. Letters requesting for permission to involve grade 10 teachers in this research were sent both to the Head Office of the Department of Education, District Office and the schools (See Appendices A, B and C).

5.11 SUMMARY

This chapter explained the mixed-methods approach and the research designs that were used in this study. These included a survey design for the quantitative phase and a phenomenology design for the qualitative phase. Within these designs data were collected by means of questionnaires (in the quantitative phase), and interviews and observation (in the qualitative phase). Validity and reliability as well as research ethics were also addressed. The research designs and data collection aimed at answering the questions that focussed on the impact of the implementation of the principles of the NCS in grade 10 Life Orientation.

The presentation and discussion of the research results are the focus of the next chapter.

CHAPTER SIX

RESULTS AND DISCUSSION

6.1 INTRODUCTION

In chapter 5 the research design and methodology were explained. A mixed-methods approach was used because some of the research questions posed in Chapter 1 could best be answered by means of a quantitative approach, while others needed a qualitative approach to add information and depth to the study.

This chapter discusses the presentation and interpretation of data. The results of data collected through questionnaires, interviews and observations are presented.

6.2 RESULTS

6.2.1 Questionnaire results

The data collected from the respondents in the quantitative approach by means of questionnaires, are presented in table 6.1. The table illustrates the respondents' views on all the main research questions. Thus, the following was determined:

- the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS
- the extent to which the principles of the NCS have helped to transform education for learners
- the impact the training received by teachers made with regard to the implementation of the principles of the NCS
- the extent to which the principles of the NCS were being implemented at schools

- the impact of the implementation of the principles of the NCS on the attitude of the learners
- the impact of the implementation of the principles of the NCS in terms of observing the culture of others
- the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect.
- the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning
- the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills

The results are presented as frequencies and percentages.

Table 6.1 Frequency and percentages of respondent’s views on the questionnaire items

Questions	Yes (f)	Yes (%)	No (f)	No (%)
1. Does the amount of paperwork and administration work have a positive impact on the implementation of the principles of the NCS?	12	25	36	75
2. Have the principles of the NCS in terms of Life Orientation help to transform education for learners?	12	25	36	75
3. Has the training received by teachers made the required positive impact in the implementation of the principles of the NCS?	6	13	42	87
4. Are the principles of the NCS being implemented at schools?	7	15	41	85

5. Has the implementation of the principles of the NCS made an impact on the attitude of learners?	24	50	24	50
6. Has the implementation of the principles of the NCS made an impact in terms of observing the culture of others?	7	15	41	85
7. Have the principles of the NCS had an impact on moral decline, values and standards?	15	31	33	69
8. Has the implementation of the principles of the NCS had an impact in addressing the rate of crime, learner pregnancy and disrespect at schools?	17	35	31	65
9. Has the implementation of the principles of the NCS had an impact in addressing barriers to learning?	26	54	22	46
10. Has the implementation of the principles of the NCS had an impact in equipping learners with the required life skills?	21	44	27	56

In the next section, each of the above mentioned questions will be presented one after the other in relation to the main research questions. This will be followed by a discussion of the results.

6.3 THE IMPLEMENTATION OF THE PRINCIPLES OF THE NCS

6.3.1 Research question one

What is the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS?

According to Table 6.1, 75 percent (36) of the respondents stated that the introduction of the NCS had resulted in too great a volume of paperwork and administration. The other 25 percent (12) seemed to be resigned to the amount of paperwork and administration required in order to implement the principles of the NCS.

The above quantitative results were confirmed by those teachers, who said,

There are so many recording sheets and forms that we spend most of the time meant for teaching the learners, filling in forms and records. But, the time allocated on the time-table does not take the time wasted on the filling of forms, into account.

Some teachers indicated that they could hardly record what they were doing with regard to every learner, while teaching at the same time. However, the amount spent on doing administration work both in the classroom and after teaching seemed to disrupt the continuous flow between teaching and assessment activities. Instead of focussing on teaching, assessing and doing remedial work, too much time was taken by administration of what happened.

6.3.2 Research question two

To what extent have the principles of the NCS helped to transform education for learners?

Table 6.1 illustrates that 75 percent of the respondents indicated that the principles of the NCS in Life Orientation had *not* helped to transform education from the apartheid era system of education to the present democratic system of education; only 25 percent of the respondents indicated that the principles of the NCS had helped to transform education for learners.

Although not all schools were implementing the principles of the NCS in Life Orientation, those schools which were, indeed, implementing these principles were benefiting from their compliance with education policies. The fact that the principles of the NCS were not being

successfully implemented at 75% of the schools shows that there are serious policy and implementation problems in respect of the implementation of the NCS and the teaching of Life Orientation.

The interview data confirms the above mentioned result. For example, there were teachers who expressed the view that the principles of the NCS were not realistic. One teacher said:

The principles of the NCS in Life Orientation are good in theory; bad in practice; they lack credibility.

Other teachers pointed out that there was no parental involvement in the process of teaching the learners. That may be one of the reasons why the principles of the NCS did not help to transform education for the learners. For instance, one teacher made the following comment with which others teachers agreed:

There is no parental or community involvement. The Department of Education must enforce parental involvement and create an environment that will be conducive for parents to be actively involved in educating their children about the principles of the NCS in Life Orientation, and not only in the election of school governing bodies, as it is the case at present.

Field notes also indicated that too many tasks were given to learners and parents who were illiterate and could not assist their children. Literate parents did the tasks for their children.

6.3.3 Research question three

What impact did the training received by teachers make with regard to the implementation of the principles of the NCS?

Table 6.1 shows that 87 percent of the respondents were of the opinion that teachers were poorly trained and still struggling to implement the principles of the NCS 12 years after the

implementation of the first OBE approach in South Africa. Only six percent of the respondents thought that teachers were professionally qualified to teach Life Orientation and implement the principles of the NCS.

During the interviews the teachers indicated that there was not enough training or that the training is inadequate. For example:

They are helpful but there must be more meetings and workshops about them. Teachers have a positive attitude towards their work and development but afternoon and one-day training workshops for Life Orientation are a fruitless exercise”
[Randfontein Staffroom, 4 July 2009]

The majority of teachers seemed discouraged by the lack of training. For example, one stated:

Life Orientation teachers are not properly trained. Anyone is given LO as an additional subject. Training and developing teachers is important so that they do not fall behind in the teaching and understanding of LO and the principles of the NCS.

Teachers also claimed that any teacher is given Life Orientation as an additional subject to teach. Many of these teachers are not trained.

