
UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES

**PERCEPTIONS OF CURRICULUM 2005:
GRADE ONE PRIMARY TEACHERS
IN TWENTY-EIGHT CAPE TOWN SCHOOLS**

**A minor-dissertation presented in partial fulfilment
of the requirements for the degree of
M. Ed (Educational Administration, Planning and Social Policy)**

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DEDICATION

**In honour of my late husband
Vusimuzi Yende-Mthethwa**

Umntu ngumntu ngabantu

“Motho ke motho ka motho yo mongwe

A person is a person through other people

*A person becomes human through his
or her interaction with other people*

No man is an island”

(Kuzwayo, 1998:29)

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ABSTRACT

This study looks at teachers' perceptions of Curriculum 2005, in order (i) to understand how a group of Grade One teachers, in the Cape Town region, are reacting to the introduction of an outcomes-based system, and (ii) to make sense of where their understandings might come from. The study holds significance because it helps to shed light on the reality of policy implementation, and the importance of the teacher in the process of policy-making and policy implementation.

The study explores the patterns of teachers' thoughts within a variety of diverse school contexts. This diversity is assessed through the use of a detailed questionnaire, in-depth interviews and site visits. Forty-one Grade One teacher's perceptions of Curriculum 2005 were studied. This process involved the use of Grounded Theory principles, which guided the data collection process and analysis procedure. The outcome of this approach led to the formulation of a model, which outlines the process of understanding the personal (internal) and social (external) factors, which affect the development of teachers' perceptions towards change.

The study suggests that there are three main categories of perceptions of Curriculum 2005 that teachers fall into, although each category is dynamic. Within each category both internal and external factors affect the development of teachers' perceptions of educational change. The analysis shows that within and between each category the factors of age and experience play a role in the way teachers come by their teacher knowledge and develop their teaching practice. The study also reveals the dynamic nature of teachers' understanding, consciousness and perceptions of Curriculum 2005, and seeks to show how dependent these are on a variety of internal and external factors. The development of perceptions is both a process and a product within the minds of individuals.

The findings of the research suggest that both personal and social dynamics play a major role in the development of teacher knowledge and teaching practice. The study seeks to emphasise that there is need to recognise and promote the professional development of teachers, and to achieve this there is a need to understand teachers in the process of educational change. It is suggested that each school context generates

different dynamics, and in order to address the question of change it is also necessary to address the specific position of teachers within the school. At the same time the study emphasises the need to bridge the gaps between policy-making and policy implementation.

University of Cape Town

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CHAPTER 1: INTRODUCTION

Education has no end – Swahili

1.1 Background Motivation

The recent introduction of Curriculum 2005 (C2005), in South Africa, has meant a change for teachers in adapting to an outcomes-based approach to learning. There is scant literature on how teachers feel about this change, and therefore, it inspired me to find out more about their views on such issues.

To date, most educational reform worldwide has been dominated by bureaucratic structures and processes in policy-making and implementation. The voices of teachers have seldom been heard; they have been, for the most part, ignored, even though they are the main implementers of policy. This scenario echoes the initial developments around policy-making with respect to C2005 (see Kruss, 1998). However, there is a growing trend, both locally and internationally, to take the voices of teachers more seriously in the policy process.

Intense debate has taken place around the introduction of Curriculum 2005 in South Africa. Questions have been posed about its appropriateness and viability (see Jansen, 1998). More recently, attention has turned to teachers and how they are coping and adapting to the new outcomes-based education (OBE).

My interest in this area has stemmed from my work as a primary teacher in the past, and presently, a trainer in Early Childhood Development (ECD). In terms of this, the study sought to understand the perceptions of a group of Grade One teachers, in order to find out how they felt about C2005. To understand these perceptions better it became important to focus on where teachers' understanding might come from. My main interest was to expose the voices of teachers, and during the process of the research I was guided by Grounded Theory principles. This helped me to explore the individual and social dynamics and processes affecting teachers. The complex nature of how teachers adjust to change further led me to designing a model to make sense of

these factors. I developed a model that helped me to explain the relationship between personal and social factors and how these impact on the construction and development of teacher knowledge and teaching practice. The heart of the model identified the importance of teacher consciousness and understanding. The key to understanding how teachers implement educational change is locked in these processes.

1.2 Aim Of Study

The main purpose of this study was to understand how a group of Grade One primary teachers were responding to, and coping with the implementation of Curriculum 2005, within ^{a new} contexts that offered a variety of ^{study challenges} social dynamics. For this purpose, the inner city of Cape Town and its surrounding suburbs provided such diversity.

Taking into consideration the dynamics of ^{S.A.} the present and past educational system, within South Africa, the significance of this study was also important for a number of reasons;

- A) It aimed to provide a general overview of a group of Grade One teachers and ^{use} their perceptions of Curriculum 2005, towards the end of the first year of its implementation, and how they were coping with the change.
- B) It raised concerns about the exclusion of teachers in the process of educational policy, particularly in relation to policy-making, and how this impacted on the process of policy implementation.
- C) It helped to raise awareness of the importance of teachers' voices in the process of policy, in order to understand how change is interpreted in their teaching practice.
- D) Although this study specifically focused on how teachers thought, it did open up the field for further research to investigate how teachers are practically coping with educational reform in their classroom practice.

