

**EXPERIENCES OF EDUCATORS OF TRAINING IN THE
CURRICULUM ASSESSMENT POLICY STATEMENT**

by

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PRETORIA

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Experiences of educators of training in the Curriculum Assessment Policy Statement



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DEDICATION

I dedicate this research project to my mother Tetswane for her support while I was immersed in my studies; to my partner Petrus, for his outstanding support and encouragement; and to my son Tshepo and daughter Tshepiso, who have always given me joy and happiness.



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ABBREVIATIONS

ABET	Adult Basic Training and Education
ACE	Advanced Certificate in Education
BA	Bachelor of Arts
BEd	Bachelor of Education
C2005	Curriculum 2005
CAPS	Curriculum Assessment Policy Statement
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DoE	Department of Education
FEDSAS	Federation of Governing Bodies of South African Schools
HED	Higher Education Diploma
HOD	Head of Department
Hons	Honours
LO	Learning Outcome
NCS	National Curriculum Statement
NPDE	National Professional Diploma in Education
OBE	Outcomes-Based Education
PCK	Pedagogical Content Knowledge
PTC	Professional Teachers' Certificate
SACE	South African Council for Educators

Experiences of educators of training in the Curriculum Assessment Policy Statement



SMT	School Management Team
STC	Senior Teachers' Certificate
STD	Senior Teachers' Diploma



ABSTRACT

The purpose of this study was to explore the experiences of educators of training in the Curriculum Assessment Policy Statement. South Africa has undergone different curriculum changes in order to improve the standard of the education system. These changes have given educators moments of anxiety, fear and confusion.

The literature review revealed that, in any curriculum change, educators as implementers of curriculum should undergo CPD so that they can be informed about changes in the education system. By being informed, educators will also refresh and increase their subject knowledge.

The study employed a qualitative approach in which 12 educators were interviewed and were observed while presenting lessons in their classrooms. All 12 educators participated in semi-structured interviews. The study was conducted in Shiluvane circuit in the Mopani district in Limpopo province.

The findings of the study suggest that there should be proper planning when a new curriculum is introduced. The educators felt that the time allocated for CAPS training was too short, as they could not learn everything they were supposed to learn in the allocated period. The findings also show that the CAPS presenters had little knowledge of what CAPS entails, although different useful materials were brought to the CAPS training sessions and given to the educators.

There is a need for CPD of educators; and educators, like learners, need more time to adapt and adjust to changes. Sufficient monitoring and support should be provided for educators when a new curriculum is implemented.

Experiences of educators of training in the Curriculum Assessment Policy Statement



KEYWORDS

Curriculum change

Continuous professional development

Curriculum and Assessment Policy Statement

CAPS training

Educator

Experiences

Perceptions



TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION AND BACKGROUND	1
1.1 Context of research	1
1.2 Problem statement	2
1.3 Rationale and significance of study.....	3
1.4 Research question.....	4
1.4.1 Sub-questions	4
1.4.1.1 What are the experiences of educators regarding the length of training in CAPS?.....	4
1.4.1.2 What are the experiences of educators regarding the quality of CAPS presenters?	4
1.4.1.3 What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?.....	4
1.4.1.4 How do educators perceive professional support after the training? 4	
1.5 Research aims	4
1.5.1 To find out about the experiences of educators regarding the length of training of CAPS.....	5
1.5.2 To find out about the experiences of educators regarding the quality of CAPS presenters.	5
1.5.3 To investigate the perceptions of educators of the use of materials, new knowledge and skills acquired from the training.....	5
1.5.4 To find out how educators perceive professional support after training. 5	
1.6 Working assumptions	5
1.7 Demarcation	5
1.8 Preliminary literature review.....	5

Experiences of educators of training in the Curriculum Assessment Policy Statement



1.8.1	The duration of the training	6
1.8.2	The quality of presenters.....	6
1.8.3	The use of materials, new knowledge and skills acquired during the training	7
1.8.4	The support that the educators receive after the training	7
1.9	Research design and methodology	7
1.9.1	Research approach.....	7
1.9.2	Population and sampling.....	8
1.9.3	Data collection.....	8
1.10	Data analysis and interpretation	9
1.11	Theoretical framework	10
1.12	Credibility and trustworthiness	11
1.13	Ethical considerations	12
1.14	Limitations of the study	12
1.15	Layout of the study.....	13
	CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	14
2.1	Introduction.....	14
2.2	Theoretical framework	14
2.3	Literature review	21
2.3.1	Curriculum change	21
2.3.1.1	Introduction of a whole new curriculum	22
2.3.1.2	Introduction or deletion of subjects.....	23
2.3.1.3	Change in assessment criteria.....	23
2.3.2	Curriculum changes in other countries.....	24
2.3.3	Curriculum change in South Africa.....	25

Experiences of educators of training in the Curriculum Assessment Policy Statement



2.4	Continuous professional development of educators	28
2.4.1	The benefits of continuous professional development to educators....	30
2.4.2	Role of educators in continuous professional development in CAPS..	33
2.4.3	The duration of training on a new curriculum	34
2.4.4	The quality of the presenters.....	35
2.4.5	The use of materials, new knowledge and skills	36
2.4.6	Implementing continuous professional development.....	36
2.5	Monitoring and support by the school, district and department.....	38
2.6	Factors hindering monitoring and support	40
2.6.1	Understanding the new curriculum.....	40
2.6.2	Lack of subject knowledge by educators.....	41
2.6.3	Insufficient training	42
2.6.4	Workload of curriculum advisors	42
2.6.5	Conclusion	43
	CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY.....	44
3.1	Introduction.....	44
3.2	Research design	44
3.3	Research methodology	45
3.4	Research paradigm	46
3.5	Site selection.....	46
3.6	Population selection and sampling.....	47
3.7	Data-collection instruments.....	49
3.7.1	Interviews	49
3.7.2	Observations.....	50

Experiences of educators of training in the Curriculum Assessment Policy Statement



3.8	Data analysis	51
3.9	Credibility and trustworthiness	51
3.10	Limitations of the study	52
3.11	Ethical considerations	52
3.12	Conclusion	53
CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION		54
4.1	Introduction	54
4.2	School educator profiles	54
4.2.1	School A.....	55
4.2.2	School B.....	56
4.2.3	School C.....	57
4.2.4	School D.....	58
4.3	Participants and coding	59
4.4	Analysis of data	60
4.4.1	Findings concerning research sub-question 1.....	61
4.4.2	Findings concerning research sub-question 2.....	67
4.4.3	Findings concerning research sub-question 3.....	70
4.4.4	Findings concerning research sub-question 4.....	76
4.5	Synthesis of the findings	78
4.5.1	What are the experiences of educators regarding the length of training of CAPS?.....	79
4.5.2	What are the experiences of educators regarding the quality of CAPS presenters?.....	79
4.5.3	What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?.....	80

Experiences of educators of training in the Curriculum Assessment Policy Statement



4.5.4 How do educators perceive professional support after the training? ... 81

4.6 Conclusion 81

**CHAPTER 5: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION
..... 82**

5.1 Introduction..... 82

5.2 Overview of chapters 82

5.2.1 Chapter 1 82

5.2.2 Chapter 2 82

5.2.3 Chapter 3 83

5.2.4 Chapter 4 83

5.2.5 Chapter 5 83

5.3 Findings..... 83

5.3.1 Introduction 83

5.3.2 Findings from the literature..... 84

5.3.3 Findings from the empirical study..... 85

5.4 Conclusion regarding the study assumptions..... 88

5.5 Recommendations..... 88

5.5.1 Recommendations for improvement of practice..... 89

5.5.2 Recommendations for further research..... 90

5.6 Concluding remarks 90

BIBLIOGRAPHY..... 92

Annexure A: Interview schedule for educators 102

Annexure B: Observation schedule for educators..... 104

Experiences of educators of training in the Curriculum Assessment Policy Statement



Annexure C: Letter requesting permission from the Limpopo Department of Education..... 105

Annexure D: Permission letter from the department 106

Annexure E: Letter requesting permission from school principals..... 108

Annexure F: Permission letter from school principals 109

Annexure G: Informed consent from participants..... 110

Annexure H: Ethical clearance certificate..... 111



LIST OF FIGURES

Figure 2.1: Types of curriculum change (Cornelissen 2013:15)	22
Figure 2.2: A model of educator change (adapted from Guskey 2002)	28
Figure 2.3: Curriculum co-ordination in Limpopo province (Brynard & Netshikhophani 2011)	39

LIST OF TABLES

Table 2.1: Five levels of professional development evaluation (Guskey 2002:48) ...	15
Table 3.1: Sample characteristics	48
Table 4.1: School profile for school A.....	55
Table 4.2: Educators' profile for school A.....	55
Table 4.3: School profile for school B.....	56
Table 4.4: Educators' profile for school B.....	57
Table 4.5: School profile for school C.....	57
Table 4.6: Educators' profile for school C.....	58
Table 4.7: School profile for school D.....	58
Table 4.8: Educators' profile for school D.....	59
Table 4.9: Coding for the schools and participants	60
Table 4.10: Positive and negative findings	78



CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Context of research

South Africa has undergone many curriculum changes since the new democracy in 1994. These changes mean there is a need for professional development of educators to provide them with the essential knowledge and skills to prepare them for the classroom. The persistent low level of academic achievement of school learners has forced the government to undertake a number of initiatives to improve the quality of schooling in South Africa.

Van der Berg (2005) and Van der Berg and Louw (2006) point to a vast disjuncture between investment and outcome in the South African education system. There is significant state expenditure on education, but still South African learners perform poorly in national, regional and international assessments. A report by Schwab and Sala-i-Martin (2011) reveals that, of 144 countries that were surveyed worldwide on the extent of their staff training, South Africa achieved position 26. However, in terms of the quality of the education system and the quality of mathematics and science education, it came in positions 140 and 143 respectively. In another study, South Africa was ranked last out of 12 participating African countries on Grade 4 learners' achievements in numeracy and literacy (Van der Berg & Louw 2006).

The recent curriculum change that is being implemented is the Curriculum Assessment Policy Statement (CAPS). The introduction of any policy should bring about a significant positive change in teaching and learning, which should also have a positive effect on learner achievement. According to Mestry, Hendricks and Bisschoff (2009), improving the quality of educators is believed to have a positive influence on the quality of learners' achievement, and the overall performance of the education system can be improved by improving the quality of educators through professional development programmes. The quest for educational reform has become a world-wide phenomenon as "the imperatives of globalisation and international competitiveness have placed educational outcomes on the agenda of

Experiences of educators of training in the Curriculum Assessment Policy Statement



countries around the world” (Skilbeck 1995:1) and South Africa, with the advantage of a new democracy, needed to respond to the global call for quality education. In this study “quality education” means the degree to which the education system is able to attain its goals (Chapman, Weidman, Cohen & Mercer 2005), and it is measured by the levels of learner achievement. Educators must therefore be fully involved and informed about any change that could affect their teaching and learning in schools.

1.2 Problem statement

The introduction of any change in an organisation is accompanied by a great deal of apprehension, resistance and even anger in the people involved. In the education system, there have been many unsuccessful changes. Changes have been unsuccessful in the sense that new curricula are introduced and implemented in a short period of time while educators are still trying to adapt to the change. Educators as implementers of those curricula have to go through all the phases of anxiety, struggle, fear, frustrations and even excitement. The successful implementation of new policies, according to Lessing and De Witt (2007), will only be effective if educators are adequately equipped and prepared by means of continuous professional development (CPD). ‘Continuous’ in the sense that professional development of educators is rapidly and frequently changing around the world (Villegas-Reimers 2003). In any curriculum change educators should be professionally developed to adapt to the new changes and so professional development of educators should be continuous. The Curriculum Assessment Policy Statement (CAPS), the new policy implemented from 2010, has caused apprehensive moments for educators.

The new policy has necessitated more professional development for educators. Quick, expensive training workshops are held to help prepare educators for the implementation of the curriculum in classrooms, but these do not seem to be enough to equip educators with all the necessary knowledge and skills needed when they return to the classroom. Educators need time to adapt to the new curriculum so that

Experiences of educators of training in the Curriculum Assessment Policy Statement



they will effectively implement it in the classroom. According to Guskey and Yoon (2009:498), “educators at all levels need just in time, job embedded assistance as they struggle to adapt new curricula to their unique classroom context.” For professional development to be effective, considerable time is required and that time must be well organised and focused on content and pedagogy (Guskey & Yoon 2009). According to Bantwini (2010:82), “developing and launching a new curriculum does not guarantee that challenges and problems will be overcome.”

The purpose of the study is thus to explore how educators experience training in CAPS.

1.3 Rationale and significance of study

CPD of educators is supposed to bring positive results and changes in teaching and learning which will lead to better learner achievement. The introduction of CAPS was supposed to reduce educators’ workload so that they could spend more time in the classroom, and less time doing administrative work. CAPS is believed to be more helpful in teaching low-achieving learners (Ramatlapanana & Makonye 2012). The new CAPS textbooks are aligned with pace-setters and work schedules, which makes it easy for learners to know exactly where they should be according to the pace-setters. The textbooks also have sufficient activities at the end of each topic.

From the researcher’s observations as an educator, educators seem to be confused and complain about the curriculum changes and amount of work they are exposed to, which limit their contact time with learners in classrooms. Research has been conducted on curriculum changes and the professional development of educators. CAPS is a new curriculum and little has been reported about its effectiveness and worth as a curriculum. Therefore the focus of this study is on the experiences of educators of training in the Curriculum Assessment Policy Statement.

The significance of this study is on a both knowledge and a practice level. On the knowledge level it will give the researcher an indication of what the participants think

Experiences of educators of training in the Curriculum Assessment Policy Statement



about the effectiveness of CAPS and its impact on learner achievement – if it has one. The study will also contribute to knowledge of curriculum changes and continuous professional teacher development (CPTD). On the practice level, the research will benefit the education department as a whole. This includes policy-makers, curriculum presenters, educators and learners, and other stakeholders involved in the education system.

1.4 Research question

The main aim of the study is to explore the experiences of educators of training in the Curriculum Assessment Policy Statement. From this aim the primary research question is: What are the experiences of educators of training in the Curriculum Assessment Policy Statement?

1.4.1 Sub-questions

- 1.4.1.1 What are the experiences of educators regarding the length of training in CAPS?
- 1.4.1.2 What are the experiences of educators regarding the quality of CAPS presenters?
- 1.4.1.3 What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?
- 1.4.1.4 How do educators perceive professional support after the training?

1.5 Research aims

The following aims were pursued in order to collect appropriate data for the study:



- 1.5.1 To find out about the experiences of educators regarding the length of training of CAPS.
- 1.5.2 To find out about the experiences of educators regarding the quality of CAPS presenters.
- 1.5.3 To investigate the perceptions of educators of the use of materials, new knowledge and skills acquired from the training.
- 1.5.4 To find out how educators perceive professional support after training.

1.6 Working assumptions

South Africa spends a great deal of money to improve the standard of the education system. As in other countries, South Africa has experienced different curriculum changes and has spent money on training educators in the new curriculum. Recently educators were required to be trained in CAPS, the latest curriculum. The first working assumption is that educators spend little time on training for CAPS. Secondly, the presenters do not have a thorough knowledge of what CAPS is about and what to expect from the educators. Lastly, the presenters as well as the School Management Team (SMT) and departmental officials do not offer monitoring and support to the educators in the implementation of CAPS.

1.7 Demarcation

The research was conducted in the Shiluvane circuit in the Mopani district in the Limpopo province. This is the area in which the researcher resides.

1.8 Preliminary literature review

A review of the literature based on the research question of this study is presented in greater detail in Chapter 2 in order to identify information from existing research that guided this study. A review of the literature serves several purposes in research.



According to Creswell (1994:20) “it is conducted to generate a picture of what is known about a particular study and shares with the reader the results of other studies that are closely related to the study being reported.” Knowledge from the literature is used to state the significance of the problem in order to develop a research design, relate the results of the study to previous knowledge and suggest further research (Strauss & Myburgh 2007). Therefore, according to the authors, a thorough literature study is indispensable in all types of research.

In this research the literature focuses on the experiences of educators regarding the length of training for a new curriculum, the quality of the presenters, the use of materials, new knowledge and skills acquired during the training and the support that the educators receive after the training.