The above is confirmed by field notes that were made of comments. Participants stated that teachers had not been well trained in the new approach to teaching and learning. The afternoon workshops that were conducted by district offices were not sufficient to equip teachers to change their teaching and assessment methods. Principals and their school management teams were not skilled to manage OBE. Van Deventer (2009: 127) also found that principals did not assist in creating a conducive environment for the teaching of the subject Life Orientation.

6.3.4 Research question four

To what extent are the principles of the NCS being implemented at schools?

According to Table 6.1, 85 percent (41) of the teachers stated that the principles of the Life Orientation NCS were not being implemented in any way in their schools while the other 15% (7) maintained that the principles of the NCS were, indeed, being implemented in their schools.

If only such a small percentage of respondents could state with confidence that the principles of the NCS in Life Orientation were being implemented at their schools, this gives the impression that there is general non-compliance with regard to the implementation of curriculum policies. This is despite the fact that the Department of Education maintains that schools are implementing the principles of the NCS. It seems that schools are teaching a different curriculum.

If only a small percentage of schools are implementing the principles of the NCS the researcher is able to conclude that from the first OBE approach to the latest version of the curriculum, the curriculum still remains foreign and strange because the first OBE approach came from America to South Africa. This curriculum is, therefore, misunderstood in South Africa. While the Department of Education does have excellent policies in place, what schools themselves are implementing does not appear to be equipping learners with the required skills, knowledge, values and qualifications they need.

According to the interviews, the principles of the NCS were also not being implemented because teachers had a problem with the distribution of policies to schools. For example:

Policies have been sent to schools but teachers don't have them. It shows that principals and school management teams do not always circulate the Life Orientation policies and departmental circulars which are intended for the teachers.

The above is confirmed by field notes that were made. These all point to the fact that OBE was difficult to understand for both teachers and learners.

6.3.5 Research question five

What is the impact of the implementation of the principles of the NCS on the attitude of the learners?

According to Table 6.1, 50 percent of the respondents indicated that the implementation of the principles of the NCS made an impact on learner attitudes. The other half of the respondents had different views.

During the interviews some respondents maintained that their principals and school management teams were making interventions in an attempt both to encourage and to motivate the staff and to improve the attitude of the learners towards the implementation of the principles of the NCS in Life Orientation. However, some principals were negative.

Some teachers felt that it was the learners who were at fault. For example:

Learners are lazy and cannot even communicate their ideas properly in discussions. Learners need more motivation programmes and facilities such as libraries and computer centres that would encourage them to prioritise their education and skills. If the learners are not able to communicate, it means that the principles of the NCS Life Orientation have not helped to equip learners with reading, writing, language and communication skills.

6.3.6 Research question six

What is the impact of the implementation of the principles of the NCS in terms of observing the culture of others?

Table 6.1 shows that 85 percent (41) of the respondents had the viewpoint that that the implementation of the principles of the NCs did not facilitate respect for other cultures. Thus, these programmes seemed to have failed to promote appreciation, acceptance and respect of other people's cultures, race and beliefs. Only 7 teachers thought differently. The majority of the teachers interviewed was in agreement with the following statement by one of them:

Many children do not even know their own cultures. It becomes very difficult for them to respect and observe other people's cultures. In the urban areas people of different cultures live together in town and the townships. The cultures are therefore too many to observe. But, the schools observe the Cultural Day every year.

In general, learners do not understand what it means to respect the culture of others. If there is no respect and appreciation for other people and their cultures this would imply that the constitution of the country is being violated. It would seem as if schools are not promoting the teaching of the principles of the NCS in Life Orientation. This indicates that the principles of the NCS in terms of Life Orientation were not having the desired effect.

6.3.7 Research question seven

What is the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?

According to Table 6.1, 69 percent of the respondents were of the opinion that the principles of the NCS did not have an impact on morals, values and standards. Moreover, 65 percent indicated their belief that it did not impact on crime rate, learner pregnancy or disrespect at school. This confirms that the principles of the NCS in terms of Life Orientation were not having the effect that was envisaged.

The issues of moral decline, values and standards in schools and in society are a priority and, as such, are extremely important to both the country and the government. If a high

percentage of teachers are of the opinion that the issues of moral decline, values and standards are not being addressed at schools, then the researcher may conclude that, although these issues need to be addressed, it is clearly not possible to address them through the principles of the NCS in Life Orientation. It is 12 years after the implementation of the first outcomes-based education approach and the NCS, moral decline, values and standards seem to have deteriorated even further. Regarding this issues, one teacher stated:

The issue of morals, values and standards both at the homes and the schools is a huge problem. In most cases children lack role models and parents who have good parental skills. When the children are taught about morals, values and standards at schools, some of them hear about these things for the first time at school. Even at schools and society morals, values and standards seem to be very low. It is also very difficult to really measure things like morals, values and standards because people do not always agree on criteria to measure such complicated issues.

This result suggests that the principles of the NCS in Life Orientation have failed to address issues related to the behaviour of learners. If schools are experiencing high rates of crime, learner pregnancy and disrespect on the part of the learners, then these schools have not been transformed for the better. The principles of the NCS in Life Orientation and the education system, in general, do not appear to be equipping learners with the required skills, knowledge and values as required by both the education policies and the constitution of South Africa.

6.3.8 Research question eight

What is the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning?

Table 6.1 illustrates that the NCS was more successful with regards to this issues and many of the others: 54% of the respondents said that the NCS ahs indeed helped to address barriers to learning, although 46 % differed. It may be that in some schools this principle is better implemented.

The interviews confirmed the above quantitative results.

6.3.9 Research question nine

What is the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills?

According to Table 6.1 a little more than half of the respondents (56%) did not agree that the NCS supported learners to acquire life skills. 44% differed and were more positive. Once again it could be that some teachers were more effective than others to implement this principle.

According to the interviews, some teachers confirmed that the principles of the NCS had not yet equipped learners with the required skills. One teacher declared:

The implementation of the principles of the NCS is not focussed on at schools. When teachers teach in the other subjects, they do not even think about the principles of the NCS. Teachers teaching languages and the content subjects focus on their content subjects and leave everything about life skills to the Life Orientation teacher. If all teachers in a school can focus on both their subjects and the teaching of the principles of the NCS in their subjects, learners can know about the principles of the NCS.

It seemed that the principles of the NCS had not made the required impact because all matters regarding equipping learners with life skills did not have the ideal impact on morals and values. These matters were left to the Life Orientation teachers only.