^(rationale)
My research question was twofold, firstly it explored **what** are Grade One primary teachers' perceptions of C2005, and secondly it concentrated on **where** their understandings come from. The process of deciding on this question unfolded after asking myself a variety of questions on the notion of being a teacher and educational

^{how students' perceptions influence their approach to learning}

reform, and this involved surveying topics on identity, teachers' role, teachers' working theories, the teaching practice of teachers and C2005. Eventually, the study focused on teachers' interpretation and reflection of the new curriculum initiative, and how their past experiences influenced their current teacher knowledge and teaching practice. By incorporating a biographical perspective it aimed to help teachers and researchers "...to recognise the past, permit the present, and anticipate the future" (Knowles, 1992:224). The level of teacher consciousness and understanding was an important factor in attempting to understand this process. By focusing on teachers' perceptions it is hoped that policy-makers will gain a better understanding of the relationship between teacher knowledge and teaching practice, and how this has been affected by educational change.

There is a serious lack of data on teachers' responses to change, especially in regard to Curriculum 2005. It is important that in order to bridge the communication gap between the macro and micro levels of educational policy, teachers need to be regarded as active participants in the process of implementing and negotiating change.

The outcome of this study aims to provide an understanding of how a group of teachers interpret and understand educational policy, which is still a crucial issue during the transitional phase of the new South African democracy. In doing so it is hoped that at the micro and macro levels of policy there will be a better understanding of how teachers respond to educational change. It is also hoped that this will assist participants in the policy process to understand more about the significance of teachers in the process of policy implementation and how they can influence policy decisions.

1.3 Limitations of Study

To begin with, it was important to look at various contexts in order to expose the realities of different situations, during the transition of educational change. The inner city of Cape Town and its immediate suburbs revealed that there were no 'African' teachers teaching in the Grade One classes. I took this factor into consideration from the beginning of my study, but I felt that there was enough diversity amongst the

remainder of the teachers in this region to conduct my study. However, I feel that it is important to incorporate an 'African' perspective for future studies.

As mentioned earlier the study specifically focused on exposing teacher thinking and did not look at their classroom practice. The thoughts of the teacher were conveyed in the model in the form of teacher knowledge. Although the model shows a direct relationship between teacher knowledge and teaching practice, the study was limited by time constraints to only investigating the impact of teacher knowledge on teaching practice, and what factors might have influenced such change.

While finishing this research I was alerted to studies that have already begun to explore what C2005 means to teachers in their teaching practice (see President's Education Initiative Research Project – Getting Learning Right, Garson, 1999). More studies will also need to be conducted in an on-going manner.

1.4 Dissertation Structure

This document is organised into five main chapters. The first chapter begins with the motivation for my research by providing the rationale for the topic on teachers' perceptions of Curriculum 2005. It outlines the main aims of the research and introduces the research question to be studied. As a result of the study conducted there are limitations identified which are brought to the readers' attention. The next chapter is a literature review, which focuses on the development of the teacher in relation to his/her teaching knowledge and teaching practice. This is followed by a methodology chapter, a findings chapter and finally a concluding chapter.

CHAPTER 2: LITERATURE REVIEW

At the home of the fiddler everyone knows how to dance – Haitian

2.1 Overview

Educational change, in South Africa, and other countries in the world, is fundamental to the process of socio-economic transformation. Within this process, teachers play a vital role. The recent introduction of OBE, in South Africa, reflects part of this transformation process, and it also affects the way teachers perceive policy and implement it.

Teachers come from various backgrounds with a wealth of experiences, and this impacts on their teacher knowledge and teaching practice. Understanding what teachers think, and their consciousness, is crucial in the South African context, especially in light of the legacy of Apartheid Education. Reeves' (1994) study of teachers and their perceptions of Apartheid Education acknowledges this. She says that,

Teachers in South Africa have been deprived of the opportunity to discuss the real issues concerning their work not only with colleagues in the same education department but also with teachers in other education departments (p. 49).

The reality of South Africa's past is critical in seeking to understand how teachers are coping with Curriculum 2005. It is critical in the sense that teachers' pasts seldom leave them. How teachers deal with their past is important for us to understand.

This chapter first deals with the historical development of research on teachers, and looks at how teachers have been viewed, as passive and active participants, in classroom practice and policy implementation. Teachers' voices have gradually come to be included in the process of educational change.

The second section moves on to explore the various factors that influence the construction of teacher knowledge and teaching practice. It begins by dealing with

the definitions of teacher knowledge in relation to teaching practice. It then proceeds to discuss the social dynamics, including teacher socialisation patterns (Lortie, 1975), which impact on teacher thinking. This flows onto discussing environmental and contextual factors, which affect social interaction between teachers (Zeichner and Liston, 1991). These factors impact on how teachers perceive themselves which leads to exploring the development of teacher identity in relation to classroom practice (Goodson and Walker, 1991; Ball and Goodson, 1992a) and, more recently the relationship between space, place and identity (Jacklin, 1998). A teacher's identity is influenced by his/her life experiences. A teacher's life experience (see Antikaines *et al.*, 1996; Knowles, 1992; Butt *et al.*, 1992); life history (Goodson, 1992b; Jantjes, 1998), and historical context (Soudien, 1998:b), therefore, play a key role in the development of teacher knowledge and teaching practice. The discussion will show, hopefully, how all of these factors contribute to understanding the dynamics and complexities of teacher thinking and consciousness.