1.8.1 The duration of the training

The main aim of curriculum change is to improve the quality of the education system by altering educators’ pedagogical assumptions, teaching methods and assessment techniques. Research shows that this is difficult to achieve, since educators are seen as the principal agents in curriculum review (Fullan 1991). The duration of the training is very important in determining whether the implementation of a new curriculum will be a success or a failure. Taole (2013:44) states that “as training is the most viable option of informing educators about the developments in the curriculum, educators need more training to handle new information.” Bantwini (2010:87) indicates in his study that educators experienced “limited orientation training.”

1.8.2 The quality of presenters

It is crucial that the presenters of the new curriculum thoroughly understand the policy documents before they can present them to the educators. The presenters could be curriculum or subject advisors. Knowing a new curriculum well before they train educators can lead to effective implementation. Just like educators, curriculum



presenters should have a positive attitude and show commitment and willingness to learn (Brynard & Netshikhophani 2011).

1.8.3 The use of materials, new knowledge and skills acquired during the training

The training of educators for a new curriculum should not end with the training sessions, educators should take what they have learnt and apply it in the classroom. According to Rodrigues (2005), educators who have been engaged in certain methods of professional development return to their classrooms with the expectation that they will use the new resources, teaching strategies and new content knowledge in novel ways.

1.8.4 The support that the educators receive after the training

Although educators have a powerful influence on the implementation of a curriculum, they are not the curriculum developers themselves and there is a need for monitoring and support after the training (Rodrigues 2005). The Minister of Basic Education, Ms Angie Motshekga, stated that monitoring and support of CAPS would be intensified since all grades will have to implement it (DBE 2013a).

1.9 Research design and methodology

A research design is a plan that guides a study. It shows step by step how data will be collected. Creswell (1994) views a research design as a representation of a plan according to which data will be collected. The methodology can be qualitative, quantitative or mixed method (in which the researcher uses both qualitative and quantitative methodology).

1.9.1 Research approach

The research approached followed in this study is qualitative. A qualitative approach allows the researcher to have a better understanding of the experiences of the



participants about the phenomenon under the study (Johnson & Onwuegbuzie 2004). According to Johnson and Onwuegbuzie (2004), the major characteristics of qualitative research include discovery, exploration, hypothesis generation or theory, the researcher as the primary instrument in collecting data and qualitative analysis.

1.9.2 Population and sampling

The study made use of purposive sampling to select the participants. A total of 12 educators were selected from four secondary schools in the Shiluvane circuit, Mopani district in the Limpopo province. Since it is not easy to find four educators offering the same subject from one school, for the purpose of this study the educators were selected from the Maths and Science departments for the four subjects at Further Education and Training (FET) level: Mathematics, Physical Sciences, Life Sciences, Agricultural Sciences and Geography. These subjects were chosen because most schools offer them. Most of the schools in this circuit are classified as quintile 1 and 2, which means that they are the poor schools. The selection is based on the accessibility of all the sampled schools. Participants must have experienced different curriculum changes and, most importantly, they must have attended CAPS training so that they are able to provide rich useful data for the research.

1.9.3 Data collection

Two research instruments were used to collect data in this study, i.e. interviews and observations.

1.9.3.1 Interviews

Henning, Van Rensburg and Smit (2004) differentiate between two types of interview: standardised and discursively oriented. In standardised interviews, the interviewer controls the process so that the interviewee does not deviate from the topic, and in this case interviews as data collection instruments are believed to provide “true” or “real” version of the feelings, facts and opinions of the participants



(Henning et al 2004). On the other hand, in discursively oriented interviews, the participants interact with the interviewer involved in a discursive practice.

Semi-structured interviews with open-ended questions were used in this study. Before the interview participants were briefed about the topic under investigation, to prepare them and allow them to feel free to engage positively during the interviews. To allow the participants to open up further and articulate their experiences about the training of CAPS, during the interview prompting questions like “can you explain further/ can you elaborate on that/ what do you mean by that?” were used. Because most of the data was collected from discussions, an audiotape was used to record the interviews so that no viable information was missed. Data is descriptive and can therefore be analysed in words.

1.9.3.2 Observation

Qualitative research could also employ observation as a data collection instrument. Observation requires that the researcher looks and listens, and what the researcher sees and hears becomes his version of what it is (Henning et al 2004). The participants, in this case the educators, were observed in their classrooms to see how the educators themselves understood and implemented CAPS after the training. Observation can be participant or non-participant. In participant observation, researchers participate in the activities and routines of the group being studied (Henning et al 2004). In non-participant observation researchers do not locate themselves or participate in the social activities of the group being studied. The study used non-participant observation, since the researcher only observed while the educators presented their lessons in class.

1.10 Data analysis and interpretation

Analysing the data involved transcribing the interviews, then coding the transcriptions to develop similar themes and similar patterns and sorting data to address the research question. Because different codes emerged from the transcriptions, it was important for the researcher to ensure that the codes were



related to the research question (Henning et al 2004). The audio-recordings were transcribed into text. From the text, similarities and relations (codes, categories and patterns) emerged and data was analysed according to these similarities and relations.

In analysing the classroom observation, the researcher concentrated on the following aspects of the educator's work:

- Does the educator show understanding of the subject being offered?
- Does the educator involve the class during the teaching and learning process, if the educator is assessing the class throughout the lesson?
- Is the educator able to implement curriculum and learning programmes?

1.11 Theoretical framework

The theory that guides this study is Guskey's model of the five levels of professional development evaluation. The theory is based on the five critical levels of evaluation, and using those critical levels the professional development programmes can be assessed and improved. Guskey mentions that in most professional development activities evaluation is mainly left to the experts, whereas it is an important aspect of the whole professional development process. Evaluation, according to Guskey (2000), helps to answer questions such as: Is the programme achieving the expected outcomes? Is the current programme better than the previous one? And is it worth the costs? Good evaluation provides information that is significant and that can be used to make relevant decisions about the professional development processes (Guskey 2000). Guskey's theory is built on the belief that, through professional development evaluation, it can be determined whether the planned activities give rise to the desired goals and purposes.

Guskey developed the five critical levels of professional development evaluation as participants' reactions, participants' learning, organisational support and change, participants' use of new knowledge and skills and student learning outcomes (Guskey 2000). The first level is the most common form of professional development



evaluation and studies participants' reactions to the professional development experience by measuring the educators' initial satisfaction with the experience.

The second level, depending on the desired goals of the programme, examines the new knowledge and skills gained by the participants, who must give an indication of how they can use what they learnt and apply it in a typical classroom. The third level focuses on the organisation's accommodation, advocacy, facilitation, support and recognition. This level shows that even if all the individual facets of professional development are handled appropriately, any form of professional development can be negatively affected if the organisation lacks support and change.

The fourth level focuses on the use of new knowledge and skills by participants. What is assessed at this level is whether the new knowledge and skills gained by participants have an effect in their professional development practice. The fifth and last level, namely student learning outcomes, focuses on whether the professional development activities had an effect on the learning outcomes. The outcomes include the cognitive outcomes, affective outcomes and psychomotor outcomes. This study focuses on the first four levels of Guskey's framework.

1.12 Credibility and trustworthiness

A number of strategies were used to ensure the credibility and trustworthiness of data. The use of various approaches increases trustworthiness in qualitative research (Creswell 2007). Credibility is a measure applied to ensure trustworthiness. It refers to the integrity of the whole research process, which includes actions in preparation for the research field, keeping a reflective journal and peer group evaluation. Data collected using different collection instruments enhances the credibility of the data. During interviews, prompt questions such as "do you really mean ...?" were asked. The researcher also performed member checking to confirm if what was transcribed during interviews was what the participants meant to convey. Member checking, according to McMillan and Schumacher (2001), means giving participants feedback on the preliminary findings and on the interpretation of the



findings. Both the interviews and observation analyses are believed to increase the reliability of the data.

1.13 Ethical considerations

Maree et al (2007:298) argue that “the researcher should follow and abide by ethical guidelines throughout the research process.” In this study ethical considerations were strictly followed. Permission was obtained from the Faculty’s Ethics Committee before embarking on the process of collecting data. A copy of the original ethical clearance certificate issued by the Faculty’s Ethics Committee is included as Annexure H. Informed consent was obtained from the department, the school and participants. All the participants were initially informed about the purpose of the study, their rights to withdraw from participating in the study at any time they wished, that their names would be kept confidential during and after the study, and that they would never be exposed to any physical and/ or psychological harm.

1.14 Limitations of the study

The study is limited to only four schools in one circuit, Shiluvane, and because of the different socio-economic status of the schools, the findings cannot be generalised to all schools in Limpopo. Furthermore, because most of the educators in this region studied in the black-dominated universities such as the University of Limpopo (formerly known as the University of the North) and the University of Venda, the language used in interviews may have been a limitation in that there might be a need for interpretation when collecting data. Since the researcher is familiar with and can speak the languages (Sepedi and Tsonga) spoken in this area, interview questions were clarified if necessary. The focus of this study was on the experiences of educators of training of CAPS, hence the participants could provide information that they think the researcher wants. This was resolved by avoiding leading questions.



1.15 Layout of the study

The study comprises five chapters.

Chapter 1

This chapter presents the introduction and background to the study, the problem statement, the rationale and significance of study and the research question and sub-questions. It also covers the research design, credibility and trustworthiness, ethical considerations and limitations of the study.

Chapter 2

Chapter 2 provides the theoretical framework and a review of the literature on curriculum changes and CPD in relation to CAPS.

Chapter 3

Chapter 3 explains the research design and methodology used in the study. It also explains how the process of data analysis and interpretation was undertaken.

Chapter 4

The findings of the study on the experiences of educators of training in CAPS are presented in this chapter. This includes analysis and interpretation of data.

Chapter 5

Chapter 5 provides an overview of the study, the findings in terms of the aims of the study, the conclusion regarding the working assumptions, recommendations to improve practice and recommendations for further research. It presents some concluding comments on the significance and contribution of the study.



CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the introduction and background of the study. This includes the context of the study, the problem statement, the rationale and significance of the study and the research question and sub-questions. This chapter also included the research design, its credibility and trustworthiness, ethical considerations and limitations of the study.

This chapter provides the theoretical framework used in this study. It also presents a review of the literature on curriculum change and professional development of educators in relation to CAPS.

2.2 Theoretical framework

Evidence from research reveals a complex relationship between professional development and student achievement (Guskey & Yoon 2009). According to Guskey and Yoon (2009), of the 1 343 studies examined by them, only nine met the standards of credible evidence set by the What Works Clearinghouse (WWC), an arm of the United States Department of Education. The theory that guides this study is mainly Guskey's model of five levels of professional development evaluation, shown in Table 2.1. The model is meant to be used to measure what is done in professional development in education.



Table 2.1: Five levels of professional development evaluation (Guskey 2002:48)

Evaluation level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reactions	Did the participants like the training? Was their time well spent? Did the material make sense? Will it be useful? Was the trainer knowledgeable and helpful? Was the room at the right temperature? Were the tables and chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve programme design and delivery
2. Participants' learning	Did the participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations	New knowledge and skills of the participants	To improve programme content, format and organisation

Experiences of educators of training in the Curriculum Assessment Policy Statement



Evaluation level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
		Demonstrations Participant reflections (oral and/or written) Participant portfolios		
3. Organisation support and change	What was the impact on the organisation? Did the training affect organisational climate and procedures? Was implementation advocated, facilitated and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organisation's accommodation, advocacy, facilitation support and recognition	To document and improve organisational support To inform future change efforts

Experiences of educators of training in the Curriculum Assessment Policy Statement



Evaluation level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
	Were successes recognised and shared?			
4. Participants' use of new knowledge and skills	Did the participants apply their new knowledge and skills effectively?	Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of programme content
5. Student learning outcomes	What was the impact of the training on students? Did the training affect student performance or achievement? Did it influence students'	Student records School records Questionnaires Structured interviews with students, parents, educators, and/or	Student learning outcomes: Cognitive dimensions (performance & achievement) • Affective dimensions	To focus and improve all aspects of programme design, implementation and follow-up To demonstrate the overall impact of

Experiences of educators of training in the Curriculum Assessment Policy Statement



Evaluation level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
	physical or emotional wellbeing? Are students more confident? Is student attendance improving? Are dropouts decreasing?	administrators Participant portfolios	(attitudes & dispositions) • Psychomotor dimensions (skills & behaviours)	professional development

Experiences of educators of training in the Curriculum Assessment Policy Statement



For the purpose of this study, only the first four levels will be considered, that is, participants' reactions, participants' learning, organisation support and change and participants' use of new knowledge and skills. The first level, namely participants' reactions, focuses on the initial satisfaction of participants with the experience that is intended to improve the delivery and design of that particular programme. The focus is mostly on the settings of the environment as well as the general experience of the participants. In most cases professional development of educators is done in the form of workshops and seminars, and it is important that the environment and the setting are user-friendly. According to Guskey (2002), the design and delivery of the programme can be improved by measuring the initial satisfaction of participants with the experience. The training of CAPS as a new curriculum requires that educators are well accommodated and catered for.

The second level (participants' learning) concentrates on the knowledge and skills that the participants should acquire through the training. Educators, just like learners, have their own specific ways of learning, and Steyn (2009) supports this by stating that individual educators have specific learning needs and learning styles. The new knowledge and skills should be assessed at the end of the training to judge whether the professional development was successful and effective. It is at this level that the participants show confidence that what they learned can be applied in the classrooms with little or no difficulty. The study focuses on the type of knowledge and skills that the educators gained from the CAPS training and that they have more confidence in what they learnt.

The third level, i.e. organisation support and change, is very important in any organisation that undergoes a change. In this study the focus is on the monitoring and support that the educators receive during and after they have attended the CAPS training. Since training is followed by implementation, it is crucial for the presenters to do follow-up and monitor whether the implementation is done effectively and successfully.

Experiences of educators of training in the Curriculum Assessment Policy Statement



The fourth and last level is on the use of new knowledge and skills by participants. The study focused on whether the acquired knowledge and skills were applied by the educators after the training. According to Guskey (2000), by using the critical levels of educators' professional development evaluation, then professional development programmes can be improved. Educators use what they learnt during the training and apply that in the classroom.

The research on professional development reposes on a body of knowledge about the nature and importance of educator expertise and educator learning. If attention is devoted to evaluating professional development policy and how it should be implemented, it could assist the policy-makers on how to develop educators effectively (Steyn 2008). Without the evaluation of a professional development policy and its implementation professional development programmes may not be successfully implemented, and this will hamper the effectiveness of educators' CPD, especially in South Africa (Steyn 2008). Guskey concludes that, by considering the critical aspects of the change process, staff development programmes can be made more effective and powerful (Guskey 1985).

Research related to the components in the model and their relationships was reviewed by examining educator learning and the nature and type of professional development, which includes the content, processes, strategies and context that contribute to the learning. Guskey (2002) views professional development programmes as being based on the assumption that changing the attitudes and beliefs of educators is designed to gain their acceptance and commitment before the implementation of any practices or strategies. It is important to first clarify the desired goals, as this will help to indicate if you have reached your destination. Without the goals, most professional development evaluations cannot fall into place (Guskey 2000).



2.3 Literature review

In this chapter a review of the literature pertinent to the theoretical basis of this research on educators' experiences regarding CAPS training is presented. The main aim of this study is to investigate the experiences of educators of training in CAPS. The literature review begins by looking at the previous curriculum changes that educators have undergone and links them to the recent curriculum, CAPS, in order to understand the feelings of the educators when they moved from the previous curriculum to CAPS.

2.3.1 Curriculum change

Curriculum change (curriculum reform, curriculum renewal, transformation or innovation) is very important in improving the quality of education (Taole 2013). According to Van Rooyen and De Beer (2006), curriculum changes do not occur in a vacuum but are influenced by either political or social priorities. In my view the political priorities carry more weight than the social priorities. Studies reveal that, in many cases, the introduction of a new curriculum involves either the removal or addition of new topic (s) or content. In the case of a new topic being added, educators usually feel uncertain about their level of content knowledge (Henze, Van Driel & Verloop 2008). It is up to the educators to transform the knowledge they gain from training into a simpler form that can be understood by the learners, by using different strategies. This is called the pedagogical content knowledge (PCK). Henze et al (2008) define PCK as educators' knowledge of instructional strategies concerning certain topics, how learners understand the topic, the ways to assess how learners understand the topic and the goals and objectives for teaching a specific topic in the curriculum. It is thus after proper training that educators will transform their new knowledge and apply the skills gained to the learners in such a way that learners will easily understand.