6.4 DISCUSSION OF RESULTS

The purpose of this study, as stated in chapter one, is to evaluate the impact of the principles of the NCS on grade 10 Life Orientation, in the Gauteng West district. The Gauteng West area was suitable for purposes of the study because the researcher works in the area. In this section the results of the study that were presented in the previous section, are discussed and compared to the literature review.

6.4.1 The impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS

Teachers indicated that too much paperwork impacted negatively on the implementation of the NCS. The problem with the curriculum coverage by teachers and learners in the classroom is that too much time had to be spent on recording and reporting on assessment and teaching activities. The content that was supposed to be taught was simply replaced by learner participation and the completion of the required paperwork and administration to be done by teachers. The weakness of C2005 and the first OBE approach in terms of lack of content and curriculum coverage may well have affected the impact of the introduction of the principles of the NCS into formal education, as also found by previous authors (Looney & Klenowski, 2008: 177). In an attempt to address the problems of OBE, as shown in chapter 3 of this study, the Ministerial Committee of the Minister of Basic Education established to review the implementation of the NCS made recommendations that the NCS needed to be streamlined and strengthened. As indicated in 2.4.4, contrary to the first OBE approach, the strengthening of the NCS implied that the focus should now be on teaching and learning and not on administration and paperwork.

6.4.2 The extent to which the principles of the NCS helped to transform education for learners

The majority of the teachers did not believe that the NCS helped to transform education for learners. This result is supported by other findings from other studies. The subject Life Orientation is taught by teachers who are not specialists in this subject. Therefore, Life Orientation and the principles of the NCS are not successfully implemented (Van Deventer, 2004; Rooth, 2005; Christiaans, 2006). Although the Department of Education spends a considerable amount of money on interventions and resources, the principles of the NCS continue not to make an impact on the education of the learners.

As part of addressing the extent to which the principles of the NCS helped to transform education for learners, and based on the results presented in this chapter, the researcher concurs with Barber (2000: 250); Boyle (2000: 189); and Fullan (2001: 297) that education transformation and change processes in general are complex and they require intensive development, training, facilitation, monitoring and mediation. The findings of this study confirm that the implementation of the principles of the NCS has not been successful. These findings are based on both the literature review and the responses from the respondents.

6.4.3 The impact of the training received by teachers made on the implementation of the principles of the NCS

The issue of poor training of teachers is the problem on which there was most agreement among the respondents – that the training of teachers to implement the NCS principles was inadequate. The alarmingly high percentage of Life Orientation teachers who had indicated that they were poorly trained to teach the principles of the NCS is a clear indication that the implementation of the principles of the NCS and the NCS, in general, is not successful. If the education policies meant to transform the education system are not being effectively implemented due to the incapacity of the teachers to teach, then the researcher may conclude that the envisaged education transformation is not realising the perceived

outcomes. There is no environment conducive to the teaching of the subject Life Orientation (Van Deventer, 2009: 127).

The required effective teacher preparation training programmes, referred to in chapters 1, 2, 3 and 4 have not happened. It was, nevertheless, found that, although education is no longer racially divided as stated in chapter 1, resources such as stationery, desks, materials, as well as human resources in the form of skilled teachers, are still lacking in township and rural schools. This is due to under-spending and the failure of suppliers to provide the Learner and Teacher Support Materials. It was confirmed by the literature review in chapter 2, that with the inadequate teacher training and poor supply of resources, education is likely to decline.

Studies by Rooth (2005) and Christiaans (2006) on the teaching of the subject Life Orientation found that the type of teacher who teaches any subject, actually determines the seriousness and the status of that subject. Bhana *et al.*, (2005: 45) also found that there were not enough Life Orientation teachers in the education system.

Based on the literature review and the results of this study, there is clearly a need for a review of the manner in which the curriculum is being implemented. Monitoring and support on the part of the Department of Education would help to address different aspects of the curriculum and the impact of implementation of the principles of the NCS.

The alarmingly high percentage of teachers who indicated that they were poorly trained is a clear indication that the implementation of the principles of the NCS and the strengthening of the NCS have not made the required impact. If teachers are not immediately trained, training that may follow later, as was the case when OBE was first introduced, may weaken, instead of strengthen the implementation of the NCS. The researcher concludes that the envisaged education transformation is not achieving its outcomes. Teachers also claimed that “Anyone is given Life Orientation as an additional subject”. This further confirms the need which emerged from the literature review for the training and developing of teachers.

From the results presented in this chapter, the researcher can conclude that most teachers are not trained to deal with addressing the attitudes of learners, inclusivity as well as issues that link classroom practice and education issues as stated in the Constitution of the Republic of South Africa. In-house training that may yield better results compared to afternoon and one day workshops is not carried out as a result of a lack of time and also the considerable amount of paperwork that teachers are involved in. This type of training is also tantamount to patch-work training as stated in chapters 1, 2 and 3.

6.4.4 The extent to which the principles of the NCS were being implemented at schools

Although the principles of the NCS have not been successfully implemented and the process of strengthening the NCS has reversed some of the aspects of the NCS policy, OBE is still entrenched in the education system. Currently it is not clear what the role of the subject advisers is because information on NCS changes is sent from the Minister of Basic Education, directly to schools. As teachers implement the principles of the NCS and the changes, subject advisers cannot immediately support the schools because information is received by schools first.

In focusing on the perspectives that influence the implementation of the curriculum, the literature review in chapter 2, 3 and 4 indicate that political changes influence the way in which education in a country is viewed and implemented. In addition, a curriculum designed along rigid or radical religious or political lines could result in an education system based on rigid values that would determine the perspective of the education system.

The introduction of the new curriculum – from the first OBE approach to the NCS – created high expectations of the Department of Education. The replacement of a rigid, Christian based education system with an outcomes-based education system implied that there would be an impact on education if the constructivist theories of Piaget and Vygotsky were understood and effectively used by the teachers. The teachers would then be able to prepare learners effectively. The educational and political paradigms, as well as the

technological and curriculum changes that took place in the country, have had implications for the way in which the learner must learn and be taught (Vandeyar & Killen, 2003). The implementation of the principles of the NCS promotes those teaching methods and strategies that allow the learners to construct their own learning, skills, knowledge and values.

The principles of the NCS which were intended to have an impact on the education of the learner were identified and addressed. The researcher confirmed that the NCS and the policy documents for the different subjects constituted acceptable curriculum policy documents. However, quality, in-service training for teachers to be able to interpret policy, teach content and implement policy correctly was essential. The ideas which emerged from the literature review and from the focus groups confirmed the need for both a review of the curriculum and for effective monitoring and support in respect of teachers. The problem of non-compliance is confirmed by Bhana *et al.*'s (2005: 2) finding that only 70% of schools were teaching Life Orientation.