The third section explores the approaches of policy and the impact on teacher thinking. It specifically reflects on the dynamics of the policy cycle, based on the contestation between the various contexts (Bowe *et al.*, 1992; Ball, 1993). However, the main part of the policy cycle that I will deal with is the context of practice in relation to the implementation of Curriculum 2005. It explores the ways in which teachers actively construct teacher knowledge and teaching practice based on their life history experiences, consciousness, and understanding of the teaching and learning process (Jantjes, 1998). This discussion is intended to shed light on how teachers interpret and recontextualise policy within the context of their classroom (Fullan, 1991; Ball, 1992a, 1993; Christie, 1996; Kruss, 1998).

2.2 Teachers Seen but Not Heard

Within the South African literature, the discussion on teachers and educational policy has tended to focus on the contradictions between policy-making and the reality of implementing policy in schools. Although teachers are recognised as key role players in the implementation of C2005, their role, in reality, is still widely undervalued in the process of policy-making. Understanding the challenges and changes that teachers

are faced with, and currently undergoing, helps us to understand what influences teachers' thinking.

A review of the literature suggests that worldwide there has been a serious neglect of teachers' perspectives, understandings and concerns in regard to educational reform. What is emerging from the literature is that there is a greater need to understand how teachers negotiate and implement policy, based on what we might call teacher knowledge and their teaching practice.

The review suggests that previous work has focused on teachers' practice, without understanding their attitude to educational change. Historically, teachers were simply viewed as passive recipients of educational change, and were seen as technical experts in relation to their teaching subjects. This kind of work on teachers was much in evidence during the 1970s (Ball and Goodson, 1992a).

A characteristic of earlier studies on teachers was the emphasis which was placed on the technical aspect of teaching. Lortie's (1975) study was exceptional in that it represented a more theoretical, albeit functionalist, understanding of teachers and their teaching practice. It provided, for example, the first insight into the role of biography in studying teacher knowledge and teaching practice. The process of teachers reflecting on past experiences is part of teachers' consciousness. He examined the influence of teachers' childhood school experiences on teaching practice.

Lortie noted that teachers come to university and college with an understanding of their own learning experiences. These experiences become internalised and, therefore, impact on their own teaching practice. If teachers are to adapt their behaviour to new teaching methods then they will have to be freed of the unconscious baggage that they bring to teaching (Lortie, 1975:30; Goodson, 1992b:14). A teacher's learning experiences can influence the way s/he teaches. Teachers need to be consciously aware of their experiences, and how these impact on their perceptions, and change over time. This affects the way teachers implement educational change.

Following Lortie, during the 1980s, research moved to focus on how teachers saw their work and lives in relation to their teaching practice (Ball and Goodson, 1992a:3). Clandinin's (1986) study provided an example of how the development of a teacher's practice was influenced by his or her personal and professional experience (p. 20). The study tended to categorise a teacher's teaching practice, based on specific experiences, without looking at the wider context, which impacts on teacher thinking.

While Clandinin's (1986) study was important for acknowledging the dialectical relationship between theory and practice, he tended to focus more on teaching practice. Although, he claimed that "teacher knowledge is shaped by practice and practice is seen as theory in action" (1986:20), there was a neglect of how teacher thinking impacted on teaching practice. Goodson and Walker (1991) acknowledge this and argue against privileging practice as the basis for understanding teacher knowledge. They complain that Clandinin's (1986) study is focused too much on teacher practice. They argue that "it does not mean to improve practice that we have to focus on practice" (p. 140).

Since the 1990s there has been an increase in the volume of literature on teachers, and this has opened up the debate for researchers to try to gain a more balanced understanding of how teachers interpret and negotiate educational change. This includes studies on thinking patterns of teachers, and consciousness levels. One such study is that of MacLean (1992) who has done work on teachers' perceptions of their career patterns and educational change. MacLean (1992) states that patterns in teacher perceptions reveal differences according to age, level of experience, gender, marital status, academic and professional qualification, and the sector of their employment. This study indicates that differences in perceptions reveal differences in levels of teacher consciousness.

Other studies focus on the complexities of teachers' experiences and their consciousness. Goodson and Walker (1991) believe that it is more important to investigate teachers' work in the context of their life rather than solely focus on teaching practice, as they believe this helps to provide a more authentic picture of what teachers think.

2.3 The Voices of Teacher Knowledge and Teaching Practice

Teachers' voices have long been neglected in the process of understanding educational change because the emphasis has largely been on theoretically based understandings of what constitutes teacher knowledge and teaching practice. Recent studies have challenged the view that teacher knowledge is solely based on technical subject knowledge.