As mentioned above, in most cases a new curriculum involves either the removal or addition of a new content or topic. Curriculum change could be the introduction of a



whole new curriculum or changes in assessment criteria (Cornelissen 2013). Any type of change, if not properly planned and executed, will lead to unsuccessful implementation. The model in Figure 2.1 shows the different forms in which curriculum changes can occur.

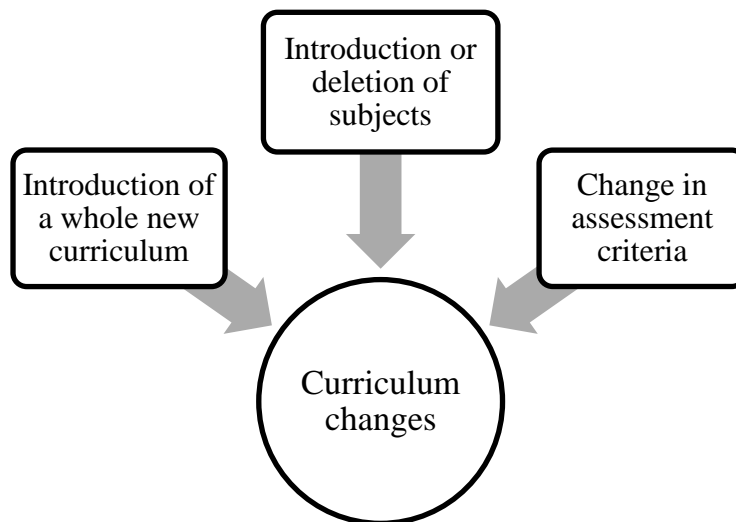


Figure 2.1: Types of curriculum change (Cornelissen 2013:15)

2.3.1.1 Introduction of a whole new curriculum

This is a type of change in which the educators must use a very different approach in their teaching. The curriculum to which the educators refer as the “old curriculum” or Report 550 was characterised by being educator-centred. Educators were the transmitters and learners were the receivers of knowledge. Learners had to reproduce what they had been taught exactly. This old curriculum was replaced by Curriculum 2005 with its Outcomes-Based Education (OBE) approach, the first version of the post-apartheid National Curriculum Statement (NCS) (DoE 2008b). The change was that learning became learner-centred; learners were expected to take control of their learning and educators became facilitators of learning. This curriculum contained critical and developmental outcomes which described the kind of citizen the education system was aiming to create. From the critical and developmental outcomes, learning outcomes (LOs) were derived. The LOs described the knowledge, skills and values that learners needed to know and be able



to apply at the end of a particular phase (DoE 2008b). A changing curriculum put educators in an uneasy position with the fear of an unknown. Educators do not know what to expect especially since they are not involved in the design and planning of a new curriculum.

2.3.1.2 Introduction or deletion of subjects

The introduction or deletion of subjects usually involves addition or deletion of topics within the subject. If a new topic is introduced, the educator needs to be trained and master it before it can be taught to the learners. In the CAPS curriculum some topics that were removed previously have now been returned, and this puts educators in an awkward position of having to learn new topics. In some cases, topics from the same subject were moved from one grade and placed in another grade.

2.3.1.3 Change in assessment criteria

The new curriculum introduced continuous assessment and the Common Task for Assessment (CTA). The latter, which is set nationally, is used as an external summative assessment instrument. Continuous assessment is used throughout the course of a grade to determine the learner's achievement and it provides information which is used to support the learner's development (DoE 2007). In the new curriculum educators are to give learners more written work on which to assess them.

Every educator has his or her own unique way of transforming knowledge for the learners, and it is important to note that educators who lack the necessary PCK will be reluctant to implement the teaching strategies in the classroom. Many countries have undergone some form of curriculum change or review; in an attempt to transform the schooling system South Africa itself has undergone many curriculum changes in a short period of time (Taole 2013). Cornelissen (2013) identified two factors causing curriculum change, namely political and knowledge factors. She states that education policy is fed by political agendas and that it is mostly symbolic.



The knowledge factor is all about how knowledge is constructed in relation to the role of the school in learning and teaching. When curriculum decisions are taken, the policy carries more weight than knowledge (Cornelissen 2013). This is shown by the fact that the educators, who have more knowledge on the curriculum itself are excluded from the designing and planning processes but only called during the implementation process.

2.3.2 Curriculum changes in other countries

South Africa is not the only country that has undergone curriculum changes. Countries like Finland, the UK, the US and Australia have also undergone some sort of curriculum reform. Although the education system in Finland differs from the one in South Africa, the report of a Federation of Governing Bodies of South African Schools (Fedsas) educational tour to Finland in 2013 contains some elements which are vital to this research, including the following (Fedsas 2013):

- The national board of education develops the curriculum and local administration and schools make adjustments to the curriculum.
- Curriculum change has a lifespan of about 12 years.
- All role-players (including educators) are involved in the time and effort spent on curriculum adjustments, which last for about three years.

Australia, on the other hand, has been practising OBE since 1989 and has had many years of experience in implementing curriculum change. This is what influenced South Africa to adopt the OBE approach (Williamson & Lemmer [sa]). In Australia the introduction and implementation of curriculum change made educators uneasy, with some seeing it as a positive move and others seeing it negatively. Educators complaints included additional workloads and the demands on their time in implementing the curriculum change; the profiling concepts (students' learning outcomes) and language were difficult to read; and insufficient training and support were offered to educators, so "educators perceived lack of trust and confidence in their professional judgement" (Williamson & Lemmer [sa]:157). Therefore curriculum

Experiences of educators of training in the Curriculum Assessment Policy Statement



change in Australia also had its own problems during implementation, but because of its many years of experience in implementation, the curriculum change was a success.

In Trinidad and Tobago the curriculum changed from what was called the National Certificate of Secondary Education to the Secondary Education Modernisation curriculum. During this change educators attended short courses which lasted for two to three days, or one- to two-week training workshops, in order to introduce them to the new curriculum (Herbert & Rainford 2014). In Jamaica, in addition to the Secondary Education Modernisation curriculum two-week workshops, educators were visited at schools periodically over a three-year period by the presenters to observe how the educators implemented the new curriculum and to offer support and advice where needed. However, even in these countries educators complained that these methods of training did not prepare them adequately to implement the curriculum successfully (Herbert & Rainford 2014).

2.3.3 Curriculum change in South Africa

There have been many curriculum changes in South Africa since the first democratic elections in 1994. What was referred to as the old matric curriculum (Report 550) was replaced by CAPS, of which the final stage of implementation was 2014 for Grade 8 and Grade 12 learners. Curriculum 2005 (C2005) was launched in 1997 by the then Minister of Education, Prof. Sibusiso Bengu, and it was announced that it would be implemented from 1998 to 2005. C2005 was based on OBE (Du Plessis 2013).

Introducing and adopting a new curriculum bring a change to the education system also changes the role of educators as curriculum developers. OBE was introduced with the idea of moving education from being educator-centred to being learner-centred. The emphasis was on producing learners who are critical thinkers with problem-solving skills and who are responsible for their own learning. That implies that the educator becomes a facilitator of learning and at the same time prepares

Experiences of educators of training in the Curriculum Assessment Policy Statement



learners to become responsible citizens of the country (Van Rooyen & De Beer 2006). Educators struggled to understand what the new curriculum required them to do, and together with the terminology used in the policy document (which does not clearly explain the meaning of the terms used), it was difficult for educators to implement the curriculum in the classroom with ease.

Although the adoption of the new curriculum changes in South Africa was politically motivated, it actually followed curriculum changes in other developing and developed countries worldwide (Van Rooyen & De Beer 2006). Because of the negative public perceptions of OBE, the Minister of Basic Education established a Ministerial Committee in 2009 to review the curriculum (DBE 2013b). In 2010, the curriculum was reconstructed again and the minister announced that the following steps had been taken (DBE 2010):

- Reduction in the number of projects for learners.
- Discontinuation of learner portfolio files for assessment.
- Reduction in the number of educators' files to a single file.
- Discontinuation of CTAs in Grade 9 from January 2010.
- Tests for Grades 3 and 6 to be set nationally.
- The establishment of three committees to implement the curriculum.

According to Jansen (1998), the implementation of Curriculum 2005 and the OBE approach was the first major change in the education curriculum, and OBE was introduced in order to overcome the curricular divisions of the past. Jansen (1998) maintains that the language associated with OBE was too complex and confusing and sometimes contradictory. The first curriculum revision, namely the Revised NCS Grades R–9 and the NCS Grades 10–12, gave further impetus to the change in 2002 (DBE 2011). The challenges for implementation resulted in another review, in which the two NCSs, Grades R–9 and Grades 10–12, were combined into a single document known as the NCS Grades R–12 from 2012. This “new” document builds on the previous curriculum. It also aims at providing a clear guideline of what is to be

Experiences of educators of training in the Curriculum Assessment Policy Statement



taught and learnt on a term-by-term basis (DBE 2011). The NCS Grades R–12 (January 2012) as stipulated in CAPS represents a policy statement for teaching and learning in South African schools and comprises the following (DBE 2011):

- CAPS for each of the approved school subject.
- The national policy document pertaining to the programme and promotion requirements of the NCS Grades R–12.
- The National Protocol for Assessment Grades R–12 policy document.

The national CAPS is a single policy document which is concise and comprehensive. It replaces the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects as listed in the NCS Grades R–12 (DBE 2011).

CAPS was introduced with the idea of supporting educators by lightening their workload and simplifying terminology, as well as reducing the portfolio files for learners and educators. All educators play a significant role in the implementation of any new curriculum and must be consulted during all the processes of curriculum development and implementation. As Spies (2011) puts it, all stakeholders including school principals as managers and educators must be involved to ensure the viability and feasibility of a new curriculum. Du Plessis (2013) focuses on educators' experiences of curriculum changes and reports that some principals, who were school leaders themselves, did not receive CAPS training. In some cases educators did not acquire sufficient knowledge and skills to apply in the classrooms because the training sessions were too short. "A new curriculum will have little impact until educators have had time to understand and assimilate it" (Du Plessis 2013:74). These (many) changes have agitated most educators, and because of curriculum change educators must again participate in CPD in the form of workshops and training.



2.4 Continuous professional development of educators

According to Singh (2011), professional development can be defined in different ways, depending on the context in which it takes place. CPD of educators is defined as a process whereby educators reflect on their competencies, and keep themselves up to date with new developments (DBE 2010). Villegas-Reimers (2003) reviewed international literature on educator professional development and considers it as one of the components in most educational reforms currently in progress in the world. There is a clear relationship between educational change and the professional development of educators. Irrespective of the scope of the educational reform, its relationship and educators' professional development is two-way. "Educational reforms that do not include educators and their professional development have not been successful and professional-development initiatives that have not been embedded in some structures and policies have not been successful either" (Villegas-Reimers 2003:24).

Guskey offers an alternative model for creating effective professional development programmes (Guskey 2002). As shown in Figure 2.2, the model examines the process of educator change.

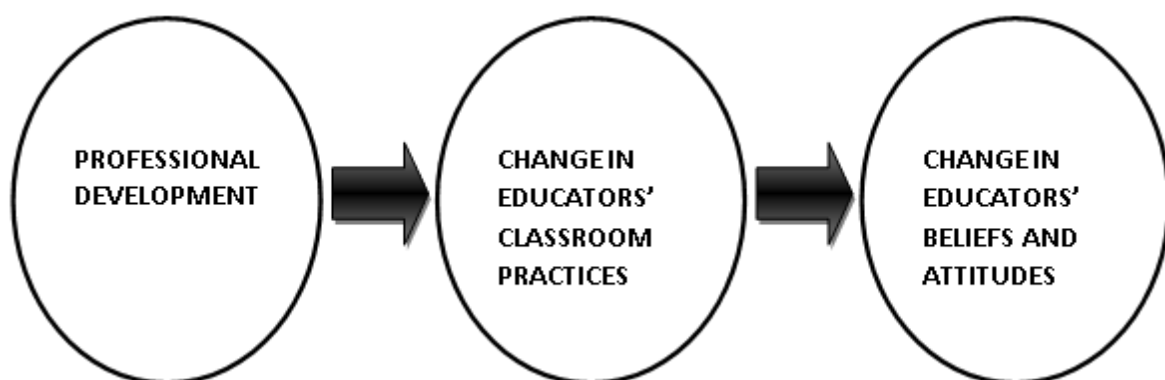


Figure 2.2: A model of educator change (adapted from Guskey 2002)

According to Guskey (2002), professional development programmes based on the theory that changes in attitudes and beliefs come first are designed to gain

Experiences of educators of training in the Curriculum Assessment Policy Statement



acceptance, enthusiasm and commitment from educators before implementation of new practices. This means that changing the attitudes and beliefs of educators by involving them in the planning process will make them feel accepted and they will show commitment to the design and implementation of a new curriculum.

The model shows that the professional development of educators should lead to change in the educators' classroom practices. These classroom practices could be the teaching approach in terms of lesson presentation, the use of materials and even modification of teaching procedures. Changes in educators' beliefs and attitudes are directly influenced by changes in classroom practices, which are also influenced by their professional development.

According to Guskey (2002), attitudes and beliefs are generally derived from classroom experience. Only if professional development is properly and successfully implemented can it lead to a change in educators' classroom practices, which then leads to a change in educators' beliefs and attitudes. As Guskey (2002:383) argues, "the crucial point is that it is not the professional development *per se*, but the experience of successful implementation that changes educators' attitudes and beliefs." Implementation can be successful if it is properly planned.

The South African Council for Educators (SACE), which is the legislative body for professional educators, is responsible for implementing and managing CPD for educators as intended in the new system. The new system will therefore (DoE 2006: 17):

- Ensure that the current initiatives that are dedicated to the professional development of educators contribute effectively to the improvement of the quality of teaching.
- Emphasise and strengthen the professional status of teaching.
- Provide educators with guidance about the type of professional development activities that will contribute to their professional growth.
- Protect educators from deceitful providers.



- Expand a range of activities that will contribute to the professional development of educators.

2.4.1 The benefits of continuous professional development to educators

Lewis and Day (2004) state that in order for educators to be well informed about any changes and developments in the education system that they need to integrate into their teaching, they need CPD. CPD of educators helps to refresh and increase the subject knowledge of educators and by doing so maintain their interest in the teaching profession (Lewis & Day 2004). Studies show that if educators have more professional knowledge, there are higher levels of learner achievement. Borko and Putman (1995) adduce that professional development changes educators' teaching methods. These changes have a positive impact on student learning and achievement.

A report of the National Commission on Teaching and America's Future cites that "investments in educators' knowledge and skills get greater increases in students' achievements" (Darling-Hammond 1999:32). Warwick and Reimers (1995) believe that the formal education of educators was linked to the levels of student achievement. Cohen and Hill (1997) also emphasise the strong relationship between professional development and students' achievement and therefore education quality. They argue that educators who participated in professional development based on a sustained curriculum showed a significant change in teaching practice and higher student achievement scores (Cohen & Hill 1997).

One of the reasons educators need to develop themselves is to increase their pedagogical knowledge and skills. The goal of most effective professional development programmes is to increase educators' knowledge and skills and improve their teaching practice (Tournaki, Lyublinskaya & Carolan 2011). Educators must have sufficient knowledge of subject content. Knowledge of subject content is best achieved if educators are teaching the subject that they are trained for. Villegas-Reimers (2009:23) states that "when assessing the impact of professional

Experiences of educators of training in the Curriculum Assessment Policy Statement



development on educator practices and thus students' achievement, the variable that must be considered is whether educators are teaching the subject that they were prepared to teach." Ingersoll (2001:42) reports that "requiring educators to teach classes for which they have not been trained harms the educators and learners."

Elmore (2002) points out that professional development in practice covers an immense array of activities around specific curricula. Teaching training in the form of short workshops is designed to familiarise educators with new ideas and requirements and to provide content and academic credit for educators. According to Feiman-Nemser (1993), the link between professional development and the knowledge and skills of educators is not clear and its relationship to improve instruction and student performance is non-existent. Spending more money on professional development activities that already exist, is unlikely to have a significant effect on the knowledge and skills of educators (Feiman-Nemser 1993).

Professional development is important in identifying and enhancing teaching expertise. Elmore (2002:17) argues that "the knowledge necessary for successful teaching lies in three domains: deep knowledge of the subject-matter and skills; expertise in instructional practices that cut across specific subject areas, or general pedagogical knowledge; and expertise in instructional practices that address the problems of teaching and learning associated with specific subjects and bodies of knowledge, or pedagogical content knowledge."