6.4.5 Impact made on the attitude of learners

Only about half the teachers believed that the NCS impacted on learners attitudes. There is a correlation between Bhana *et al.*'s (2005: 14) finding. Learners are frequently absent from school and have a negative attitude towards their learning. This result, therefore, gives an impression that learners are not constructing their own skills, knowledge, and values in Life Orientation. If, 12 years after the implementation of the new curriculum, learners are still negative, then the principles of the NCS in Life Orientation have not made the necessary impact. Education is not yet a societal issue because learners are still not contributing to South African society.

As stated in the literature review, Bhana *et al.* (2005: 12) also made an interesting finding. Although learners did not seem to be positive towards their schooling, they expected to go to university, college, or even study further for an advanced degree. This anomaly needs serious consideration. Learners need to understand that they had to *work* for their degrees.

6.4.6 The impact of the implementation of the principles of the NCS in terms of observing the culture of others

The teachers generally agreed that the learners did not learn to respect other cultures through implementation of the NCS. If human and material resources are not provided, learners cannot be holistically developed, such as equipping them with life-skills that promote cultural diversity as well as an appreciation of and respect for other people (Department of Education, 2002(b); Department of Education, 2003(b)).

6.4.7 The impact of the implementation of the principles of the NCS on morals, values and standards

As taught in the subject Life Orientation, issues of morality, values and standards are largely left to communities, faith-based organisations, churches, community youth clubs as well as to parents who have been empowered to teach and to mentor their own children. Wentzel (2001) also highlighted the fact that Life Orientation was not taught well enough at schools. Therefore, problems of moral decline, values and standards are not effectively addressed in Life Orientation.

6.4.8 The impact of the implementation of the principles of the NCS on addressing barriers to learning

Teachers were relatively positive about this issue. It should also be considered that electronic teaching and learning uses inclusive ICT and other strategies to help learners with barriers to learning (Killen, 2000(a): 169).

6.4.9 The impact of the implementation of the principles of the NCS on equipping learners with life skills

Less than half the teachers thought the NCS principles equipped learners with life skills. Bhana *et al.* (2005:12) found that the majority of learners believed that religious education

was “very important in their lives”. It is ironic that in the first OBE approach religious education was replaced mainly with cultural and life skills programmes and activities that had no bearing on the lives of the learners.

6.5 SUMMARY

In chapter six, the quantitative and qualitative results were presented. This was followed by a discussion of the results.

In the next chapter the conclusions are presented. The limitations of the study are also mentioned and recommendations for improved practice and for further study are also made.

CHAPTER 7

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

7.1 INTRODUCTION

In the previous chapter the results of the study were presented. These were also discussed in the light of the literature review.

In this chapter, the conclusions of the study, in line with the major results explained in the previous chapter, are presented. Recommendations are also made in line with the conclusions. Finally, the limitations of the study are highlighted.

The main purpose of this study is to evaluate the impact of the implementation of the principles of the NCS for grade 10 Life Orientation, using constructivist approaches to teaching and learning. In order to achieve the aims of this study, the following nine main questions were asked:

- What is the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS?
- To what extent have the principles of the NCS helped to transform education for learners?
- What impact did the training received by teachers make with regard to the implementation of the principles of the NCS?
- To what extent are the principles of the NCS being implemented at schools?

- What is the impact of the implementation of the principles of the NCS on the attitude of the learners?
- What is the impact of the implementation of the principles of the NCS in terms of observing the culture of others?
- What is the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?
- What is the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning?
- What is the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills?

7.2 CONCLUSIONS

Since the respondents are not a representative sample of any specific population, conclusions are drawn with care and are tentative.

7.2.1 Research question one

What is the impact of the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS?

In general, the introduction of the NCS had resulted in too much paperwork and administration.

7.2.2 Research question two

To what extent have the principles of the NCS helped to transform education for learners?

It seemed that the principles of the NCS in Life Orientation had *not* helped to transform education from the apartheid era system of education to the present democratic system of education. The NCS principles were better in theory than in practice.

7.2.3 Research question three

What impact did the training received by teachers make with regard to the implementation of the principles of the NCS?

Generally speaking, the respondents believed that teachers were poorly trained on implementing the principles of the NCS. There were not enough meetings and workshops and not sufficient follow-up support was provided.

7.2.4 Research question four

To what extent are the principles of the NCS being implemented at schools?

It seems that, generally speaking, the principles of the Life Orientation NCS are not implemented at schools.

One of the reasons for this is the fact that there were problems with the distribution of policies to teachers via school managers (see research questions three and four).

7.2.5 Research question five

What is the impact of the implementation of the principles of the NCS on the attitude of the learners?

The implementation of the principles of the NCS did not make the envisaged impact on learner attitudes. The reasons may, among others, be because of poor training of teachers and limited distribution of policies to teachers.

7.2.6 Research question six

What is the impact of the implementation of the principles of the NCS in terms of observing the culture of others?

The implementation of the principles of the NCS did not make the envisaged impact on learner respect for other cultures. The reasons may be, among others, because of poor training of teachers and limited distribution of policies to teachers.

7.2.7 Research question seven

What is the impact of the implementation of the principles of the NCS on morals, values and standards, including crime, learner pregnancy and disrespect?

The NCS did not have the ideal impact on morals, values and standards. Moreover, it did not impact as significantly as hoped for on crime rate, learner pregnancy or disrespect at school. This confirms that the principles of the NCS in terms of Life Orientation were not having the effect that was envisaged. It can therefore be concluded that the principles of the NCS in Life Orientation have failed to address issues related to the behaviour of learners.

7.2.8 Research question eight

What is the impact of the implementation of the principles of the NCS in terms of addressing barriers to learning?

The NCS was more successful with regards to this issue than with others. It helped to an extent to address barriers to learning.

7.2.9 Research question nine

What is the impact of the implementation of the principles of the NCS in terms of equipping learners with the required life skills?

Generally speaking, the NCS did not support learners well to acquire life skills.

7.3 RECOMMENDATIONS

7.3.1 Recommendations for the enhancement of the implementation of the principles of the NCS for grade 10 Life Orientation

- The Department of Education must take immediate steps to address the status of the subject Life Orientation and the problems encountered in teaching the subject. This recommendation is in accordance with the suggestion made by previous authors such as Rooth (2005), Theron and Dalzel (2006) and Prinsloo (2007). These researchers based their recommendation on the fact that Life Orientation is regarded as the most important subject by the Department (Department of Education, 2002(b)).
- This study concluded that the amount of paperwork and administration that teachers have with the implementation of the principles of the NCS impacted negatively and hindered teachers in performing their teaching and learning duties effectively. Hence the following is recommended: the lengthy and complicated process of the implementation of the curriculum should be reduced and simplified. It is also recommended that the administrative duties of the teachers be minimised, that more time be spent on the teaching of the learners and that teachers receive support in respect of classroom related issues. This is in line with some previous

recommendations (“Curriculum News”, Department of Education, 2010(a); Department of Education, 2010(b)).