Research conducted during the 1980's began to acknowledge that teachers were not passive recipients to change but active role-players. As indicated earlier, this was recognised by Clandinin's (1986) study, which also provides an understanding of the construction of teacher knowledge. He states that teacher knowledge is "...tentative, subject to change rather than fixed, objective and unchallenged" (p.17). There is a realisation that teacher thinking is a dynamic process, and therefore teacher knowledge is also influenced by processes of change. However, Clandinin's investigation tends to be limited in terms of what factors influence teacher knowledge.

In contrast, Handal and Lauvas (1987) develop a more intricate understanding of what factors influence teacher knowledge, which they refer to as practical theory. They define it as "...a person's private integrated but ever changing system of knowledge, experience and value which is relevant to teaching practice at any particular time" (1987:9). This theory tries to build a more holistic understanding of teachers' knowledge based on **personal life experiences**; **values**, including philosophies and beliefs teachers hold of teaching; and **transmitted knowledge**, which comes through institutions such as the university and college (*Ibid.*). Their study is based on practical theories held by teachers in relation to counselling. They explain that practical theory, held by teachers, is a relationship between teacher consciousness and his/her knowledge. This relationship is a dynamic process that is constantly evolving.

One of the main findings of their study was that frame (structural) factors and social factors were more significant in teaching practice than teacher practical theory (1987:15). This acknowledges that teachers take for granted the practical knowledge they hold.

Handal and Lauvas (1987) also point out that it is difficult to identify practical theory in terms of isolated factors because it is an interwoven process (p. 12). Based on this understanding, teacher knowledge reflects unique experiences, values and knowledge of teachers, which in turn helps to shape their teaching practice. There is a need for teachers to become more consciously aware of their teacher knowledge, in order to bring about more effective change in their thinking patterns and teaching practice. However, their study tends to reflect the construction of teacher knowledge as an individual process.

Further research based on life histories and autobiographies of teachers suggest that the way teachers construct their knowledge is not only based on life experiences but also requires conscious thinking (Goodson, 1992b; Knowles, 1992; Butt *et al.*, 1992; Antikaines *et al.*, 1996). Consciousness is a growing psychological process, whereby individuals become more in tune with their thoughts and surroundings. In this sense, teachers as unique individuals, vary in their understanding and awareness of thoughts, surroundings and experiences in life. These factors impact on the way teachers are able to handle educational change.

Life histories of teachers provide a platform for understanding their life experiences in a more contextual framework. Such research acknowledges that teachers need to become more conscious of their experiences in order to understand themselves better (Jantjes, 1998). This helps teachers to think and reflect on what factors and events impact most on their teacher knowledge and teaching practice. At the same time life histories also help researchers to theorise the factors that are a part of everyday life experiences.

In contrast to life history research, Cooper and McIntyre's (1996) study explores the complexity of teacher knowledge in relation to teaching practice. They define teacher knowledge as professional craft knowledge or more specifically, as day to day knowledge that is not explicitly stated, and forms part of the unconscious state of mind (p. 19). Although Cooper and McIntyre (1996) recognise teacher knowledge as professional knowledge that is developed over one's career, they point out that most teachers are not consciously aware of their teacher knowledge on a day to day basis. Teacher knowledge, although it is formed in an active and dynamic way, is often

implicit, rather than explicit in daily practice. This may suggest that some teachers are less likely to change their teaching practice, if they do not develop their teacher knowledge at the same time. If teachers are not in a position to be more consciously prepared for educational change then it has serious effects on the way that teachers negotiate change within their teaching practice.

2.3.1 Social Influences

Understanding teacher socialisation patterns can help to inform us how teachers think, and also confirm the importance of understanding the relationship between teacher biography and teaching practice. Lortie's (1975) study provided a theoretical basis for understanding teacher socialisation patterns and the way that teachers interact in their working environment. Lortie's (1975) study shows that teachers rely heavily on informal channels such as observing their peers and assimilating knowledge, which help shape their knowledge and teaching practice (p. 63). Since teachers have not been encouraged to share knowledge in the past, especially in the South African context, it has discouraged professional knowledge from being shared, and therefore, has often been suppressed. This pattern of socialising teachers has been maintained through bureaucracy, particularly within government and school structures. In this context, teachers learn to become reliant on their own personal experiences to a large degree. Lortie's work argues that teachers do not share a professional body of knowledge.

More recent research has pointed to the importance of social factors in shaping of teacher knowledge, but there is still a serious lack of literature and research in understanding the relationship between social changes and teacher knowledge. In seeking to address this lacuna, Zeichner and Liston (1991) have raised the question of the relationship between social factors and teachers' knowledge. They have particularly drawn attention to how teachers are shaped by processes of social change. For individuals, they emphasise that these changes involve complex processes, which are hard to trace. They claim that social knowledge contains beliefs about the social, political and historical context of schools and communities, and this is often inadequately addressed in studies on teacher knowledge (1991:61). While such studies agree that teachers are in a continual process of actively constructing teacher

knowledge, there is a lack of insight into how teachers individually arrive at a particular state of consciousness.

Personal narratives can be seen as one way of understanding these processes. Goodson's (1991; 1992b) study provides an understanding of teachers' socialisation patterns in life, and how these lead to strategies of teaching practice, in various contexts. However, as indicated above, it is difficult to trace these social patterns because they are unique for each individual and each context has its own social and spatial dynamics. It is in this sense that life histories are important.