The National Staff Development Council, a US association that represents coalitions of practitioners, tends to present its recommendations as consensual and voluntary. The schools' system process of generating professional development strategy is viewed as an agreement between the system and its community, and among educators and administrators within the school (Elmore 2002).

In South Africa, a number of studies were conducted on CPD of educators as a result of constant education renewal. It was found that although there are formal structures and training, the problem is implementation. "The professional

Experiences of educators of training in the Curriculum Assessment Policy Statement



development of South African educators has been sporadic; although formal structures exist, implementation has been the problem” (Singh 2011:162). According to Jansen (1998), there was a huge gap at the time between the aims of OBE and C2005 and what the majority of educators had been trained for. The majority of educators in South Africa had no or little knowledge of the subject matter, and this could be one of the reasons why South African learners perform extremely poorly in international studies (Howie 2001).

What educators need to know in terms of professional development has increased drastically. Educators are expected to improve in terms of subject knowledge and pedagogical skills, understand the culture and psychological factors affecting student learning and accept greater responsibilities for the curriculum, assessments, governance and interagency collaboration (Corcoran 1995). Mestry et al (2009) report that educator development and training is critical to school improvement. There is a link between educator professional development and students’ achievement. The Department of Education has identified six main purposes of a CPTD system (DoE 2008a:4):

- Improve schooling and the quality of learner achievement.
- Co-ordinate professional development activities to achieve sharper focus and effectiveness.
- Renew the teaching profession and foster renewed commitment to the profession’s essential role in the development of the country.
- Contribute to the responsible autonomy and sureness of the teaching profession.
- Enable the profession to re-establish its professional standing and role in advancing the ideals of social justice.
- Acknowledge the effective participation of educators in CPD activities.

According to Fiske and Ladd (2004), intensive and extensive professional development of educators was necessary to prepare educators for the implementation of OBE. I would argue that an intensive and extensive educator



professional development is also necessary to prepare educators for the implementation of CAPS curriculum, as it necessitates professional development for a new role in their careers.

2.4.2 Role of educators in continuous professional development in CAPS

Educational changes that have focused on educators' professional development have been found to be successful in transformation of the national education systems (Villegas-Reimers 2003). Professional development means that educators need to move from where they are to where they should be, and educators as curriculum implementers play a vital role in their own professional development. It is important to involve educators in all forms of curriculum change, as they are themselves curriculum implementers.

Educators are involved in curriculum changes in most Australian states as participants in school-based trials and curriculum materials, syllabus-writers and members of advisory committees to syllabus writers and (Kirk & MacDonald 2001). The South African Department of Education also views the involvement of educators in curriculum change as important. "Educators are recognised as professionals who can make curriculum decisions and who do not have to rely on the dictates of a centrally devised syllabus" (DoE 2007:25). According to Kirk and MacDonald (2001), educators must be involved in the production of structural discourse by giving them opportunities to be agents within the contextualising field.

In a study in Namibia, it was found that the national administrators, leaders and educators – with support from other foreign institutions – were all involved in the design and implementation of change (Villegas-Reimers 2003). According to Singh (2011), although a formal structure for the professional development of educators exists, the problem has been implementation. As a result the quality of educators has diminished, and this in turn has had an effect on the training of educators. Singh (2011) argues that effective professional development is embedded in the day-to-day activities of the educators and so should consider their input in the design of



professional development programmes. According to West (1989), the principles of educator development are:

- Staff must view themselves as being the owners of the programme.
- The programme must suit all the staff.
- The programme must have the support of higher authorities.
- The programme must be rooted in an organisation's culture.
- The programme should be centred on the assessment of the needs of the educators.

Educators as curriculum implementers should contribute to the building of knowledge to implement a curriculum effectively. Their prior knowledge should be taken into account when new knowledge or change is introduced. However, what educators already know is often not taken into account when training programmes are designed (Taole 2013). For effective implementation, educators must know and understand the national education system as well as the context in which it is implemented (Villegas-Reimers 2003).

2.4.3 The duration of training on a new curriculum

It is important to understand that educators are lifelong learners who need proper training on a new curriculum. Professional development is a lifelong and continuous process, and any new curriculum will remain merely adapted and not adopted if there is no proper training (Du Plessis 2012). Educators cannot be expected to implement a new curriculum successfully if they are not properly trained. According to Taole (2013), training is still the most appropriate way to inform educators about any developments in the curriculum, and therefore they need more training. Training will not benefit the educators if it is too brief. Du Plessis (2012:75) says “professional development is more effective in changing educators’ practice when it is of longer duration, allows for the collective participation of educators, and includes opportunities for follow-up activities that make a strong connection between what is learned and how to apply it in the educator’s context.”



Educators need more time than is normally allocated to understand new concepts and learn new skills, which they in turn integrate into their teaching practice (Cambone 1995; Corcoran 1995; Troen & Boles 1994; Watts & Castle 1993). According to Lewis and Day (2004), the CPD of educators is very important to the development of learners, and so it should be carefully planned. It is an ongoing process that helps them to be well informed about the current developments and also how these could be integrated into their teaching and learning. De Clercq and Phiri (2013) report with reference to the ministerial review of C2005 that provinces and educators were frustrated by the short timeframe, planning and execution of the programme, which did not work. The training, which was in the form of workshops, was poorly contextualised, of short duration and without demonstration (De Clercq & Phiri 2013).

2.4.4 The quality of the presenters

“The success of any training and development initiatives depends on the quality of its trainers” (Brynard & Netshikhophani 2011:67). The quality of curriculum presenters has been found to have an effect on the success of a new curriculum. Thorough knowledge and understanding of a policy is very important when training educators on a new curriculum. The quality of presenters can be determined by their knowledge of the curriculum and by their preparedness in terms of presentation. Many curriculum advisors do not have enough knowledge and skills, and this could have a negative effect on the support they offer to educators (DoE 2009).

It is up to the education department to provide appropriate training to the relevant stakeholders before implementing any policy. Stout (1993) argues that, if effective training is offered, competent staff will emerge. According to Mestry et al (2009), the district managers, curriculum and subject advisors should have a thorough knowledge and understanding of the policies before they start training educators. Taole (2013) further suggests that the presenters should be properly trained in order to avoid misinterpretation and misinformation of the policy document.



2.4.5 The use of materials, new knowledge and skills

Regardless of the nature of professional development, new knowledge and skills must be acquired by attending workshops and seminars and educators must be able to apply the new knowledge and skills in their classrooms. Therefore educators should take ownership of their learning and participate in goal-setting and prioritising processes (Steyn 2009). This shows that educator commitment plays a crucial role in professional development. Van Eekelen, Vermunt and Boshuizen (2006) refer to a commitment to learning as a psychological state in which the educators have the desire to learn and experiment. It then becomes crucial that what they have learnt is practically applied in the classroom.

2.4.6 Implementing continuous professional development

Implementation is not an easy process; rather, it is complex and demanding. Professional development could be effective if it is well planned and goal-oriented. To achieve this goal, educators need to undergo professional development training for effective implementation of the new policy. It becomes the responsibility of the education department to provide quality training on the correct and successful implementation of the new curriculum policy (Brynard & Netshikhophani 2011). The effectiveness and success of the implementation of CPD depends on a number of factors. According to Brynard and Netshikhophani (2011), the success and correct implementation of a new curriculum depends on the quality of training that the educators receive. There are a number of factors that affect CPD. Ismat (2011) highlights some of the characteristics of effective professional development.

- It is school-based and rooted in educator work.
- It is collaborative, providing opportunities for educators to interact with peers.
- It is rooted in the knowledge base of teaching.
- It recognises educators as professionals and adults.
- It provides enough time and follow-up support.

Experiences of educators of training in the Curriculum Assessment Policy Statement



The Education Department Task Team has identified the risks in implementing the new CPTD system successfully as follows (DoE 2008a):

- Funding of the CPTD system may not be continual.
- Unions may oppose some aspects of the policy. Industrial action or disputes may affect implementation.
- The new CPTD policy may not be effectively communicated to educators in schools.
- Backlogs in resources, school infrastructure and educators' workloads may inhibit the take-up of CPTD.
- The needs of educators may not correspond with those identified by employers.
- Providers may not have the capacity to support educators' CPTD needs.
- SACE may not have the capacity to manage the CPTD system.
- The provincial education departments may not have the capacity to support the CPTD system.

Guskey (1995) suggests some guidelines that should be followed when planning and implementing professional development opportunities for educators:

- Recognise change as an individual and organisational process.
- Think big but start small.
- Work in teams to maintain professional support.
- Include procedures to allow feedback on results.
- Offer support continuous follow-up.
- Integrate programmes.

Corcoran (1995) suggests the following guiding principles for organisations that are designing and implementing CPD. The programmes must:

- Stimulate and offer support to site-based initiatives.
- Be grounded in knowledge about teaching.
- Offer intellectual, social and emotional engagement with colleagues.
- Demonstrate respect for educators as professionals and adult learners.



- Provide time and follow-up support.

According to Fullan (1987), the factors for successful professional development include:

- Redefinition of staff development as a process for learning.
- The role of leadership at school level.
- The organisational culture of the school.
- The role of external agencies at local and regional level.

CPD is found to be important in refreshing and increasing the subject knowledge of educators, and therefore changes in the educator's classroom practice. The whole process of training and implementation must be carefully planned before it is carried out.

2.5 Monitoring and support by the school, district and department

It is important that principals as school managers offer support to the educators during the process of CPD. As Steyn (2008:269) puts it: "principals can play a key role in CPTD by identifying educators' needs, motivating and supporting their development and working towards a collaborative school culture with shared values and norms." According to Taole (2013), monitoring and support is very important to ensure that a new curriculum is successfully implemented, and the SMT and curriculum advisors should monitor and support educators during the implementation of a new curriculum. Cunningham and Cordeiro (2000) see monitoring and support in the context of class visits, which give the SMT an opportunity to observe the educator's work, provide motivation and exercise influence. In this way educators have the opportunity to talk and learn about the problems they encounter in practice.

Monitoring determines the successes, deficiencies and challenges that educators encounter. Bantwini and Diko (2011) argue that the district officials' reality and circumstances are some of the elements that are likely to determine whether the educational reform will be success or failure. Some of them see their job description

Experiences of educators of training in the Curriculum Assessment Policy Statement



and the management structure as a handicap in the type of support that they should offer to educators. Bantwini (2010) shows that in some cases educators are just given the policy documents to study and expected to apply the information in the classroom. This has caused confusion.

Lack of support from the district personnel has been compounded by the lack of school subject-area committees to ensure educators assist one another with the challenges they encounter in their respective subject areas (Bantwini 2009). According to Brynard and Netshikhophani (2011), the activities of curriculum advisers are not well coordinated between the district and circuits. Some of the curriculum advisers serve as coordinators at both the district and provincial levels and, together with those based at circuit level, are expected to assist in training and support in the implementation of a curriculum. Figure 2.3 shows the organisational chart of curriculum advisers as structured by the Limpopo Department of Education.

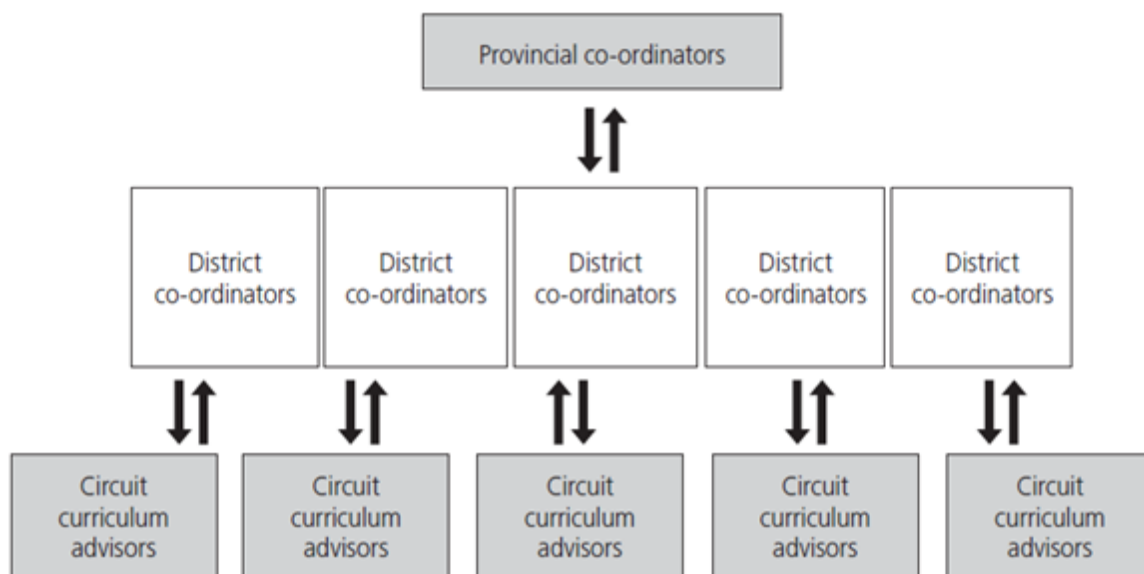


Figure 2.3: Curriculum co-ordination in Limpopo province (Brynard & Netshikhophani 2011)

School principals as managers also play a crucial role in supporting educators during and after the processes of curriculum change and professional development. This means that principals must also be well informed and knowledgeable about the changes that take place. Taole (2013) also shows that curriculum advisers should



show educators the practical application of the new knowledge by doing practical demonstrations in follow-up visits in schools. In this way they act as intermediaries between the curriculum policy and implementation in the classroom. According to De Clercq and Phiri (2013), existing training provides only generic information for orientation purposes and there are no modelling or follow-up visits to schools.

Mestry et al (2009) conclude that professional development as an aspect of the Integrated Quality Management System could be a strategy to help improve the knowledge and skills of educators and thus improve the quality of teaching and learning. They also state that district managers, curriculum and subject advisors should have a thorough knowledge and understanding of the policies before they engage in educator training. The department should provide appropriate training to all stakeholders before implementing any policy, in order to achieve the desired outcomes.

2.6 Factors hindering monitoring and support

The literature reveals that monitoring and support have always been a problem in the implementation of a new curriculum. Some of the factors that hinder monitoring and support are discussed below.

2.6.1 Understanding the new curriculum

School principals as managers of schools should also be trained on a new curriculum in order for them to offer the necessary support to the educators. Spies (2011) believes that all stakeholders, including school principals as managers and educators, must be involved to ensure the viability and feasibility of a new curriculum. Du Plessis (2013) focuses on educators' experiences of curriculum changes and reports that some principals, being school leaders themselves, did not receive CAPS training. If educators do not receive proper training, they cannot be expected to implement the new curriculum successfully. It also means that the



presenters should have a thorough understanding of the new curriculum, the terminology and concepts used in order to train the educators.

Studies indicate that many curriculum advisors do not have the knowledge and skills required in order for them to offer support to the educators. Taole (2013:44) says: “the trainers need to be properly trained to avoid misinformation and misinterpretation of the policy documents by educators.” It is a problem for curriculum advisors to offer support to the educators when the educators themselves do not understand the new curriculum after training. As Bantwini and Diko (2011:231) put it: “educators had to either try to do what is expected of them as prescribed by the policies or else revert to their comfort zone where they felt they do not understand; not because they resisted the policy but because they could not adequately interpret it.”

2.6.2 Lack of subject knowledge by educators

Curriculum advisors are unable to offer enough support to the educators because of inadequate knowledge of the subject matter. In the FET band, for instance, there is an integration of subjects; for example, in Physical Sciences one topic on fertilisers is from Agricultural Sciences and a topic about DNA and mating in Agricultural Sciences is from Life Sciences. Educators are expected to teach all the topics within that particular subject. In subjects like Natural Sciences educators are found to be teaching either the Physics or Biology (Life Sciences) part, not the whole subject.

A lack of content knowledge by the educators inhibits curriculum advisors from offering full support where needed. Support cannot be effective if educators are teaching subjects that they were not trained for. Educators who teach a subject in schools must be supported by experienced educators, educational researchers, advisors and inspectors (Ellis 2007). In the Sciences stream, the Department of Education is blamed for not providing schools with adequate support materials like science equipment. According to Bantwini and Diko (2011), most schools cannot afford to purchase science equipment to allow effective teaching and learning at



schools. Without the equipment, practical demonstrations for educators lacking understanding in the field cannot be done effectively. In professional development educators develop their pedagogic content knowledge, which could be outside their subject specialisation.