- According to Rooth (2005), Theron and Dalzell (2006), and Prinsloo (2007), if policies about the teaching of the subject Life Orientation are not distributed by the school management teams, the principles of the NCS cannot be implemented. Thus, policies should not simply be sent to schools without ensuring that teachers read and understand them. Both principals and school management teams may not be taking the subject Life Orientation seriously. It is therefore recommended that the Department should ensure that school principals and their management teams conscientiously deal with the implementation of the principles of the NCS.
- If more resources and capacity could be provided, this would enable district officials to monitor the implementation of the principles of the NCS effectively. The provision of adequate resources and effective monitoring on the part of district officials would also help to address the issues raised by teachers, such as learners’ laziness and inability to properly communicate their ideas in discussions.
- The criticism levelled against the outcomes-based NCS curriculum that it is both confusing and alien should be accepted as helpful and it should be used in correcting and in strengthening the NCS. Strengthening the NCS without taking the views of the critics of OBE into account could make the latest changes to the NCS ineffective.

7.3.2 Recommendations for further research

Based on the conclusions of this study, the researcher recommends the following for further investigation:

- This study identified that teachers need to be given training and more support in equipping learners with the necessary life-skills. It is important to investigate ways in

which to improve the training of teachers on how to implement the principles of the NCS for grade 10 Life Orientation.

- In accordance the above, it is also important to investigate ways in which teachers can be better supported while they implement the principles of the NCS for grade 10 Life Orientation.
- Parental and community involvement in the education of the learners may help to address learner behavioural problems and attitudes. The need for parental involvement was confirmed because teachers felt that there was no parental or community involvement. This reveals the need for the Department of Education to improve parental involvement and to create an environment that will be conducive for active parental involvement so that education can be a societal issue. This issue needs to be researched.
- Another study with a wider demographic area and a greater sample could enhance insight and enable greater generalisation regarding the implementation of the principles of Life Orientation. Such a study is also recommended.

7.4 LIMITATIONS OF THE STUDY

As with all research, there are limitations that must be acknowledged when considering results. As mentioned earlier in this study, the limitation of this study was the small number of participants (48 Life Orientation teachers from 48 secondary schools in the Gauteng West district). This group does not represent any particular population. All conclusions are therefore limited to the sample and cannot be generalised to all teachers countrywide. Another study with a wider demographic area and a greater sample could help to address this limitation.

7.5 SUMMARY

Effective implementation of the principles of the NCS for Life Orientation has various requirements. Thus, with a specific focus on Life Orientation in grade 10, the study aimed at investigating various issues around the implementation of these principles. To this end, a

mixed-methods approach was used. In the quantitative phase, questionnaires were used. In the qualitative phase, focus groups and interviews were used to collect data. Similar questions were asked in both phases. The sample was a group of 48 Life Orientation teachers from 48 secondary schools in the Gauteng West district. Ethical issues were considered. Techniques to ensure validity and reliability were also taken into account.

The results showed that, in general:

- the introduction of the NCS in Life Orientation had resulted in too much paperwork and administration for the teachers;
- the principles of the NCS had *not* helped to transform education from the apartheid era system of education to the present democratic system of education;
- the teachers were poorly trained with regard to implementing the principles of the NCS in the sense that there were not enough workshops and follow-up support provided;
- the principles of the NCS were not implemented at schools, among others because there were problems with the distribution of policies to the teachers via the school management;
- the implementation of the principles of the NCS did not make the envisaged impact on learner attitudes since the attitudes of many learners were often negative;
- the implementation of the principles of the NCS did not make the envisaged impact on learner respect for other cultures;
- the principles of the NCS did not have the ideal impact on morals, values and standards; or impact significantly on crime rate, learner pregnancy or disrespect at school; and
- the principles of the NCS did not support learners well to acquire life skills.
- However, the principles of the NCS in Life Orientation were more successful with regards to helping address barriers to learning.

In line with the above, recommendations were made and the limitations of the study were pointed out.

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_APPENDIX A: Request for permission to conduct research

Plot 103
9th Avenue
Pelzvale
Randfontein
1759

19 February 2008
Mr Shadrack Phele
Director: Research: Gauteng Department of Education
111 Commissioner Street
Johannesburg
0001

Dear Mr Shadrack Phele,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I would appreciate your considering my request to be granted permission to conduct research for the Degree Doctor Educationis. The details are as follows:

Title of Thesis: EVALUATING THE IMPACT OF THE PRINCIPLES OF THE NATIONAL CURRICULUM STATEMENT FOR GRADE TEN LIFE ORIENTATION

Name of Supervisor: Dr LDM Lebeloane

Name of Institution: University of South Africa

Student no.: 04137345

I shall be glad if my request can be favourably considered.

Thanking you.

Respectfully yours,

Peter Sizani Skosana

APPENDIX B: Permission to conduct research

5 March 2009

Gauteng Department of Education

Gauteng West District

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Your request to conduct research in the Gauteng West schools has reference.

You are hereby granted permission to conduct your research in the Gauteng West High schools. Kindly note that according to the policies of the Department of Education all contact with teachers and meetings will take place either over weekends or after school. However, in cases where you may need to interview or use a questionnaire during school hours, that will have to be arranged with relevant principals.

Upon producing this letter, you should have no problem with permission to meeting teachers as requested, seeing that the letter was signed by the District Office.

Yours faithfully

E E Froneman

District Director

Gauteng West District Office

APPENDIX C:

Request for Life Orientation teachers

The Principals of Secondary Schools
Gauteng Department of Education
Gauteng West District

Dear Sir or Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I would appreciate your considering my request to be granted permission to conduct research for the Degree Doctor Educationis at your school. I will need one Grade 10 Life Orientation teacher to be interviewed. The details of my research are as follows:

Title of Thesis: EVALUATING THE IMPACT OF THE PRINCIPLES OF THE NATIONAL CURRICULUM STATEMENT FOR GRADE TEN LIFE ORIENTATION

Name of Institution: University of South Africa

All ethical matters have been considered, and permission has been granted by Head Office. It is requested that the Life Orientation teacher bring the Life Orientation policy document to the interview session.