2.3.2 Biographical Influences

Research using life history methods has helped to reaffirm the importance of the teacher in the process of educational change. It has provided a firm foundation from which to understand the complex processes of teacher development. Butt *et al.* (1992) provide an autobiographical approach to understanding teacher practice. In particular they stress that teachers are actively creating their own frameworks and the development of this knowledge also affects teacher knowledge and teaching practice.

Butt *et al.* (1992) identified three major problems with this methodology. The first problem related to memory lapses of teachers and so researchers were advised to first ask questions on recent events in teachers' lives. The second problem related to the tendency for interviewees to speak generally. The methodological advice, which is given, is that researchers allow teachers to focus on their feelings about events to assist them to remember. The third problem is getting teachers to be specific and thus the advice is that the researcher helps the teachers to focus on issues related to significant events in their life, and so help them to understand their experiences (Butt, 1992:61-63). These issues can help us to think about the ways teachers construct teacher knowledge and the relationship between conscious and unconscious information. It also helps us to understand how teachers construct their own frameworks of thinking. The focus is on the process of thoughts and actions, rather than whether the information was true or not (1992:61). However, a criticism of this type of approach might be that it focuses mainly on the individual teacher and educational change, but it does serve the purpose of exposing the voice of individuals.

Antikaines *et al.* (1996) also offer a more autobiographical approach to understanding teachers, and they believe that a teacher's life story helps teachers become more aware of their own identity. The teacher is an active participator in constructing and producing his or her identity (p. 21). This helps individuals to be more aware of where s/he has been, where s/he is and where s/he is going. They believe that the relationship between the past, present and future is an important part of understanding identity, but this develops more, as individuals understand their role as a teachers (p. 20). Antikaines *et al.* (1996) argue that each individual teacher "...is a product and a producer" of his or her own identity (p. 21).

There have been various biographical methodologies used as a result of Goodson's (1991; 1992a,b) life history approach. Goodson (1992b) states that a life history is "...a process of linking a story of action with a theory of context" (p. 60). He draws a distinction between life stories and life histories. A life story is unique to individuals and avoids theory, whereas, a life history reviews and engages with evidence and variables, and can help the development of a theoretical basis. Goodson's framework of analysis exposes valuable insights about this process and he believes that in order to bring about a more effective outcome one has to listen to the dialectical relationship between school life and whole life (1992b:15). Within this framework researchers are able to gain an understanding how teachers construct knowledge based on their social experiences in life.

Goodson (1992b) believes that understanding teacher biography in relation to historical context will help us to understand the complexities of teacher practice (p. 234). He firmly believes that this method will help to clarify the dialectical relationship between school life and personal life experiences. The role of teacher biography is becoming increasingly important in seeking to understand the complex social patterns and interactions, which impact on teacher knowledge, teaching practice and teacher identity.

Knowles' (1992) study also suggests that there is a strong link between teacher identity and biography. He stresses that there is a dialectical relationship between biography, context and what happens in the classroom (1992:126). One of the problems, however, is that there is still limited research into understanding the

complex dynamics of how life experiences influence teaching practice. What Knowles (1992) does stress is that the school context can be a site of conflict or it can help to promote teacher growth (p. 143). The environment is a crucial factor in the way teachers engage in both negative and positive experiences. Knowles (1992) acknowledges Crows' study, which indicates that early childhood, early teacher role models, previous teaching experiences, and significant role models are all important factors in the development of teacher role identity. It is difficult to monitor all of these processes but it does point to the importance of significant life experiences, which influence teacher knowledge and teaching practice.

Knowles (1992) stresses that "teachers don't enter education like empty vessels waiting to be filled with skills, aptitudes and experience" (1992:126). Teachers have many experiences that have shaped their lives and these all contribute to their understanding and construction of knowledge. However, sometimes negative experiences influence teaching practice and teaching philosophy and Goodson (1995) indicates that teachers "...need to be freed of the unconscious baggage of the past" (p. 230). This may inhibit a teacher's ability to adjust to necessary changes.

Based on Goodson's approach, Soudien (1998:b) provides an historical understanding of how teachers make sense of educational change. His study looks at understanding teachers' perception of the introduction of Apartheid Education in 1953, by the then regime, and their interpretation of change. The teachers, in the study, take political positions based on their values and understanding at that time. Based on this understanding their levels of consciousness can influence the way they perceive educational change. Important also in the Soudien (1998:b) study is that teachers' values may change over time. Knowledge, like perceptions is socially and actively constructed. However over time, and through the development of consciousness, teaching practice and teacher knowledge develops and changes.

Both teacher identity and teacher knowledge are socially constructed and influenced by political, economic and historical factors. It is a continual and developing process, which individuals assimilate, and later synthesise. This eventually leads to higher levels of conscious awareness and development of teacher knowledge and teacher

identity. In time, teachers develop this understanding which becomes part of teacher knowledge and teaching practice.

The process of using life history methods is still a relatively new field but it does provide a contextual framework in which to make sense of teachers' life experiences, so that the teachers' voices are heard (Goodson, 1992b:10). In order to achieve this, Goodson believes that teachers' lives have to be understood in the context of their historical, political, and socio-economic circumstances.