2.6.3 Insufficient training

Both the educators and the presenters need sufficient time. If the presenters themselves are not given enough time for training, then they will not understand everything that they need to train the educators on. In some cases educators did not acquire sufficient knowledge and skills to apply in the classroom because the training times were too short. “A new curriculum will have little impact until educators have time to understand and assimilate it” (Du Plessis 2013:74). Some educators argue that the curriculum advisors fail to train the educators about the new curriculum because they themselves did not receive enough training.

2.6.4 Workload of curriculum advisors

The literature reveals that the workload of the curriculum advisors is one of the factors that hinders support for the educators. This workload is a result of a shortage of human resources. According to Bantwini and Diko (2011), this hinders and incapacitates the officials from servicing schools and educators effectively, and the lack of human resources will have a negative effect on the expected implementation of a new curriculum. The district officials and the school/ educator ratio is unrealistic. The officials are responsible for a large number of schools, for which they must provide support with professional development on the new curriculum, monitor and provide support for the implementation process (Bantwini & Diko 2011). In some cases it was found that the officials are working with educators at different levels, and this adds to the workload of the officials.



2.6.5 Conclusion

This chapter presented the theoretical framework that guided this study. It also presented a review of the literature on curriculum change and the professional development of educators. The literature suggests strongly that educators need more time for training, more guidelines, facilities and support as well as adequate and appropriate infrastructure in order to implement a new curriculum successfully. The next chapter presents the research design and methodology followed in the study.



CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature on curriculum change and professional development of educators. The review showed that educators as curriculum implementers are aware of the curriculum changes and believe that they should be involved in the whole process of changing the curriculum up to the implementation process. The professional development and training of educators is critical in improving learner performance as well as the standard of education as a whole.

In this chapter the research orientation, based on the research focus, is discussed. The focus of this study is on the experiences of educators of training in CAPS. Further discussion is of the phenomenological aspect of the research, the population and sample, data collection and data analysis, the validity and reliability of the methods used, limitations and ethical considerations relating to the study.

3.2 Research design

A research design can be thought of as a detailed step-by-step plan of how a study will be conducted. It starts with a set of questions that need to be answered and ends with answers or conclusions. According to Creswell (2014:3) “research designs are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.” the overall plan connects the conceptual research problem to the pertinent empirical research, as it articulates what data is required, what methods should be used to collect and analyse data and how this will help to answer the research question (Van Wyk [sa]).

In this study, the research question was addressed by exploring the experiences of educators regarding training in CAPS. A qualitative research methodology was followed in order for the researcher to answer the research question: What are the experiences of educators of training in CAPS?



3.3 Research methodology

In this a study a qualitative research approach was followed. Qualitative research “is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell 2014:4). Bryman (2001:10) states that “qualitative research data have importance meaning and the theoretical framework is not predetermined but derives directly from data.” Qualitative researchers use “thick” description by describing, analysing and interpreting the data.

The reason for using a qualitative in preference to a quantitative approach is that qualitative research allows the researcher to explore and understand the experiences of participants (in this case educators) within their natural setting. Conducting a qualitative study means the researcher tries to get as close as possible to the participants that are being studied, and evidence is assembled based on the experience of individual views (Creswell 1994). An interview as a data collection method is useful in this type of research as it allows observation and interaction between the interviewer and the interviewee, and the information is first-hand. The researcher might also spot and record any behaviour or feelings that may be useful to the research. According to Henning, et al (2004:50), “research interviews are but one of many types of interviews, all of which assume that the individual’s perspective is an important part of the fabric of society and of our joint knowledge of social processes and of the human condition.”

A qualitative study usually involves, among other things, one-on-one semi-structured interviews to answer the research question. The semi-structured interview, widely used in qualitative research, consists of a set of predetermined open-ended questions with other themes emerging from the interview dialogue (DiCico-Bloom & Crabtree 2006). This type of research can therefore be considered to be confirmatory as well as exploratory in nature. Qualitative in-depth interviews, instead of being formal interviews with predetermined questions and responses, are more



like conversations which allow maximum interaction and give the participants more space and freedom to express their opinions and views.

In this study the researcher explored the experiences of educators of training in CAPS and therefore followed a qualitative approach.

3.4 Research paradigm

A paradigm is a theory that guides the way we do things. It consists of theoretical ideas which are rooted in a particular worldview, with its own language and terminology (Bryman 2001). According to Guba and Lincoln (1994:107), “a paradigm is a set of basic beliefs or metaphysics that deals with ultimates or first principles.” Paradigms as basic belief systems are based on the epistemological ontological, methodological and assumptions.

This study is located in the interpretivism paradigm. Qualitative research is often associated with interpretivism, and “the aim of understanding the subjective meaning of persons in studied domains is essential in the interpretive paradigm” (Goldkuhl 2012:4). According to Carcary (2009), the interpretivist research paradigm emphasises qualitative research methods which are more concerned with understanding complex issues. Interpretivism means people want to understand the social world by giving meaning to it (Creswell 2006). In this study interpretivism was employed to interpret the data collected from the interviews, as well as the observations of the participants, in order to understand their experiences of their professional development in CAPS.

3.5 Site selection

The study was conducted in Shiluvane circuit in the Mopani district of the Limpopo province. Limpopo consists of five district municipalities of which Mopani is one. There are eight secondary schools in the Shiluvane circuit. The circuit was declared



one of the underperforming circuits in the Mopani district, but since 2013 the circuit has improved in performance from 61% pass rate in 2013 to 70.15% in 2014.

The reason for selecting this site selection was that it would be convenient, as it is close to the researcher's place of residence and this minimised travel expenses. Since the researcher is familiar with the area and the schools, it also minimised the time spent on identifying the schools to participate in the research; it also provided easy access to sites.

The study was conducted at the participants' place of work. Creswell (1994:20) states that "it is important to conduct studies in the field where the participants live and work as these are important contexts for understanding what the participants are saying." The schools were selected based on their socio-economic status. Most of the schools are in a disadvantaged area and learners depend on the government feeding scheme for meals at lunchtime. The criteria for selecting the schools were that the educators should have been exposed to the different curriculum changes and should also have attended CAPS training.

3.6 Population selection and sampling

In this study the researcher intended to generalise the results of the research around educators, therefore the educators was the population. The selected participants all had to offer at least one subject in the Science stream. Educators in the following subjects were sampled: Mathematics, Physical Sciences, Life Sciences, Agricultural Sciences and Geography. The reason for selecting these subjects was that most schools offer them and they have been on the syllabus for a long time, unlike the commercial subjects which were introduced recently. The selection of the subject area was done to improve the representativeness of data, as different subject educators might have different views based on their experiences.

Sampling involves selecting participants that represent a large group in a study. In this case the educators were believed to have more understanding of the topic under


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



investigation. Participants were educators who had been in the teaching profession for a long time and had experienced the different curriculum changes and implementations since the beginning of the “new” South Africa.

A purposive sample of twelve educators from four secondary schools was selected based on the availability of educators and the subjects that they offered. In a purposive sample the researcher selects participants and sites for the study that can inform an understanding of the research problem (Creswell 2007). All the schools in the circuit accommodate learners from Grade 8 to Grade 12. All the participants were believed to be knowledgeable and informed about the research topic, participants who had not attended CAPS training were excluded from participation as they would probably not be able to provide useful data. Since only 12 educators from one disadvantaged circuit in the Limpopo province were interviewed and observed, the results cannot be generalised.

Table 3.1 shows the characteristics of the sample.

Table 3.1: Sample characteristics

School	Educator	Gender	Teaching experience	Subjects offered	Grades offered
A	A1	Female	24 years	Life Sciences, Life Orientation	10,11 and 12
A	A2	Female	20 years	Geography English	10, 11 and 12
A	A3	Male	27 years	Geography Social Sciences	09 and10
B	B1	Male	30 years	Physical Sciences	10, 11 and 12
B	B2	Female	20 years	Life Sciences Agricultural Sciences	10, 11 and 12
B	B3	Male	31 years	Geography Social Sciences	08, 09 and10


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



C	C1	Female	20 years	Agricultural Sciences Life Sciences	10, 11 and 12
C	C2	Female	27 years	Life Sciences Natural Sciences	09, 11 and 12
C	C3	Male	30 years	Physical Sciences Mathematics	10, 11 and 12
C	C4	Female	29 years	Geography	10, 11 and 12
D	D1	Female	20 years	Physical Sciences Natural Sciences	08, 10, 11 and 12
D	D2	Male	26 years	Agricultural Sciences English Literature	10, 11 and 12

3.7 Data-collection instruments

Data was collected through interviews and observations. The participants were briefed about the topic under investigation beforehand but the actual interview questions were not given to participants before the interview started. This was done to avoid participants preparing answers to the interview questions. The researcher wanted to explore the participants' true feelings about their experiences in CPD.

3.7.1 Interviews

Interviews as data-collection instruments are believed to produce “true” or “real” versions of the participants' feelings, facts and opinions (Henning et al 2004). Semi-structured interviews were used so that the questions allowed maximum contact and communication between the researcher and the participants. Such interviews are organised around a set of predetermined open-ended questions, with other questions emerging from the interviewer and interviewee (DiCico-Bloom & Crabtree 2006). Permission for the research was obtained from the Limpopo Department of Education and the school principal. Informed consent was obtained from the participants. Participants were initially briefed about the topic under investigation to allow them to feel free to engage positively during the interviews. To allow the



participants to open up further and articulate their experiences about the training of CAPS, during the interview questions like “can you explain further/ can you elaborate on that/ what do you mean by that?” were used. The questions were structured so that every participant was asked the same questions (see Annexure A).

The study employed face-to-face interviews with all the participants. The interviews took place at the schools where the participants taught. Some interviews took place in the afternoon after class, while some educators preferred to be interviewed during their free periods as they used public transport to go home. In any case arrangements were made beforehand with the researcher to accommodate all the participants. Each interview lasted about 20 to 35 minutes. Because most of the data was collected from discussions, an audiotape recording was useful in capturing some viable information that might otherwise have been missed. The recordings were played back to the participants after the interviews to confirm and verify their responses. Data was descriptive and so it could be analysed in words.

3.7.2 Observations

Unlike interviews, observations involves seeing and observing things with the other senses (Henning et al 2004). Henning et al (2004) view documents as another valuable source of information. They emphasise that the researcher cannot co-construct them, but can only use them. In this study observation was used as a secondary data-collection instrument. Henning et al (2004) differentiate the two types of observations as participatory and structured observations. Participatory observation is classified as non-standardised in which the researcher may be fully or marginally participative. Structured observation is also referred to as stand-alone or standardised and the researcher observe in a site without real participation (Henning et al 2004). The researcher observed the educators presenting lessons in their respective classrooms without participating or interfering in the teaching and learning of the classroom. The idea was to understand the manner in which educators delivered their lessons and whether they themselves understood how they should



implement CAPS in the classroom. Observation schedule is attached as Annexure B.

3.8 Data analysis

The process of data analysis involved transcribing the interviews, then coding them to develop similar codes, categories and patterns and sorting data to address the research question. Because different codes emerged from the transcriptions, it was important for the researcher to make sure that the codes could be related to the research question (Henning et al 2004). The audio-recordings were transcribed into text. From the text, similarities and relations emerged and data was categorised according to these similarities and relations by following Guskey's levels of educator professional development evaluation, as discussed in greater detail in the theoretical framework section of this report. The software ATLAS.ti was used to analyse the data. It is a powerful software package that analyses qualitative data by keeping all the codes, notes and memos required.

3.9 Credibility and trustworthiness

To ensure the credibility and trustworthiness of the data, a number of strategies were used. According to Creswell (2009), the use of various approaches increases the trustworthiness of qualitative research. Credibility is a measure applied to ensure trustworthiness. It refers to accountability for the entire research process and it includes actions taken in preparation for the field of research, keeping a reflective journal and peer-group evaluation (Creswell 2009).

The researcher performed member checking to confirm if what was transcribed during interviews was what the participants had articulated. According to McMillan and Schumacher (2001), member checking means giving participants feedback on the preliminary findings and interpretation of the findings. After recording the interviews, the recording was replayed to the participants for them to check and verify that they meant what they said, so that there was no misunderstanding and



misinterpretation of the data between the researcher and participants. The transcriptions were also made available to the participants to re-check if the interview recordings were correctly transcribed. Data collected using different data-collection instruments enhances the credibility of the data. Both the interviews and observations were believed to generate reliable data.

3.10 Limitations of the study

Limitations of this study are factors that may affect the study in any way over which the researcher does not have control. This study was limited to only one circuit, Shiluvane, with the schools in quintiles 1 and 2. The research findings cannot be generalised to all schools in Limpopo because of their different socio-economic status. Furthermore, because most of the educators in this region studied at “black” universities such as the University of Limpopo (formerly known as the University of the North) and the University of Venda, the language used in the interviews sometimes required interpretation.

3.11 Ethical considerations

Maree et al (2007:298) argue that “it is essential that the researcher should follow and abide by ethical guidelines throughout the research process.” In this study ethical protocol was strictly followed. Permission was first obtained from the University of Pretoria’s Faculty Ethics Committee before embarking on the process of collecting data. The researcher was also granted permission by the Limpopo Department of Education to conduct the interviews and observations at the selected schools in Shiluvane circuit (see Annexure D). This was followed by obtaining permission from the circuit manager, then the principals of the selected schools (see Annexure F). A copy of the original ethical clearance certificate issued by the Faculty’s Ethics Committee is attached as Annexure H.

All the participants were informed that their participation in the research was voluntary. The participants were informed about the purpose of the study, their right



to withdraw from the study at any time they wished, that their names would be kept confidential during and after the study, and that they would never be exposed to any physical and/or psychological harm. It was also stressed that anonymity, confidentiality and privacy would be maintained in all steps of the research, including data collection and report-writing. The participants were also informed about the use of the audio-tape recorder during the interview. All the participants who agreed were given a letter of informed consent to sign. This letter is attached as Annexure G. The contents of the letter were explained to the participants and they were given time to read and understand the contents before signing. The data collected was treated confidentially to protect the identities of the participants and their schools. This was done by using pseudonyms for the selected schools and participants during the interview process and in transcripts. The aim was to make sure that participants and selected schools could not be identified.

3.12 Conclusion

This chapter focused on the research approach, the process of data collection and the approaches used for data analysis. Two data-collection instruments were used in this study, namely interviews and observations. The next chapter focuses on the analysis and interpretation of the data.



CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter examines and analyses the data that was collected from the educators who participated in the study. The aim of the study was to explore the experiences of the educators of training in CAPS. The main data collection tool was face-to-face and one-on-one interviews with the educators. Data was also collected by observing the same educators who were interviewed in order to triangulate the gathered data. Classroom observations were done in the educators' schools while they were presenting their lessons. All the educators who participated in the research have experienced different curriculum changes and also attended the recent CAPS training.

A total of 12 educators from four different secondary schools participated in the study. The four schools are in the same circuit, Shiluvane, and hence the same district,

Mopani in the Limpopo province. There are 29 schools in the Shiluvane circuit: 9 secondary schools, 2 junior secondary schools and 18 primary schools.

4.2 School educator profiles

Four schools and 12 educators were sampled for this study. The information about the schools and the educators that participated in the study is presented in Tables 4.1 to 4.8. The tables depict the school profiles and the educator profiles of all the sampled schools.

(Note: In paragraphs 4.2.1–4.2.4, a number after the school code letter distinguishes the various educators interviewed. For example, A2 refers to the second educator interviewed at school A).