I shall be glad if my request can be favourably considered.

Thanking you

Respectfully yours,

Peter Sizani Skosana

APPENDIX: D Circuits of schools

GAUTENG DEPARTMENT OF EDUCATION

GAUTENG WEST DISTRICT

IDS: CIRCUIT 1

PUBLIC SCHOOLS

Secondary Schools

SCHOOL	TELEPHONE	FAX
H/S Bastion	762-5245	762-1402
Lukhanyo Secondary	082 409 1998	
SG Mafaesa Secondary	410-2190	410 2190

Primary Schools

SCHOOL	TELEPHONE	FAX
Ipeleng Primary	755-1150	755-3582
L/S Randfontein	412-2902/3	412-3561
L/S Rapportryer	412-2804/5	693-1174
Malerato Primary	414-1103	414-1103
Seatle Primary	755-1602	755-1703
Sedimosang Primary	414-1452	414-1452
Toekomsrus Primary	693-5025	693-5025
Zuurbekom Primary	851-1016	851-1200

Rural Schools

SCHOOL	TELEPHONE	FAX
Swartkop Valley Primary	957-3555	957 3555

Independent Schools

SCHOOL	TELEPHONE	FAX
Barachel Christian Academy	082 429 7835 011 412 2258	412-2258

Secondary Schools	3
Primary Schools	8
Rural Primary Schools	1
Independent	1
TOTAL:	13

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 2

PUBLIC SCHOOLS

Secondary Schools

SCHOOL	TELEPHONE	FAX
H/S Westonaria	753-1168/9	753-2103
Simunye Secondary		
Lodirile Secondary	765-8144	765-2758
Randfontein Sekondêr	693-5026/412-4178	693-5052

Primary Schools

SCHOOL	TELEPHONE	FAX
Hartz Straat Primêr	693- 5403	693- 5403
L/S Glenharvie	752-1135/6	752-1135
L/S Modderfontein	756-1501	756-1127
L/S Protearif	956-6358	956-6359
Mohlakeng Primary	414-1203	414-1203
Starkey Weyer Primary	755 1018	755 1018
Venterpost Mine Primary	414-1404	414-1404

Rural Schools

SCHOOL	TELEPHONE	FAX
Mablomong Primary	416-1200	
Mphe-Thuto Primary	014-577-2090	014 577 4534

Independent Schools

SCHOOL	TELEPHONE	FAX
Azaadville Muslim School	413-1399	413-1324

Secondary Schools	4
Primary Schools	7
Rural Primary Schools	2
Independent Schools	1
TOTAL:	14

GAUTENG DEPARTMENT OF EDUCATION

GAUTENG WEST DISTRICT

IDS: CIRCUIT 3

PUBLIC SCHOOLS

Secondary Schools

SCHOOL	TELEPHONE	FAX
Ahmed Timol Secondary	413-1323/1314	413-1328
H/S Jan de Klerk	665-1143	665-1164
Phahama Secondary	414-1303	414-0994
Kagiso Secondary School	410-1306	410-6698

Primary Schools

SCHOOL	TELEPHONE	FAX
FJL Wells Primary	412-3023	412-3023
Isiqalo Primary	755-1823	755-3150
L/S Avantè Primary	415-1301	415-1302
L/S Venterspost Primary	698-1015	698-1610
Maputle Primary	755-1001/2273	755-1001

Rural Schools

SCHOOL	TELEPHONE	FAX
Brandvlei Primary	416-2158/2122	
Tarlton Primary	952 2436/2879	952 2436

LSEN Schools

SCHOOL	TELEPHONE	FAX
Rant-en-Dal Kliniek Skool	665-1033	665-1033

Independent Schools

SCHOOL	TELEPHONE	FAX
Magaliesburg Group	014-577-1193	014-577-1192

Secondary Schools	4
Primary Schools	5
Rural Primary Schools	2
LSEN	1
Independent Schools	1
TOTAL:	13

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 4

PUBLIC SCHOOLS

Secondary Schools

SCHOOL	TELEPHONE	FAX
AB Phokompe Secondary	414-0002	414-0002
H/S Noordheuwel	954-1032	954-1033
Thuto Lehakwe Secondary	414-0360	414-5702

Primary Schools

SCHOOL	TELEPHONE	FAX
Bulelani Primary	414-1140/1190	414 2055
L/S Kenmare	955-1074	955-1075
L/S Millenium	953-3786	660 7352
Matlapaneng Primary	414-1995	414-1995
Tswelelo Primary	414-4358	414-5081
Westgold Primary School	412-3108	412-3109

Rural Schools

SCHOOL	TELEPHONE	FAX
Kwaggafontein Primary	952-2845	
Maloney's Eye Primary	014 577 3025	014 577 3025

Independent Schools

SCHOOL	TELEPHONE	FAX
John Martin Catholic	410-7804	410-7804

LSEN School

SCHOOL	TELEPHONE	FAX
Itumeleng School	753 1192	753 1192

Secondary Schools	3
Primary Schools	6
Rural Primary Schools	2
Independent School	1
LSEN School	1
TOTAL:	13

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 5

PUBLIC SCHOOLS

Secondary Schools

SCHOOL	TELEPHONE	FAX
Ithuteng Secondary	416 2132	416 2132
Magalies State School	014-577-1163	014-577-2009
Randfontein High School	693-5220/1	692-3424
Rietvallei Extension 2 Sec	078-970-7223	

Primary Schools

SCHOOL	TELEPHONE	FAX
Dr Yusuf Dadoo Primary	413-1337	413-1337
Khululekani Primary	765-1011/2594	765 2753
L/S Muldersdrift	662-1929/1932	662-1929
Mohlakano Primary	414-1284	414-3571
Patrick Mashego Primary	765 8265	765-8265
Randfontein Primary	693-5333/4	692-3325
Khaselihle Primary	410-1098/1298	410-1278

Rural Schools

SCHOOL	TELEPHONE	FAX
Thuto-Bokamoso Primary	416-3475	416-3475

Independent Schools

SCHOOL	TELEPHONE	FAX
Vineyard Christian School	079 785 6213	079 785 6213

Secondary schools	4
Primary schools	7
Rural primary schools	1
Independent school	1
TOTAL	13

GAUTENG DEPARTMENT OF EDUCATION

GAUTENG WEST DISTRICT

IDS: CIRCUIT 6

PUBLIC SCHOOLS

Secondary Schools

SCHOOL		TELEPHONE	FAX
H/S Bekker		014-577-5936/7/8	014-577-5939
Mandisa Secondary	Shiceka	410-6319/7226	410 6317
Kagiso Extesion 14 Sec			