2.3.2 Context and Environmental Influences

Life history research also helps to bridge the gap between the micro and macro contexts. A life history does not solely relate to a teacher's life but also helps to provide contextual information in regard to schools, curriculum subjects, and teaching programmes (Ball and Goodson, 1992a). The development of contextual information helps to provide a broader understanding of the dynamics between micro and macro realities, especially in regard to educational change.

* The context in which a teacher grows up, and in which s/he works, influences the dynamics of his or her social interactions and, as a consequence, the development of teacher knowledge and teaching practice. Woods (1990) refers to what he calls the micro and macro levels of context. He refers to the micro context as the social influences of home, parents, teachers and interactions through life experiences, whereas, the macro context refers to factors such as social class, religion and social, political, and economic elements. Teachers have to interact with and negotiate the space between the micro and macro context. This often causes tension and contradiction amongst individuals, and with this space, and this leads to contextual dynamics in the process (1990:241). These contextual dynamics may influence the way that teachers perceive educational change and implement policy. Woods' (1990) study is an attempt to grasp this dynamic area between the micro and macro context. However, the study concentrates more on the macro framework but falls short in terms of examining individual dynamics amongst teachers.

In examining the social dynamics around individual consciousness, Goodson (1992b) states that context is about relationships, which may influence teaching practice (p.

240). "The function of the mind, psychology, consciousness and sub-consciousness of every individual, community or society, [including] instincts, are the product of the immediate surrounding environmental conditions" (Yende-Mthethwa, 1996). Environment, in terms of school surroundings, affects the way teachers interact and perceive things. In particular, social interaction affects the way teachers interact and the way others interact with them. At the same time the role of environment plays a huge factor in the way that teachers deal with educational change, and work constraints. Teachers are in a dynamic process of developing their own strategies, as coping mechanisms, to handle these constraints. Malcolm (1998) describes this process when he states;

The role that the tree will play in its environment will be determined by every part of the tree - its branches, its leaves, its flowers, its roots. The tree will also shape the environment, changing the patterns of the wind, attracting particular birds and animals, altering the flow of the river. The trees are connected and shape each other (p. 54)

Soudien (1998:b) states that individuals live in a context, which both shapes and can be shaped by them (p.15). Socialisation plays a major factor in the way teachers become conscious of their actions and behaviour. This has an impact on the way teachers construct and develop their teacher knowledge and teaching practice.

2.4 Approaches to Policy

Context plays a major role in how policy is formulated and implemented. Bowe and Ball (1992b) argue that we need to recognise that there are three contexts which are important for understanding policy, namely context of influence, context of policy text production and context of practice (see also Ranson, 1995:436; Hatcher and Troyna, 1994:156). The context of influence refers to the bureaucratic structures of government and other stakeholders in the process of policy formulation; context of policy text production refers to the participants in the writing and production of texts; and context of practice refers to the implementers of policy, none more important than teachers. Bowe and Ball (1992b:19-21) argue that each context of policy is a dialectical process and, therefore, each context has to be understood in relationship with one other. All major stakeholders play a role in the development and delivery of policy. However, for the purpose of this literature review, the focus is on the

implementation of Curriculum 2005 policy, which Ball refers to as the context of practice. At the same time, implementation needs to be understood in relation to the process and product of policy-making namely context of influence.

Policy-making involves different relations between government, including national and provincial level and other stakeholders such as schools, non-government organisations (NGOs), and the business sector. However, one of the major problems in policy-making is the communication gap that exists between the micro and macro context. The micro context referring to teachers and schools, and the macro context referring to government structures. This gap seems to be evident in the preparations of C2005, which represents a top-down approach to policy.

Kruss (1998:102) argues that the process of policy-making, in terms of C2005, involved a rationalist technical approach, whereby the core impetus of the policy process came from national government. In terms of this analysis, it can be argued that there is disjunction between policy-making and policy implementation. This has implications for the way in which teachers are currently implementing C2005. The role of teachers in the policy-making process has long been underplayed by government.

This is clearly evident in Reeves' (1994) study, based on teachers' perceptions of both the present and past situation in South African schools, with respect to policy construction. One of her findings is that teachers felt excluded from the process of policy. One teacher states that "although teachers are sometimes allowed to discuss school policy they are seldom given any real role in changing or developing it" (1994:38). The teacher also adds that at his African school in Soweto "teachers are similarly left out of significant policy debates" (1994:38). The perceptions of teachers help to provide an understanding of the problems of the present situation and the legacies of the past. Reeves states that "teachers believe the Department of Education is out of touch with the day to day problems teachers experience" (1994:38). As a result, "...many teachers lose confidence in the importance and validity of their own ideas" (1994:39). The issue of incorporating teachers in the process of policy is crucial in order to bridge the gaps of communication that exist.

The voices of teachers are an important part of the policy process. Teachers need to have a say in such crucial concerns. According to Reeves, a teacher whom she had interviewed, said, "...teachers will feel more involved if they participate in curriculum development" (1994:119). Teachers have an important contribution to make not only from experience but also from their professional understanding of theory and practice.