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



4.2.1 School A

Table 4.1: School profile for school A

Year established	1994
Age of the school (years)	21
School location	Rural
Quintile type	One
School setting	Offers Grades 8 to 12 Well-established buildings Running water and electricity Easy access to school Uses community sports ground
SMT information	One principal One deputy principal Two HODs
Total male educators	6
Total female educators	8

Table 4.2: Educators' profile for school A

	A1	A2	A3
Gender	Female	Female	Male
Qualifications	STD	STD, BEd (Hons)	STD, HED
Teaching experience (years)	24	20	27
Subject teaching experience (years)	20	20	21
Subjects offered	Life Sciences Life	Geography English	Geography Social


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



	Orientation		Sciences
Grades offered	10, 11 and 12 10	11 and 12 10	10 9

4.2.2 School B

Table 4.3: School profile for school B

Year established	1974
Age of the school (years)	41
School location	Rural
Quintile type	One
School setting	Offers Grades 8 to 12 Well-established buildings Running water and electricity Easy access to school Uses community sports ground
SMT information	One principal One deputy principal Three HODs
Total male educators	16
Total female educators	7


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



Table 4.4: Educators' profile for school B

	B1	B2	B3
Gender	Male	Female	Male
Qualifications	STC, BA (Hons)	STD, ABET, NS (Hons)	STC, BA
Teaching experience (years)	30	20	31
Subject teaching experience (years)	30	20	20
Subjects offered	Physical Sciences	Life Sciences Agricultural Sciences	Geography Social Sciences
Grades offered	10, 11 and 12	10 11 and 12	10 8 and 9

4.2.3 School C

Table 4.5: School profile for school C

Year established	1975
Age of the school (years)	40
School location	Rural
Quintile type	Two
School setting	Offers Grades 8 to 12 Well-established buildings with a laboratory Running water and electricity Easy access to school School has own grounds for various sports activities
SMT information	One principal One deputy principal


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



	Three HODs
Total male educators	6
Total female educators	19

Table 4.6: Educators' profile for school C

	C1	C2	C3	C4
Gender	Female	Female	Male	Female
Qualifications	STD, BA, BA (Hons)	STD, HED, BEd (Hons)	PTC, NPDE, ACE	STD, BA, BEd (Hons)
Teaching experience (years)	20	27	30	29
Subject teaching experience (years)	11	27	30	29
Subjects offered	Agricultural Sciences Life Sciences	Life Sciences Natural Sciences	Physical Sciences Mathematics	Geography
Grades offered	11 and 12 10	11 and 12 9	10 11 and 12	10, 11 and 12

4.2.4 School D

Table 4.7: School profile for school D

Year established	1989
Age of the school (years)	26
School location	Rural
Quintile type	One


**Experiences of educators of training in the Curriculum Assessment Policy
Statement**



School setting	Offers Grades 8 to 12 Well-established buildings Running water and electricity Easy access to school Uses community sports ground
SMT information	One principal Three HODs
Total male educators	15
Total female educators	4

Table 4.8: Educators' profile for school D

	D1	D2
Gender	Female	Male
Qualifications	STD, ACE and Management	STD
Teaching experience (years)	20	26
Subject teaching experience (years)	15	21
Subjects offered	Physical Sciences Natural Sciences	Agricultural Sciences English Literature
Grades offered	10, 11 and 12 8	11 and 12 10

4.3 Participants and coding

Table 4.9 shows the codes used to identify the different participants and their schools. It also summarises the gender, teaching experience, subjects and grades offered by the sampled educators. The codes were used in order to protect the anonymity of the participants, as stated in the ethical considerations for this study.


**Experiences of educators of training in the Curriculum Assessment Policy
 Statement**



Table 4.9: Coding for the schools and participants

School	Educator	Gender	Teaching experience (years)	Subjects offered	Grades offered
A	A1	Female	24	Life Sciences Life Orientation	10, 11 and 12 10
A	A2	Female	20	Geography English	11 and 12 10
A	A3	Male	27	Geography Social Sciences	10 9
B	B1	Male	30	Physical Sciences	10, 11 and 12
B	B2	Female	20	Life Sciences Agricultural Sciences	10 11 and 12
B	B3	Male	31	Geography Social Sciences	10 8 and 9
C	C1	Female	20	Agricultural Sciences Life Sciences	11 and 12 10
C	C2	Female	27	Life Sciences Natural Sciences	11 and 12 9
C	C3	Male	30	Physical Sciences Mathematics	10 11 and 12
C	C4	Female	29	Geography	10, 11 and 12
D	D1	Female	20	Physical Sciences Natural Sciences	10, 11 and 12 8
D	D2	Male	26	Agricultural Sciences English literature	11 and 12 10

4.4 Analysis of data

The following section presents the findings emerging from the analysis and the interpretation of data collected from the educators in the study. The introduction of a new curriculum places educators in a position that is both demanding and exciting. In

Experiences of educators of training in the Curriculum Assessment Policy Statement



order to understand how educators experienced CPD in CAPS, the following questions were asked:

- What are the experiences of educators regarding the length of training in CAPS?
- What are the experiences of educators regarding the quality of CAPS presenters?
- What are the educators' perceptions of the use of materials, new knowledge and skills acquired in training?
- How do educators perceive professional support after the training?

These questions aimed to elicit data that could answer the main research question: What are the experiences of educators of training in CAPS?

The thoughts of the interviewed educators about CAPS as a new curriculum varied. Some educators showed frustration and confusion about the changes in the curriculum, while others saw CAPS as a curriculum that they had been exposed to before and had liked. Although all the educators came from similar school environments, their understanding of CPD varied. Some gave a limited explanation of what is meant by CPD and some gave a rich explanation. The educators experienced no or little support from the Department of Education during the implementation of CAPS and, in their opinion, this could lead to unsuccessful implementation of the curriculum.

4.4.1 Findings concerning research sub-question 1

What are the experiences of educators regarding the length of training in CAPS?

In order to identify the responses regarding this question, the first two of Guskey's levels of professional development evaluation were considered: participants' learning and participants' reactions. In responses to the question, the following themes emerged:



- Experiences of educators regarding CAPS as a new curriculum.
- Educators' understanding of CPD.
- Experiences of educators regarding the duration of training in CAPS.

4.4.1.1 Experiences of educators regarding CAPS as a new curriculum

The educators interviewed had experienced different curricula, including CAPS. Their number of years of teaching experience is indicated in Table 4.9. Educators with more teaching experience felt more frustrated about CAPS as a new curriculum because they were being moved from one curriculum to another. According to Taole (2013), curriculum change is very important in improving the quality of education. The literature also reveals that a new curriculum means either the addition or removal of a topic or content and, in the case of the addition of a new topic, educators might feel uncertainty about their content knowledge (Henze et al 2008). Most educators who were interviewed believed that curriculum change is necessary, since the main reason for changing the curriculum is to improve the standard of the education system in our country. The educators believed that they needed to be developed and empowered in order to be able to deal with the changes.

I think the main aim is to develop the education system of our country as compared to other countries outside (A2).

I think according to my own understanding I think they want to improve the standard of our education (A1).

Another educator felt the old curriculum was not relevant to the current situation, hence the need for a change.

... in the old syllabus some of the content were not relevant and now the syllabus is relevant to the situation (B3).

Experiences of educators of training in the Curriculum Assessment Policy Statement



Although change is necessary, some educators see it as a trial-and-error method, since the CAPS curriculum in South Africa was introduced after it had been used in other countries where its implementation was successful. As one educator put it:

... we are faced with many challenges to suite the present democratically society that we are having. And even in other countries you find that they have influence on our education because we know that we have moved from the apartheid to the new era and somehow we are doing trial and error method. What transpired maybe in Europe you find that when you come to SA is not related to our tradition and custom, you find that we struggle, but the government is just trying level best to make our learners to be more resourceful in the working field but you find that in certain curriculum it doesn't work (C2).

Other educators viewed curriculum change as unavoidable, since we live in a world of technology that keeps on changing.

The manner in which things were during apartheid will not be the same as they are today. We did not have cell phones before and now kids learn SMSs and we have to know how to write SMSs and how to use computers, so life is moving on and as life is moving and technology is taking place we should also move with that (D2).

When asked how they felt about the different curriculum changes, most educators mentioned that, although change is important, the only problem they had is that changes were not carefully planned; this confused and frustrated them as educators and curriculum implementers.

It's frustrating because when you say you are busy with this one they change to other things and it is difficult because you find that it takes time for you to say now I am a bit okay with this one... (D1).



It's frustrating because we don't have enough knowledge for these changes, but if we can have enough training before they give us time to implement. (A2).

Although all the educators have experienced different curriculum changes including CAPS, their teaching experience varies from 20 to 31 years as shown in Table 4.9. In answering this research sub-question, it was noted that participants with 30 and more years' teaching experience were less concerned about the new curriculum. One of the reasons could be because the educators were about to go on pension and knew the next curriculum would not concern them.

The educators mentioned that despite the confusion with the curriculum changes, the good thing about CAPS is that they felt that they were returning to the old curriculum they were used to.

I am little bit confused. It's confusion, but at the same time, what can I say, I am glad, because I am returning to my old style. I was not comfortable with the new curriculum. (B1).

Although a new curriculum like CAPS confused and frustrated the educators, there was an understanding that a new curriculum is needed since the main aim of changing the curriculum is to improve the standard of the education system and South Africa as a country needs a change.

4.4.1.2 Educators' understanding of continuous professional development

Educators were asked how they understood the meaning of CPD of educators. Some educators gave a limited explanation of CPD while others gave a broader explanation. The literature defines CPD as a way of informing educators about any changes in the education system, thus it helps to refresh and increase the subject knowledge of educators (Lewis & Day 2004). The educators view professional

Experiences of educators of training in the Curriculum Assessment Policy Statement



development as a way in which they develop themselves by attending workshops and upgrading their studies in the fields for which they are teaching. New knowledge and skills are introduced while at the same time educators strive to improve the knowledge and skills they already have. In this way they are able to adjust and be well informed about the changes and challenges that they encounter in their day-to-day activities:

Professional development, I think as the education system does not remain stable, it keeps on changing, educators as professionals have to upgrade themselves so that teaching becomes a profession for long, because if they don't upgrade themselves they will find themselves not in line with the changes in the new curriculum (C4).

I think by professional development of educators we can look at workshops, in-service trainings, and educator him/herself should in fact develop him/herself professionally by registering through different institutions, that is the professional way of developing oneself, so even the government should make it a point sometimes to help educators or to encourage them to develop professionally (B2).

... you take a person like me who have been in the field for quite some time I think I wouldn't be relevant now if I was not developed professionally so to me it's all system go (A3).

Although the educators viewed professional development as a way of improving their studies, they also believed that CPD should be an ongoing process since there are always changes in the education system to which they should adapt:

It should be an ongoing thing is it that changing, things are changing every now and then, why we should be on one place



without changing, need be yes it should be an ongoing, depending on how it is done (A3).

As there are always changes in the education system, CPD is a way of informing educators about these changes. It should therefore be an ongoing process, as supported by the educator in the statement above. Educators need to be continuously developed to fit well in the teaching profession.

4.4.1.3 Experiences of educators regarding the duration of CAPS training

During the interviews the educators were asked about how they experienced the time that was allocated to and spent on the training. The majority felt that not enough time was spent on the training and was too little for them to understand everything on which they had to be trained. As Du Plessis (2013:74) puts it: “a new curriculum will have little impact until educators have had time to understand and assimilate it.”

A participant said:

I can say that the time was very short because they used to train us for maybe 3 days for things which we were supposed to be trained for a month or 3 months. Time was very short (A1).

Other educators supported this by mentioning:

You see that one I don't think is enough. With me I went for only three days. A lot of things have been said there which I think the facilitators just forced that those things should be covered within those days though I could see that the time was not enough, so maybe they had their own reasons, did not have time, a lot of things happening but the time really was not enough (A3).



It is not right, too short, in most cases they want to cover a long scope in a short period of time and sometimes you are attending the training from 12H00 to 14H00, so is not enough (B1).

It can be concluded from the statements above that the time allocated for training was really insufficient, especially because CAPS is a new curriculum and there was more to be taught; the educators felt they could not learn everything in the allocated time. There is a need to increase the time for training a new curriculum so that the educators are well equipped to implement it. Participants felt that presenters were forced to cover a curriculum, that they forced the programme and that there was not enough time for interaction and questions and answers.

4.4.2 Findings concerning research sub-question 2

What are the experiences of educators regarding the quality of CAPS presenters?

From the responses to this question the following themes emerged:

- Educators' perceptions of the preparedness of presenters.
- Educators' perceptions of the presenters' knowledge of CAPS.

4.4.2.1 Educators' perceptions of the preparedness of presenters

When the educators were asked how prepared the presenters were, they had different views. Most educators felt that the presenters were prepared because they brought with them the materials that were needed for the training.

Mmm ... They were able to, they were having the resources that they used to facilitate us, and they also managed their time, it was a three day training and they managed that which shows that they were prepared for the training (A2).

Not all the educators saw preparation in the same way: some believed that preparation depends on what you are going to present, and in that case a presenter



can prepare him- or herself to reduce the number of questions and in this way the presenter will be seen as well prepared. As explained by one of the educators:

I think preparation depend on what you are going to say or if you are aware of what you are going to say. I can say they were prepared, but being prepared not knowing what to say is like not being prepared. It's a problem. I can say if someone gives me a paper and say you are going to present this wherever, then I can make some plans maybe to present it in a way that there is limit of questions. You can be clever in this preparation so that you are not caught (B2).

If someone does not know you can't tell if he/ she is prepared or what happened. Even them (trainers), they need more time to be trained before they come to train other educators (C3)

The statements above show that the participants seemed to think that the presenters were not well prepared, although they did manage to present what they had to. There is still a problem with presenter training; if they are well trained, then they are better prepared to do their presentations. Participants were not convinced that all presenters were well prepared, and the fact that they had materials with them was not proof that they were well prepared.

4.4.2.2 Educators' perceptions on knowledge of CAPS of presenters

For the educators to acquire any new knowledge and skills, they need to understand what the new curriculum entails. Therefore the presenters themselves should have a thorough understanding of the content they are presenting during the training. Mestry et al (2009) state that district managers, curriculum and subject advisors should have a thorough knowledge and understanding of the policies before they can train the

Experiences of educators of training in the Curriculum Assessment Policy Statement



educators. The department should provide appropriate training to all stakeholders before implementing any policy, in order to achieve the desired outcomes.

Most of the educators believed that the presenters did not understand what CAPS entails and, according to the educators, this was clear when the presenters were unable to answer some of the questions posed during training. The educators responded to the interview questions by saying:

... you see sometimes we'll ask questions and if you are a facilitator and people are asking questions and you say this is how it was given to us raw as it is, then it means I wouldn't say you are that knowledgeable. You took it as it is from where and you want to also put it to us, what do they say is, 'cut and dry' and that's why I say partly so (A3).

They are just average, let me say it's not something that they know, they have just been informed, because most of the time they were reading from the manual. (C4)

Another educator added:

I think somewhere somehow they cannot give you the correct answers as I have said, because when you ask them questions they don't know the answers themselves they cannot give you the correct answers (A1).

This educator thought the presenters were not knowledgeable enough, because even the presenters themselves had not had training.

They were not knowledgeable, sometimes when you ask they cannot give you the correct answer. Even them they need more time to be trained before they come to train other educators (C3).



It is apparent from this finding that the participants thought the presenters had little knowledge about CAPS but still had to go and train educators. To address the problem, there is a need for thorough training for the presenters before they can train the educators. Training will help prepare the presenters for any questions and clarify what they have to give to the educators during training.

4.4.3 Findings concerning research sub-question 3

What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?

In considering the responses to this question, the researcher used the second, third and fourth levels of Guskey's framework: Participants' learning, Organisation support and change, and Participants' use of new knowledge and skills. The following themes emerged:

- The intended knowledge and skills acquired from the training.
- Educators' experiences regarding the type of materials provided.
- Educators' perceptions of the new knowledge and skills acquired from the training.
- Educators' use of new knowledge and skills.

4.4.3.1 The knowledge and skills intended to be acquired from the training

Professional development suggests that the educators should acquire and bring to the classroom new knowledge and skills which will make them better educators. The majority of educators, on the basis of their experience in the teaching profession, viewed CAPS as being the same as the curriculum (Report 550) with which they started. They saw the South African curriculum moving back and forth and most of the educators were happy because they felt they were going back to the old curriculum that they knew well. One educator put it as follows:

Experiences of educators of training in the Curriculum Assessment Policy Statement



... but at the same time, what can I say, I am glad because I am returning to my style. I was not comfortable with the new curriculum (B1).

Another educator supported the statement in the following manner:

It's like people who did not do CAPS, those who did CAPS before when it's been introduced now, it's just like when they put cream onto you, it's still you but they try to change and say you are new while you have not changed, that they took the old syllabus and introduce it again (C3).

Some educators felt that they gained something valuable that they did not have before and they also saw the importance of having these curriculum change workshops whenever necessary. Some topics that were removed from the curriculum have been re-introduced in the CAPS curriculum, and educators viewed the workshops as a way of reminding them of what was done in those topics. One of the educators supported this by saying:

Like I can give you an example of the CAPS, they introduced what was there in the curriculum 2005, the topic you find that we have forgotten about that, and we attend the workshops we are reminded of how to do this and that (D1).

The educators have shown the importance of CAPS training, especially in new topics where their knowledge needed to be refreshed. The training was helpful in revising those topics. Although CAPS is a return to a previous curriculum, there is a need for this type of training for educators who have been in the teaching profession for a long time.