Primary Schools

SCHOOL	TELEPHONE	FAX
Boipelo Primary	410- 1001/2916	410-1001
L/S Bekker	014-577-1129	014-577-1474
L/S Nooitgedacht	708-1202	708-1145

	079-053-7023	086-659-3686
L/S Paardekraal	953-1930	953-1390
Lengau Primary	410-6375/9109	410 9109
Monument Primary	660-6361	665-2315
Thusong Primary	410-8890	
Thuthuzekani Primary	765-8421	765 8421

Rural Schools

SCHOOL	TELEPHONE	FAX
Die Poort Primary	073 257 6221	

Independent Schools

SCHOOL	TELEPHONE	FAX
Woodland Preparatory	014 577 1381	014 577 1381

Secondary schools	3
Primary schools	8
Rural primary school	1
Independent school	1
TOTAL:	13

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 7

PUBLIC SCHOOLS

Secondary schools

SCHOOL	TELEPHONE	FAX
HTS N Diederichs	660-3161	660-2001
Krugersdorp High	954-1009	954-3716
Mosupatsela Secondary	410-1000	410-5616

Primary schools

SCHOOL	FAX
Athlolang Primary	410 5763
Krugersdorp Town Primary	665-1293
Lewisham Primary	664-7777
Matlhasedi Primary	410-3012
WD Oliphant Primary	410 5330

Rural schools

SCHOOL	TELEPHONE	FAX
L/S Hekpoort	014-576-1103	014-576-1190
Lourensia Primary	416-3612	416 3615
Setholela Primary	696-1819	696-1819

Independent schools

SCHOOL	TELEPHONE	FAX
Alma Mater Akademie	660-7567	660-7535

Secondary schools	3
Primary schools	5
Rural primary schools	3
Independent	1
TOTAL:	12

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 8

PUBLIC SCHOOL

Secondary schools

SCHOOL	TELEPHONE	FAX
H/S Monument	953-1165	953-6770
Kgothalang Secondary	755-1645	755-1645/3904
Matla Combined	957-0302	957-0302
Town View High	953-3770	953-4788

Primary schools

SCHOOL	TELEPHONE	FAX
Diphalane Primary	665-2650	665 2650
L/S Gerrit Maritz	753-1817	753-1817
Phatudi Primary	660-2185	660 9360
Westonaria Primary	753-1611	753-2318

Rural schools

SCHOOL	TELEPHONE	FAX
FJ Kloppers primary	014 576 1336	014 577 1336

LSEN

SCHOOL	TELEPHONE	FAX
Itireleng	410-6335	410-6335
Pro Practicum Skool	953-1998/9	953-1984
Wesrandse Skool	668-8200	953-4865

Independent schools

SCHOOL	TELEPHONE	FAX
St Ursula's	660-6528	953-4570

Secondary schools	4
Primary schools	4
Rural primary school	1
LSEN	3
Independent schools	1
TOTAL	13

GAUTENG DEPARTMENT OF EDUCATION

GAUTENG WEST DISTRICT

IDS: CIRCUIT 9

PUBLIC SCHOOLS

Secondary schools

SCHOOL	TELEPHONE	FAX
H/S Riebeeckrand	693-3771/2	412-2193
Madiba Secondary	410-2442	410-2404
Schaumburg Combined	012-207-1484	

Primary schools

SCHOOL	TELEPHONE	FAX
Bosele Primary	410-1269	410-1269
Enthuthukweni Primary	410-8596	410-9767
Kid Maponya Primary	419 9367	419 9367
L/S Krugersdorp- Noord	665-1390	660-1323
Silverfields Primary	955-2138	955-2679
Tsakani Primary	410-6181	410-9358

Rural schools

SCHOOL	TELEPHONE	FAX
Rand Gold Primary	072 494 0509	
Lesego Primary	957-2109	

Independent schools

SCHOOL	TELEPHONE	FAX
HIS School	014-577-1238	014-577-1345
CVO Skool Wesrand	952-2272	952-2272

Secondary schools	3
Primary schools	6
Rural primary schools	2
Independent	2
TOTAL	13

GAUTENG DEPARTMENT OF EDUCATION
GAUTENG WEST DISTRICT

IDS: CIRCUIT 10

Secondary schools

SCHOOL	TELEPHONE	FAX
H/S Jan Viljoen	693-5204/5	693-5930
TM Letlhake Secondary	755-1940	755-1940
Thuto-Lefa Secondary	660-4516	953-2825

Primary schools

SCHOOL	TELEPHONE	FAX
L/S Ebenhaeser	953-3802	660-1869
Phandulwazi Primary	414 3852	414-3852
Sandile Primary	410-1024	410-1024
Setlolamathe Primary	410- 1684/ 6125	410 6125
Thembile Primary	410-1040	410-1040
Tsholetsega Primary	410-0642	410 0642
Western Areas Mine Prim	756 0047	753-1673
West Rand Primary Mine	953-4910	953 1370

Rural schools

SCHOOL	TELEPHONE	FAX
Unity Primary	952-1028	952-1093

Secondary schools	3
Primary schools	8
Rural schools	1
TOTAL	12

APPENDIX E Summary of schools in Gauteng West district

Gauteng Department of Education

Gauteng West District

Number of Schools

(January 2009)

Secondary schools	34
Primary schools	80
LSEN	5
Independent	10
TOTAL	129

APPENDIX F: THE QUESTIONNAIRE

QUESTION	YES	NO
1. Does the amount of paperwork and administration that teachers do have an impact on the implementation of the principles of the NCS?		
2. Have the principles of the NCS helped to transform education for learners?		
3. Has the training received by teachers made the required positive impact in the implementation of the principles of the NCS?		
4. Are the principles of the NCS being implemented at schools?		
5. Has the implementation of the principles of the NCS made an impact on the attitude of the learners?		
6. Has the implementation of the principles of the NCS made an impact in terms of observing the culture of others?		
7. Have the principles of the NCS had an impact on moral decline, values and standards?		
8. Has the implementation of the principles of the NCS had an impact in addressing the rate of crime, learner pregnancy and disrespect at schools?		
9. Has the implementation of the principles of the NCS had an impact in addressing barriers to learning?		
10. Has the implementation of the principles of the NCS had an impact in equipping learners with the required life skills?		