Ball and Goodson (1992a) support the view that the teacher's voice is neglected by bureaucratic structures, especially within policy-making. There is the tendency, within the bureaucracy to view teacher knowledge as knowledge which is already held by administrators and bureaucrats of policy. As a result, teachers are left out of the actual process of policy-making, although they are the most important implementers. Teachers have to learn to handle both micro and macro level demands. The struggle of these demands and experiences helps to expose teachers to the contradictions between policy and reality.

However, as Ball (1993) has argued, the process of developing policy, as well as, implementing it, involves contestation (p. 11). Historical reviews of the development of the South African curriculum show how contested policy creation and policy implementation are. As indicated earlier, Soudien's (1998:b) study provides an historical understanding of teachers' perception of educational changes during the 1955, 1964 and 1965 implementation of Apartheid Education. During this period teachers were active agents in the process of change, and an appreciation of their perceptions during this era helps us to understand how teachers interpreted and implemented policy. The work provides an insight into how teacher's perceptions change and evolve, which help us to understand the process and development of teacher consciousness and current teacher practice.

Both the generation of teacher knowledge and the process of policy development involve political processes. At each stage of the policy context, power relations influence the process and product of policy development and its implementation. The way individuals construct knowledge is inherently a political process but the most important aspect is how they use power and knowledge. Power relations form part of each social-spatial context and policy enters these dynamics at the school level.

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Soudien (1998:b) states that teachers generate their own power, both individually and collectively, which ultimately affects the way they implement change. The studies that focus more on the historical development of how teachers interpret and understand educational change complement recent studies on how teachers are currently implementing educational reform.

2.5 *Recontextualisation of OBE Policy*

The development of C2005 was a result of initiating an OBE system in South Africa, which forms part of the National Qualifications Framework (NQF). This new curriculum approach falls in line with current policy trends in other parts of the world, such as Britain, Canada, New Zealand and Australia, to merge education and training. However, differences are recognised in each country mainly because there are different approaches to OBE.

Within the South African context, the development of OBE incorporates a broader, integrated and holistic approach to learning and teaching. In relation to the learner, an OBE programme is concerned with both what a learner knows and how s/he learns, and therefore the development of new skills, critical thinking and understanding is paramount to this process. OBE is more learner-paced and learner-based, and, therefore, more flexible in meeting the needs of individuals. This means that more emphasis is being given to the process of learning and teaching, and this has consequences for both learners and teachers.

On this basis, C2005 forms the foundation for primary school learning and takes up the challenge of developing guidelines for lifelong learning. Teachers play a greater role in ensuring this process is met. More specifically learning is based on outcomes, which incorporate the "skills, knowledge, attitudes, and values [that] a learner can demonstrate (Musker, 1997:3). Learning is measured more on what learners understand and how they apply knowledge and skills. Teachers have to be equipped with new skills and acquainted with new terminology. This includes terms such as critical outcomes, which is applied across the eight learning areas, including Language, Literacy and Communication, Mathematical Literacy, and Life Orientation (Life Skills). The critical outcomes form the foundation for developing specific

outcomes, which are knowledge, skills and values related to only one particular learning area (National Department of Education, 1997:32). Teachers also have to become acquainted with the new process of assessment, known as continuous assessment, which relates to what a learner knows, understands and demonstrates. In understanding and monitoring such progress, teachers also need to become familiar with what it means to become better at achieving an outcome. This means that the way teachers develop their learning programmes is crucial in meeting the needs of learners. It involves developing range statements, which focus on appropriate levels of learning content, as well as performance indicators based on what learners should know and be able to do (see Musker, 1997:18). The familiarity with such terminology is paramount to teachers implementing and understanding the fundamentals of policy such as C2005.

The way that policy is constructed and implemented reflects the specific dynamics of the various contexts in which it might be located. Christie (1996) states that global policy provides a source for policy borrowing, and, therefore, OBE represents a process of policy borrowing. The manner in which South Africa has adopted OBE reflects both global and local trends based on socio-economic, political, historical, and educational dynamics. These differences enable policy to be recontextualised in a unique manner, especially in the way teachers negotiate educational change. The process of recontextualisation occurs within the different contexts of policy, especially between policy-making and policy implementation. Christie (1996) adds that the way that policy is recontextualised reflects the dynamics of local conditions (p. 122). However, it is not only local conditions that play a role.

More specifically, Malcolm (1998) acknowledges that such differences are due to the way that outcomes are written, based on expectations about what children should learn, and also in the manner that children progress through levels of competency (p. 19). This has implications for C2005 and the manner in which it is currently being introduced and implemented.

Curriculum 2005 was officially launched in February 1997, and was formerly introduced to schools at Grade One level, in 1998. The Curriculum 2005 document is seen as a remedy to the old apartheid system. It seeks to achieve a transition from a

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more passive, examination orientated, teacher centred, content rigid and syllabi structured system, to a new system which offers a more active approach to learning, incorporates more assessment, critical links, integration and group work (National Department of Education, 1997:6-7). Critically, however, there is a lack of consideration of the reality of how teachers are to adapt to this educational change. Instead, C2005 offers a rather prescriptive set of guidelines as to how teachers might adapt.