4.4.3.2 Educators' experiences regarding the type of materials provided

Providing the relevant materials needed for the training of educators in curriculum change is crucial for their professional development. If materials are relevant they will be useful even after the training and the educators will be able to use them effectively when they return to the classroom. The educators expressed their views on the type of materials that were provided during the CAPS training. Most of them seemed to feel that the materials were useful. Most educators mentioned the policy document, which is important as it covers what CAPS is all about from grade to grade and subject to subject. When asked what types of material were provided during the training, some educators mentioned:

Educators guide, policy document, it assist you a lot because you have to refer to it what you are supposed to do with that particular topic (C2).

They are, even now they are very useful, as I can use them (D2).

Some educators mentioned that in some cases the materials were copied onto a CD for the educators which was useful to refer to when they returned to their schools.

I think nearly everything that is based on CAPS it was given to us because we were given CDs that had all the materials regarding this curriculum so I would say really they gave us nearly everything, if there is anything that is still not there maybe something that we also do not know, they gave us everything (A3).

Pamphlets, they copied everything in the CDs (B1).

The educators also mentioned the introduction of the “new” CAPS textbooks as a good move; they saw these textbooks as straightforward as the learners could use them with little assistance from the educators. What transpired is that the CAPS

Experiences of educators of training in the Curriculum Assessment Policy Statement



textbooks are designed like pace-setters or work schedules, as they show exactly which topic to teach and when. In this way learners can easily follow which chapter or section they are supposed to be learning in a specific week. The educators also mentioned that the textbooks come with activities, so that learners can test themselves after studying a particular topic. Comparing the CAPS textbooks with the previous ones, it became clear that the educators thought that “old” textbooks were not user-friendly, since the sections to be followed were mixed up in these textbooks. There was no order. Most of participants showed more interest in the CAPS textbooks than the previous textbooks, and they also mentioned that the CAPS textbooks are relevant to the current situation.

... if you look at CAPS, is more like the preparation, textbook, pacesetter, they are going hand in hand, isn't it? (A3).

... the current one have enough activities, and then even the content, in the old textbooks it was not relevant to our situation, life that we are living (B3).

It was observed that some of the educators kept the CAPS document with them when they went to class, while others used it to prepare the lesson before the class. Evidence of the CD loaded with information from the training was also presented, and in certain subjects the CDs contained all the information or the subject package for the academic year. The slides used in training presentations were also loaded in certain subjects.

It can be concluded from the discussion that useful materials were provided, especially the CAPS policy document. Other materials that were provided were also found to be useful to the educators.



4.4.3.3 Perceptions of educators on the new knowledge and skills acquired from the training

Most of the educators interviewed believed that they acquired new knowledge and skills from the training that they were able to apply in the classrooms. They saw this new knowledge and skills as beneficial to their learners.

The new knowledge that I have acquired is that we become acquainted with the changing of this, what we call curriculum changes, yes (A1).

Handling a difficult situation, the manner in which I taught the learners before I attended the training, I did not involve much of the learners, in fact I was doing the spade work, instead of the learners doing the spade work. (D2).

In addition to the training knowledge and skills gained, some educators explained that they had gained knowledge of the subject content rather than the curriculum in general.

Especially when it comes to mapwork, so many things that I forgot, new methods of teaching approaching mapwork in a simplest way. (C4).

You see I had a problem about probability and statistics, that one I got new knowledge. (C3)

Some educators used a notebook for preparing the lesson. They found this notebook easier to understand and follow than the previous lesson plan templates.



The educators gained knowledge of some content that they did not understand, and this helped them in their teaching strategy. There is a need for content training in all the subjects, especially for those educators who are still struggling with the content.

4.4.3.4 The use of new knowledge and skills by the educators

This theme focuses on the application of the new knowledge and skills gained by the educators during the CAPS training. Although most of the educators complained about the inadequate time allocated for the training, only a small number of educators showed how they used and are using what they learnt during the CAPS training in the classrooms.

... I must give them a lot of work so that they can know the subject at the end. And also even this individual task assist in order to know if he or she is able in a particular subject rather than always forming groups ... (C2).

Only lesson preparation for the CAPS, I did not have knowledge on how to plan, how to prepare the lessons. (A2).

The application of new knowledge and skills was evident during lesson presentation. The educators with many years of teaching experience had more subject knowledge and were used to standing in front of learners, and thus showed more confidence.

The following findings emerged while observing the educators:

- The educators were confident when presenting the lessons.
- The educators showed more understanding of the subject being offered.
- The educators actively involved the learners during teaching and learning.
- There was continuous assessment, either oral or written.
- The educators moved around to check when learners were busy writing and gave comments where necessary.



4.4.4 Findings concerning research sub-question 4

How do educators perceive professional support after the training?

Since professional development activities should be line up with the mission and vision of the organisation, lack of support or poor management could sabotage the development of the organisation.

The educators that were interviewed believed that they should be visited and monitored in schools after training to check if they were implementing the new curriculum appropriately, and should be offered support where necessary. According to Herbert and Rainford (2013), educators in Jamaica are visited periodically by the presenters to observe how the educators implement the new curriculum and to offer support and advice where needed. However, according to the authors some educators still complained that the training did not prepare them adequately to implement the new curriculum successfully. Ismat (2000) highlights some of the characteristics of effective professional development; one of them is that it should provide for adequate time and follow-up support. When asked how often they were visited by the officials, some educators responded:

Not even once, just meet with them during training workshops, but at school, never. No support, they just write the report and they give me the copy and take the report (B1).

To the national Department of Basic Education, the Grade 12 final exam is an indication of how much effort the department has put into professional development during that particular year. Only after the final Grade 12 results were released did some curriculum advisers start visiting schools that had underperformed in the exams. According to the educators, although visits by the officials are very limited, when they do come they want to check the educators' and learners' files as well as the learners' books to see if the learners have been given activities and what types of activity they are given.

Experiences of educators of training in the Curriculum Assessment Policy Statement



They only visit us when the performance is not that good, then they want to check what is happening (D2).

The statement above shows that there is not enough monitoring and support for the educators after they have attended CAPS training. All schools should be visited timeously, irrespective of the schools' performance. Another educator supported this statement, agreeing that support in terms of school visits is provided to the schools that have underperformed nationally.

I can say the physical visit depends sometimes on the performance of the learners maybe quarterly, then if your subject is being underperforming they are going to come visit you, but if everything is running smoothly then sometimes you can see each other by submission of these CASS files, otherwise we don't see each other (B2).

The observation findings revealed the following:

- There is very little evidence in the educators' files to show that there was a visit from the department after they attended the CAPS training.
- Educators continue implementing CAPS although there is very little monitoring and support from the department.
- Educators use their own judgment when implementing CAPS.

The importance of monitoring and support was emphasised in the literature review in Chapter 2. It is evident from participants' responses that very little support was provided after CAPS training. School-based monitoring and support as well as support from the officials are needed to ensure that the new curriculum is effectively implemented.



4.5 Synthesis of the findings

Table 4.10 illustrates the positive and negative findings from the study

Table 4.10: Positive and negative findings

Positive findings	Negative findings
Educators agree on the need for CPD.	Time for training was brief.
Enough materials were brought to the training.	Presenters were not well prepared.
Materials were found to be useful.	Presenters had little knowledge of CAPS.
	There is little support after training.

There were more negative findings recorded than positive findings. The positive findings indicate the possibility of the training leading to positive change in education. The educators understood what CPD is and agreed that it is an important process that they should go through. The literature states that educators need CPD in order to be well informed about the changes and developments in the education system, which they need to integrate into their teaching (Lewis & Day 2004). The availability of materials which are useful to the educators also leads to a positive change. The educators showed the importance of the CAPS policy document given to them during training. It is important for the educators to understand and interpret the policy document clearly, so that they will be able to follow it when they start implementing CAPS in the classroom.

On the other hand, the negative findings were found to affect the training and the implementation process. If the negative findings can be attended to, there could be a positive change in the education system.

The importance of exploring the experiences of educators regarding their CPD in CAPS has been found to be undeniable. According to Brynard and Netshikhophani (2011), the success and correct implementation of a new curriculum depends on the quality of training that the educators receive. In this study, the quality of training in



CAPS that the educators received was determined by a number of factors, stated in the research sub-questions:

What are the experiences of educators regarding the (length of) training in CAPS?

What are the experiences of educators regarding the quality of CAPS presenters?

What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?

How do educators perceive the professional support provided after the training?

4.5.1 What are the experiences of educators regarding the length of training of CAPS?

It was indicated in the literature (Chapter 2) that until educators have had enough time to understand and assimilate a new curriculum, it will have little impact (Du Plessis 2013). According to Taole (2013), training is still the most viable and suitable route for informing educators about the developments in the curriculum. Educators felt unable to handle new information and therefore wanted more training. It is also stated in the literature that educators need more time than currently allocated to understand new concepts, learn new skills and try new approaches and integrate them into their teaching practice (Cambone 1995; Corcoran, 1995; Troen & Boles 1994; Watts & Castle 1993).

The empirical data indicates that educators believed the training for CAPS was very brief and they could not learn everything they had to in the short period of time. Indeed there is a need for proper planning when a new curriculum is introduced.

4.5.2 What are the experiences of educators regarding the quality of CAPS presenters?

The quality of the presenters can affect the training of a new curriculum either positively or negatively. The literature shows that, if effective training and development are made available to the presenters, competent trained staff can emerge (Stout 1993). Not all presenters have experience in every type of training

Experiences of educators of training in the Curriculum Assessment Policy Statement



needed. It becomes the responsibility of the organisation (the provincial education departments) to provide further relevant training to the already experienced presenters (Wills 1998). It was also reported during the implementation of the NCS policy that most departmental officials have inadequate experience and knowledge of policy issues, emphasising that many curriculum advisors do not have enough knowledge and skills and that this could have a negative effect on the support they offer to educators (DoE 2009). According to Taole (2013), to avoid misinterpretation and misinformation of the policy document by educators, the presenters should be properly trained.

The results from the data show the current experiences of the educators regarding CAPS training. The data correlates with the literature, as it shows that the presenters have little understanding of the CAPS curriculum; this was proved when the presenters could not answer some of the questions posed by educators. Sometimes the presenters just referred them (educators) to the CAPS document. As one educator responded:

I think somewhere somehow they cannot give you the correct answers as I have said because when you ask them questions they don't know the answers themselves they cannot give you the correct answers (A1, F).

It would therefore seem that CAPS presenters were not well trained before they trained the educators, and as a result they had to refer to the CAPS document continually.

4.5.3 What are the educators' perceptions of the use of materials, new knowledge and skills acquired from training?

The goal of most effective professional development programmes is to increase educators' knowledge and skills and improve their teaching practice (Tournaki, Lyublinskaya & Carolan 2011). Training is less valuable if no knowledge and skills



are acquired. The provision of relevant materials could support effective training in a new curriculum. Data from the study indicated that relevant materials were brought to the training, especially the CAPS document, to which the presenters kept referring when they were asked questions.

4.5.4 How do educators perceive professional support after the training?

The literature suggests that it is the responsibility of the officials to provide ongoing support on a new curriculum, specifically ongoing school-based support (Bantwini & Dico 2011). A study by Taole (2013) indicates that, to assist and support the educators, curriculum advisors should do practical demonstrations through follow-up visits to schools. In this way they will demonstrate the practical application of the new knowledge. The educators believed that very little support was provided to them after they attended the CAPS training, and as a result they used their own judgment in the implementation of CAPS. This lack of support is believed to be caused by the inadequate knowledge and skills of presenters and by under-staffing in districts.

4.6 Conclusion

It appeared that educators were faced with multiple challenges in the process of introducing and implementing a new curriculum. The educators acknowledged the importance of CPD in a new curriculum like CAPS, and the findings of the study confirmed the working assumptions that educators spent little time on CAPS training. The presenters did not have a thorough knowledge of what CAPS is all about and what to expect from the educators. Neither presenters, the SMT nor departmental officials offered monitoring and support to the educators in the implementation of CAPS.

The next chapter presents an overview of the study, the findings, some recommendations and a conclusion.



CHAPTER 5: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter contained the presentation, analysis and interpretation of data collected from both the face-to-face interviews and observations of the educators who participated in the study. The main aim of the study was to explore the experiences of educators of training in CAPS. Various themes were explored in order to understand the experiences of educators as they moved from one curriculum to another, with the aim of improving the standard of the education system.

5.2 Overview of chapters

Below is a summary of each chapter as presented in the study.

5.2.1 Chapter 1

Chapter 1 contained the introduction and background of the study. This included the problem statement, rationale and significance of the study, main research question with sub-questions, and the research aims. The preliminary literature review, research design and methodology, data analysis and theoretical framework were discussed in this chapter. It also dealt with credibility and trustworthiness, ethical considerations and the limitations of the study.

5.2.2 Chapter 2

Chapter 2 presented the theoretical framework that guided the study and a review of the literature on curriculum changes and on CPD of educators in relation to CAPS training.



5.2.3 Chapter 3

Chapter 3 contained the research design and methodology. It included the site selection, population selection and sampling. The choice of data collection instruments was outlined. It also explained in detail how the process of data analysis was undertaken by the researcher. Ethical considerations which were to be followed were discussed in this chapter.

5.2.4 Chapter 4

This chapter presented the analysis and interpretation of data collected from observations and the interviews with the participants. It comprised the findings, analysis and interpretation of the findings, synthesis of the findings and a summary of the researcher's findings.

5.2.5 Chapter 5

Chapter 5 provided an overview of the study, findings from the study, a conclusion about the working assumptions, recommendations for improvement of practice and for further research and final observations.

5.3 Findings

5.3.1 Introduction

The focus of this section is the findings of the study on the experiences of educators of training in CAPS. These findings include the findings from the literature review and findings from the empirical study in which 12 educators from four different schools in Shiluvane circuit in the Mopani district of the Limpopo province participated. All the educators who participated in the study have experienced different curriculum changes and have also attended training in the recent CAPS curriculum.



5.3.2 Findings from the literature

A review of the literature on CPD of educators has shown how important it is for educators to continuously develop themselves and be up to date with new developments. The meaning of CPD varies from person to person depending on the context in which it is defined. Villegas-Reimers (2003) considers professional development of educators as an important aspect in most of the educational reforms in progress around the world. From the Department of Education's perspective, professional development of educators is a process in which educators reflect on their competencies and keep themselves up to date with new developments (DBE 2010). Villegas-Reimers (2010) points out that educational reforms which do not accommodate educators and their professional development are unsuccessful, and that professional development initiatives that are not rooted in educational structures and policies have also been unsuccessful. CPD is needed in order for educators to be well informed about changes and developments in the education system that they need to integrate into their teaching, as it helps to increase and refresh the subject knowledge of educators and helps maintain their interest in the teaching profession (Lewis & Day 2004).

The literature relates the professional development of educators to teaching practice. Borko and Putman (1995) show that professional development plays a crucial role in changing educators' teaching methods. Educators who participated in curriculum-based professional development that was sustainable showed changes in their teaching practice (Cohen & Hill 1997). Educators develop themselves to increase their pedagogical knowledge and skills. The goal of most effective professional development programmes is to increase educators' knowledge and skills and improve their teaching practice (Tournaki, Lyublinskaya & Carolan 2011). According to Villegas-Reimers (2009) and Ingersoll (2001), educators should teach the subject that they were trained to teach, since teaching a subject in which they did not receive training harms the educators as well as the learners.



The literature identified the challenges of CPD of educators. CPD of educators should be carefully planned (Lewis & Day 2004). Educators need more time than presently allocated to understand new concepts, learn new skills, assess, try new approaches and integrate them into their teaching practice (Cambone 1995; Corcoran 1995; Troen & Boles 1994; Watts & Castle 1993). There is not enough monitoring and support by the SMT and district officials. According to Bantwini and Diko (2011), district officials' capability and the actual environment within which educators work have effect on the success or failure of educational reform. Job descriptions and the management structure constrain the support that district officials offer educators.

The training presenters must understand the policy document before they start training the educators to avoid misinterpretation of the document (Taole 2013). The shortage of human capacity is preventing the officials from effectively servicing schools and educators, and this will have a negative effect on the implementation of the curriculum (Bantwini & Diko 2011). Motseke (2005) reported these as some of the reasons why the educators felt the training did not prepare them for a new curriculum. The workshops were too short (a few hours or days, at most one week); too theoretical, with no demonstrations; and given too late (up to three months after the introduction or implementation).