APPENDIX G: analysis of responses

Table 6.1. Quiz [n=48 (Group A: n=24; Group B: n=24)]

Questions	Group	Yes	Total	%	No	Total	%
1. Does the amount of paperwork and administration work have a positive impact on the implementation of the principles of the NCS?	A	7	12	25	17	36	75
	B	5			19		
2. Have the principles of the NCS in terms of Life Orientation help to transform education for learners?	A	6	12	25	18	36	75
	B	6			18		
3. Has the training received by teachers made the required positive impact in the implementation of the principles of the NCS?	A	2	6	13	22	42	87
	B	4			20		
4. Are the principles of the NCS being implemented at schools?	A	4	7	15	20	41	85
	B	3			21		
5. Has the implementation of the principles of the NCS made an impact on the attitude of learners?	A	12	24	50	12	24	50
	B	12			12		
6. Has the implementation of the principles of the NCS made an impact in terms of observing the culture of others?	A	3	7	15	21	41	85
	B	4			20		
7. Have the principles of the NCS had an impact on moral decline, values and standards?	A	8	15	31	16	33	69
	B	7			17		
8. Has the implementation of the principles of the NCS had an impact in addressing the rate of crime, learner pregnancy and disrespect at schools?	A	8	17	35	16	31	65
	B	9			15		
9. Has the implementation of the principles of the NCS had an impact in addressing barriers to learning?	A	14	26	54	10	22	46
	B	12			12		
10. Has the implementation of the principles of the NCS had an impact in equipping learners with the required life skills?	A	9	21	44	15	27	56
	B	12			12		

Appendix H: Focus groups

Number of teachers = 48

- **Focus Group 1** included teachers from schools in Mogale City and Randfontein (see Appendix I for interview guide).
- **Focus Group 2** consisted of teachers from Mogale City, Randfontein and Westonaria (see Appendix I for interview).
- **Focus Group 3** was made up of teachers from Mogale City and Randfontein schools (see Appendix I for interview guide).
- **Focus group 4** comprised of teachers from Westonaria, Randfontein and Mogale City (see Appendix I for interview guide).

APPENDIX I: INTERVIEW GUIDE

1. Does the amount of paperwork and administration work have a positive impact on the implementation of the principles of the NCS?
2. Have the principles of the NCS in terms of Life Orientation help to transform education for learners?
3. Has the training received by teachers made the required positive impact in the implementation of the principles of the NCS?
4. Are the principles of the NCS being implemented at schools?
5. Has the implementation of the principles of the NCS made an impact on the attitude of learners?
6. Has the implementation of the principles of the NCS made an impact in terms of observing the culture of others?
7. Have the principles of the NCS had an impact on moral decline, values and standards?
8. Has the implementation of the principles of the NCS had an impact in addressing the rate of crime, learner pregnancy and disrespect at schools?

APPENDIX J Gauteng West secondary schools

GAUTENG WEST SECONDARY SCHOOLS

GROUP 1

AB PHOKOMPE
AHMED TIMOL
H/S BASTION
H/S BEKKER
H/S JAN DE KLERK
H/S JAN VILJOEN
H/S MONUMENT
H/S NOORDHUEWEL
KAGISO EXTENSION 14

GROUP 2

H/S WESTONARIA
HTS NIC DIEDERICHS
ITHUTENG SEC
KAGISO SECONDARY
KGOHALANG SEC
KRUGERSDORP HIGH
LODIRILE SECONDARY

H/S RIEBEECKRAND

RIETVALEI EXTENSION

GROUP 3

MADIBA SEC
MAGALIES STATE
MANDISA SHICEKA

MATLA COMBINED
MOSUPATSELA SEC
PHAHAMA SEC
RANDFONTEIN HIGH
RANDFONTEIN SEKONDER



GROUP 4

SCHAUMBURG COMBINED
SG MAFAESA
SIMUNYE SECONDARY
THUTO LEFA
THUTO LEHAKWE
TM LETLHAKE SEC
TOWN VIEW HIGH
IZANOKHANYO

APPENDIX K: Reliability coefficients

Questions	YES	Average	Variance	Alpha	NO	Average	Variance	Alpha
1. Does the amount of paperwork and administration work have a positive impact on the implementation of the principles of the NCS?	12	0,25	138,06	1,05	36	0,75	1242	0,58
2. Have the principles of the NCS in terms of Life Orientation help to transform education for learners?	12	0,25	138,06	1,05	36	0,75	1242	0,58
3. Has the training received by teachers made the required positive impact in the implementation of the principles of the NCS?	6	0,13	34,45	1,09	42	0,87	1691	0,40
4. Are the principles of the NCS being implemented at schools?	7	0,15	46,92	1,09	41	0,85	1612	0,43
5. Has the implementation of the principles of the NCS made an impact on the attitude of learners?	24	0,50	552,25	0,86	24	0,50	552,25	0,87
6. Has the implementation of the principles of the NCS made an impact in terms of observing the culture of others?	7	0,15	46,92	1,09	41	0,85	1612	0,43
7. Have the principles of the NCS had an impact on moral decline, values and standards?	15	0,31	215,79	1,01	33	0,69	1043	0,67
8. Has the implementation of the principles of the NCS had an impact in addressing the rate of crime, learner pregnancy and disrespect at schools?	17	0,35	277,22	0,98	31	0,65	921,12	0,72

APPENDIX L: Field notes related to focus groups

In this study, each focus group was asked to read the Life Orientation Policy documents as well as the Subject Assessment Guidelines of the Department of Education in preparation for the interviews so that meaningful information could be obtained. All the groups were reminded to bring the abovementioned Life Orientation documents to the interviews.

Size of the focus groups

For the purposes of this study, the number of respondents was limited to between eight and nine per group. The intention was to encourage greater participation by both the researcher and the respondents so that quality information could be generated.

- The four focus groups of between eight and nine members each provided the researcher with contact numbers, as well as the relevant school telephone numbers so that the researcher could confirm with them before and on the day of the interview to ensure that all the members of the focus groups would be able to attend the interview on the day agreed upon.
- One of the schools represented in the focus groups had participated in the in the first OBE approach and Curriculum 2005 review processes and was, thus, able to provide valuable information for the study. This information had to do with the following:
 - That OBE was foreign and difficult for both teachers and learners.
 - Teachers had not been trained in the new approach to teaching and learning. The afternoon workshops that were conducted by district offices were not sufficient to equip teachers to change their teaching and assessment methods.
 - Principals and their school management teams were not skilled to manage OBE. Previous authors (e.g. Van Deventer) also found that principals did not assist in creating an environment conducive to the teaching of the subject Life Orientation.
 - Too many tasks were given to learners and parents who were illiterate could not assist their children. Literate parents did the tasks for their children.