5.3.3 Findings from the empirical study

The purpose of this study was to explore the experiences of educators of training in CAPS. In addressing the aim of the study, the following objectives were addressed:

- 5.3.3.1. Find out about the experiences of educators regarding the length of training for CAPS.
- 5.3.3.2. Find out about the experiences of educators regarding the quality of CAPS presenters.
- 5.3.3.3. Investigate the perceptions of educators on the use of materials, new knowledge, and skills acquired from the training.



5.3.3.4. Find out how educators perceive professional support after the training.

5.3.3.1 *The experiences of educators regarding the length of training of CAPS*

The educators indicated their frustrations and confusion about the curriculum always changing (Chapter 4 paragraph 4.4.1.1.5). Although there are frustrations, the educators still welcomed the change as they feel that it is needed to improve the standard of our education system (paragraph 4.4.1.2.2).

The educators showed an understanding of CPD and believed that it should be an ongoing process that would help them to enhance their knowledge and skills, as recorded in paragraph 4.4.1.2. Some of the educators saw CPD as a way of improving their qualifications by furthering their studies, while others saw it as an opportunity to upgrade their skills (either in subject content or in teaching and learning styles) by attending workshops (paragraph 4.4.1.2.1).

One of the important findings was about the duration of time allocated for training. The literature indicates that, in order for educators to learn new knowledge and skills, more time must be allocated to training opportunities. The educators in the study indicated that the time allocated was too short for them to learn everything scheduled in the training programme (paragraph 4.4.1.3.1).

The findings appear to confirm the working assumption that too little time was allocated for the CAPS training.

5.3.3.2 *The experiences of educators regarding the quality of CAPS presenters*

When assessing the preparedness of the presenters, the educators indicated that they were able to complete everything they wanted to train educators on and they



brought all the materials that were needed for the training to the workshops. This made the educators think that the facilitators were prepared to offer the training required. Some educators indicated that being prepared depended on what the presenter was going to present. The presentations were designed in such a way that it limited questions, and this helped create the impression that presenters were prepared (paragraph 4.4.2.1.2).

Nevertheless, the educators thought that the presenters had little knowledge of the content of the training. Some of the presenters were not able to answer some of the questions posed to them, and most of the time they referred trainees to the policy document to read on their own; this showed they had little knowledge about CAPS as a new curriculum (paragraph 4.4.2.2.1). Some educators believed that the presenters might not have had enough training themselves, and hence they could not respond to all questions posed to them (paragraph 4.4.2.2.3).

5.3.3.3 The perceptions of educators on the use of materials, new knowledge and skills acquired from the training

The educators felt that some materials were useful to them. Some of these materials were in the form of hard copies and others were loaded on CDs that the educators brought to the training (paragraph 4.4.3.2.2). They found it important that presenters brought the CAPS document, to which they had to refer, to training sessions. The CAPS textbooks were found to be more useful and relevant than the previous textbooks, since the CAPS textbooks have more relevant activities in the sense that they relate to the current generation's lives (paragraph 4.4.3.2.3).

It was also found that, while some educators appreciated CAPS, some felt that they were actually moving back to the old C2005 with which they started, and hence they gained nothing new during the training. In fact they were satisfied to move back to what they were used to. Some educators were happy with the training because they



were able to review what they had already forgotten from C2005, especially in subject content, and hence they gained new knowledge (paragraph 4.4.3.3.2).

5.3.3.4 *How do educators perceive professional support after the training?*

Some educators received little support and others received no support at all after the training. In Chapter 4, paragraph 4.4.4.1, educators indicated that in most cases the curriculum advisors visited the schools only when learners underperformed in that particular subject in the exam, or else they did not come. Although some educators mentioned that this lack of monitoring and support could be because there are not enough curriculum advisors in the district, they still believed that they should be visited after training to check if they were implementing the curriculum the correct way and be given help if necessary.

The findings therefore appear to confirm the working assumption that the educators did not receive support after the training.

5.4 Conclusion regarding the study assumptions

In conclusion, the working assumptions of the study have been found to be true. The responses to the interviews show that time was not well organised so that it benefited both the educators and presenters. The responses also proved that the presenters had little knowledge of CAPS, and this resulted in educators remaining dissatisfied with the unanswered questions during the training. Although support was offered to educators after the training to see if they implement CAPS successfully, it was very limited.

5.5 Recommendations

The following recommendations are made for means and strategies that could help improve our education system in the process of CPD.



5.5.1 Recommendations for improvement of practice

5.5.1.1 *The provision of enough training time for the educators*

When planning to train educators about a new or revised curriculum, provincial education departments should take note of the time allocated for the training. There should be enough time so that at the end of the training educators are equipped with the necessary knowledge and skills that they can effectively use when they return to the classroom.

5.5.1.2 *Thorough training of the presenters*

It is important that the presenters be well informed and equipped with the necessary information before they train the educators. This will avoid or minimise misunderstanding and misinterpretation of valuable information during the training. A well-equipped and well-prepared presenter should be able to respond appropriately to questions posed to him or her and give clarity where necessary.

5.5.1.3 *Adding more curriculum advisors*

The shortage of curriculum advisors per subject has put more stress on the advisors currently available, and this has a negative effect on the amount of support available to the educators. The department should hire more experienced, competent and qualified curriculum advisors to help during the training of new curriculum and, importantly, to offer monitoring and support by frequently visiting the educators at their schools. More stringent measures need to be put in place regarding the hiring of competent curriculum specialists.

5.5.1.4 *Improved monitoring and support for the educators*

There is a need for continuous monitoring and support from the education department. Although training is presented by the curriculum advisors, the SMT should also play its role in offering monitoring and support to the educators after they have attended training on a new curriculum. School principals should also be called for training on a new curriculum so that they know and understand what type of



support they should provide to the educators, since most school principals do not offer subjects at schools.

5.5.2 Recommendations for further research

As much as studies have been conducted on CPD of educators, and this particular study focused on educators and schools in the Mopani district, the researcher suggests that further research be done in different districts to explore the experiences of educators who are being trained by different curriculum advisors. This study also focused on content subjects such as Agricultural Sciences, Life Sciences, Physical Sciences and Geography. Further research must be done on educators who offer languages at schools to understand how they experienced CPD of educators in CAPS. Since most educators complained about the time allocated for the CAPS training, some suggested or felt that the training should last for at least three months, or even as long as the training in colleges, which was three years. From this the researcher suggests that further research on the duration of time for training a new curriculum needs to be done. Furthermore, since this study only focused on the first four levels of Guskey's professional development evaluation there is a need to conduct research on the last level, which is Student Learning Outcomes, to explore how training in a new curriculum affects student learning outcomes.

5.6 Concluding remarks

This study focused on the experiences of educators of training in CAPS. The study was conducted with educators who have been in the teaching profession for a considerable time, have experienced different curriculum changes and also attended the CAPS training. It revealed that CPD of educators is very important so that they can continuously develop themselves academically as well as professionally. This is done by furthering their studies by registering with higher institutions and by attending workshops, seminars and conferences in order to equip them with the necessary knowledge and skills to improve the standard of the education system.

Experiences of educators of training in the Curriculum Assessment Policy Statement



Mestry et al (2009) showed in their study that, by improving in the quality of educator performance through educator professional development programmes, the overall performance of the education system can then be improved.

This study showed that educators are faced with multiple challenges such as the time allocated for the training, presenters' understanding of the new CAPS policy and the type of support the educators receive after training. Although educators believe that the workshops, seminars and conferences help them to improve their knowledge and skills, these challenges lead to inadequate training for the educators as well as problems in implementing the new curriculum. Both the departments of education and the educators should work together and commit themselves to designing a new curriculum to make the implementation a success.

The concerns about the shortcomings of the initiatives by the education department to train educators in a new curriculum suggest that the department should carefully plan the whole process until it is effectively implemented in schools.



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ANNEXURE A: INTERVIEW SCHEDULE FOR EDUCATORS

Experiences of educators of training in the Curriculum Assessment Policy Statement

1. General Questions

- 1.1. How long have you been in the teaching profession?
- 1.2. How many years have you been teaching the subject you are currently teaching?
- 1.3. Which qualifications do you hold?
- 1.4. Are you teaching the subject you were trained for?

2. Curriculum change

- 2.1. How many curriculum changes have you experienced in your teaching profession? Can you recall them?
- 2.2. What do you think is the reason we have these curriculum changes?
- 2.3. How do you feel about these curriculum changes?

3. Professional development and CAPS

- 3.1. How do you understand professional development of educators?
- 3.2. How many CAPS trainings have you attended?
- 3.3. What are your experiences regarding the duration of the CAPS training?
- 3.4. Who presented the training?
- 3.5. How knowledgeable about CAPS were the presenters?
- 3.6. How prepared were the presenters?


UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Experiences of educators of training in the Curriculum Assessment Policy Statement



- 3.7. What types of materials were provided during training, and were they useful?
- 3.8. What new knowledge and skills did you acquire from the training?
- 3.9. What was the impact of the training on student learning?
- 3.10. Do you feel that you need further training in CAPS? If yes, what are your further training needs?

4. Monitoring and support

- 4.1. How often are you visited by the departmental officials?
- 4.2. What happens during the visit?
- 4.3. What kind of support did you receive after the training?
- 4.4. Is there anything that you would like to share with me regarding the training and implementation of CAPS?



ANNEXURE B: OBSERVATION SCHEDULE FOR EDUCATORS

Experiences of educators of training in the Curriculum Assessment Policy Statement

The educators were observed in their classroom during lesson presentation according to their personal time table and each lesson lasts for 60 minutes. The following questions and aspects of the educator guided the observation process:

1. What is the physical setting of the classroom?

2. Which subject is being offered in the classroom?

3. Is the educator implementing CAPS?

4. Is there a clear introduction and presentation of the lesson?

5. Does the educator show confidence in teaching the subject?

6. Does the educator show understanding of the subject content?

7. Does the educator show integration of the subject with other subjects?

8. Is the educator assessing the learners? (Verbally or written)

9. What teaching and learning support materials are used by the educator?

10. Is there a clear conclusion of the lesson?



ANNEXURE C: LETTER REQUESTING PERMISSION FROM THE LIMPOPO DEPARTMENT OF EDUCATION

ENQ: Phasha TS
Cell: 072 112 2804

P O Box 296
TANEEN
0850

07 MARCH 2014

The Provincial Head
Limpopo Department of Education
POLOKWANE
0700

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE PROVINCE

I am a master's student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies, currently undertaking a research project that is supervised by Dr. K. Bipath, senior lecturer at the Faculty of Education and Professor JL. Beckmann, also from the Education Faculty. We are requesting permission from the department to conduct this research. The project is entitled: **Experiences of educators of training in the Curriculum Assessment Policy Statement**. It focuses on the experiences of educators after they have undergone different curriculum changes and the recent CAPS.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Pretoria. As part of the ethical requirements, the anonymity and confidentiality of the participants will be maintained in all the steps of the research including data collection, analysis and reporting process. We need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process. Educators from four schools in the Shiluvane circuit will be interviewed and then observed in the classroom.


We hope that you will be able to assist us in this regard, and therefore your earliest response to this request will be appreciated.

Yours faithfully

Tshegofatso Phasha
Master's student

Dr K. Bipath
Supervisor

ANNEXURE D: PERMISSION LETTER FROM THE DEPARTMENT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF
EDUCATION**

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

PO BOX 296
TZANEEN
0850
PHASHA TS

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC: TEACHERS EXPERIENCES REGARDING THE CONTINUOUS PROFESSIONAL DEVELOPMENT IN CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS).**
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

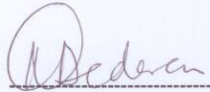
The heartland of southern Africa - development is about people!

Experiences of educators of training in the Curriculum Assessment Policy Statement



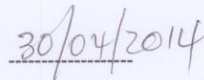
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Dederen K.O

Acting Head of Department



Date



ANNEXURE E: LETTER REQUESTING PERMISSION FROM SCHOOL PRINCIPALS

ENQ: Phasha TS
Cell: 072 112 2804

P O Box 296
TZANEEN
0850

07 MARCH 2014

The Principal
School name
Town

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies, currently undertaking a research project that is supervised by Dr. K. Bipath, senior lecturer at the faculty of Education and Professor JL. Beckmann also from the Education Faculty. We are requesting permission from you to conduct this research in your school with the teachers. The project is entitled: **Experiences of educators of training in the Curriculum Assessment Policy Statement**. It focusses on the experiences of educators after they have undergone different curriculum changes and the recent CAPS.

I will be conducting an interview and observation. The interview which will last for 30-40 minutes will be audio-taped, it will be conducted at your school at the end of the lessons in the afternoon or at times which will not disrupt the normal teaching and learning process of the school. The observation will be done in the classroom during the lesson presentation, of which the participant will arrange with the researcher. Only the educators will be interviewed and observed, and not the learners and the parents.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Pretoria. As part of the ethical requirements, the anonymity and confidentiality of the participants will be maintained in all the steps of the research including data collection, analysis and reporting process. We need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process.

Your positive consideration in allowing your teachers to participate in this project will be highly appreciated. Should you agree the teachers to participate, please read and sign the informed consent attached to this letter

Yours faithfully

Tshegofatso Phasha
Master's student

Dr K. Bipath
Supervisor

Experiences of educators of training in the Curriculum Assessment Policy Statement



ANNEXURE F: PERMISSION LETTER FROM SCHOOL PRINCIPALS

With reference to the letter on **Request for permission to conduct research in your school** on the topic “**Experiences of educators of training in the Curriculum Assessment Policy Statement**”, please read and sign if you agree that your school participate in this research.

I understand and agree that:

1. The data collection will not disrupt the teaching and learning activities of the school.
2. The information collected will used for the research purpose only.
3. The anonymity and confidentiality of the school and participants will be maintained in all the steps of the research including data collection, analysis and reporting process.
4. Participation in this study is voluntary and the school and participants can withdraw at any stage during the research process.
5. No learners or parents will participate in the research, only educators.
6. If requested, the researcher will inform me of the findings of the research.

School's name _____ School stamp:

Principal's name: _____

Signature: _____ Date: _____

Place: _____

Student's name: _____

Signature: _____ Date: _____

Place: _____

Supervisor: _____

Signature: _____ Date: _____

Place: _____



ANNEXURE G: INFORMED CONSENT FROM PARTICIPANTS

ENQ: Phasha TS
Cell: 072 112 2804

P O Box 296
TZANEEN
0850

13 FEBRUARY 2014

To the participant

Informed consent to participate in a research project

I am a master's student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies, currently undertaking a research project that is supervised by Dr. K. Bipath, senior lecturer at the Faculty of Education and Professor J.L. Beckmann, also from the Education Faculty. The project is entitled: **Experiences of educators of training in the Curriculum Assessment Policy Statement**. It focusses on the experiences of educators after they have undergone different curriculum changes and the recent CAPS.

I will be conducting an interview and observation. The interview which will last for 30-40 minutes will be audio-taped, it will be conducted at your school at the end of the lessons in the afternoon or at times which will not disrupt the normal teaching and learning process of the school. The observation will be done in the classroom during the lesson presentation, of which the participant will arrange with the researcher. Please note that only the educators will be interviewed and observed, not the learners and parents.

As part of the ethical requirements, your anonymity, confidentiality and privacy will be maintained in all the steps of the research including data collection, analysis and reporting process and so your name or that of the school will not be provided in any publication and public presentation. We do not anticipate any risk by participating in this project and we need to stress that participation in this study is voluntary and as the participant you can withdraw at any stage during the research process without a penalty. You are free to ask for clarity if the language used during the interview is not clear to you. The results of this project will be used for research report and journal article.

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign in the space provided.

Tshegofatso Phasha
Master's student

Dr K. Bipath
Supervisor

Participant



ANNEXURE H: ETHICAL CLEARANCE CERTIFICATE



RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER : EM 14/03/04
<u>DEGREE AND PROJECT</u>	MEd Experiences of educators of training in the Curriculum Assessment Policy Statement
<u>INVESTIGATOR(S)</u>	Tshegofatso Sylvia Phasha
<u>DEPARTMENT</u>	Education Management and Policy Studies
<u>DATE CONSIDERED</u>	7 August 2015
<u>DECISION OF THE COMMITTEE</u>	APPROVED

Please note:
For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof Liesel Ebersöhn

DATE 7 August 2015

CC Jeannie Beukes
Liesel Ebersöhn
Prof JL Beckmann
Dr. K Biphath

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.
2. The protocol you were granted approval on was implemented.
3. The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Please quote the clearance number in all enquiries.