The tendency is for the role of teachers to be prescribed and defined in policy, in a top-down approach. Policy-makers usually define teachers' roles in a context where teachers' identities are individually and socially constructed. These identities are complex and often considerably less than that which is idealised in policy texts. Curriculum 2005 teachers have the following roles, facilitator, assessor, researcher, community member, and mediator of learning (National Department of Education, 1997:16-17). Teachers, in reality, constantly have to negotiate their way around these new roles, and it becomes difficult for them to reflect on the process of change with the increased demands of their job.

Not only are teachers' roles changing but the knowledge they need to know is also changing. There is a growing need for teachers to be more informed about policy and curriculum design, the different approaches to learning and teaching, as well as, having a better understanding of the children and subjects they teach. Malcolm (1998) argues that "...the paradigm shift in C2005 is a shift in the way teachers work, and the way they see themselves, children, authority and power in the classroom, other teachers, the school" (p. 43). This has implications for the way that teachers understand, prepare and manage the change that C2005 will bring. It also raises questions about the involvement of teachers in the process of policy-making.

The process of C2005 policy, as previously argued, reflects a top-down approach in the way that teachers have been expected to implement C2005. Kruss (1998) points out that C2005 was a product developed by the Education Department and its select coterie of experts, rather than by teachers. This has led to communication gaps and contestations between the formulators of policy and those who implement it (1998:103).

Kruss (1998) points to the situation in the Western Cape Education Department (WCED) where very specific social, spatial, historical and educational dynamics have influenced the implementation of C2005. She points out that the WCED implemented C2005 by itself, while other provinces, in the meanwhile, relied on the national ministry to lead the way. Kruss (1998) states that the WCED felt it had the necessary competence to implement C2005 independently (p. 105). The initial stages of the implementation programme began with the establishment of Learning Area Committees (LACs) which involved some teacher representatives. However, Baxen and Soudien (1998:a) argue that these committees were dominated by white officials and, therefore, disadvantaged teachers were still not part of the process of policy. Prior to the 1998 introduction of C2005, the WCED set up pilot schools to formally trial Curriculum 2005. A two-day workshop, in 1997, was also organised for teachers in the Western Cape as preparation training. These activities aside, nothing else was organised to accommodate teachers in the policy process.

2.6 Realities of Classroom Change and Curriculum 2005

The process of understanding teachers and the change which happens around them needs to be understood within a context of what educational change is all about. Fullan (1991) explains that change is about innovation and reform. On the one hand, teachers adopt innovations within their teaching practice but these are regarded as short-term measures that tend to concentrate on content change. The focus tends to be on the development of change as a product, as opposed to the process of developing personal and social growth amongst teachers. On the other hand, he argues educational change as reform is a long-term goal, which he believes is the essence of change and, therefore, teachers are the central figures in this transformation process (1991:9). This raises questions about what sort of change is (or is not) occurring in schools with the implementation of C2005.

In looking at this change, it is not just a matter of innovation or reform but also the process teachers go through during educational change, which needs to be understood. There are various degrees of change that take place, either at the level of the teacher or within the school. Malcolm (1998) explains that whole school change occurs at three levels. The first level results in small changes within classroom practice, such

as introducing group work in the classroom; the second level results in a medium change within school structures, such as the introduction of a new assessment approach; and the final level leads to a major transformation of the whole school (1998:140). The focus of change is not just on the teacher but also on management structures, staff development, and general organisation of the school, which has implications for the way teachers work and address change.

In terms of this, school change is about improvement, rather than about aiming to get things right. Malcolm (1998) suggests that teachers should begin on a small scale to improve their teaching practice and teaching knowledge. However, the way teachers perceive change is based on many factors and varies amongst individuals.

The guidelines of the new OBE approach clearly point to a shift from teacher input in terms of teaching methods and syllabi approach to a focus on the outcomes of the learner, through learning programmes. These learning programmes are intended to replace the old syllabi, and are accompanied by new terminology which teachers are currently grappling with. This includes terminology such as critical outcomes, specific outcomes, assessment outcomes, range statements and performance indicators. Teachers have to find ways of coming to terms with these changes.

There has been much uncertainty and speculation about the introduction and * implementation of C2005, as a suitable reform measure in South Africa. The legacy of apartheid, especially in the form of Bantu Education, has left vast differences between schools. The differences lie between schools that have small class sizes and up-to-date resources and schools that have large classes and a lack of textbooks and out-of-date resources. These disparities are more evident in the work of black teachers who form the bulk of the South African teaching corps (Lund, 1998). The inequalities that exist within South African schools present both challenges and opportunities for teachers currently implementing C2005. Teachers are expected to cope with the legacies of South Africa's past education system, together with the hurdles of implementing a new outcomes-based approach to learning. How are teachers coping with these challenges and what strategies are they using?

Classroom practice is a site where policy becomes reality, and this is dependent on how teachers interpret and understand this change. The way teachers implement policy within the context of their classroom practice involves "...conflict, compromise and negotiation" (Ball and Goodson, 1992a:4), and, therefore, it is important to understand these processes more in depth. This process affects the development of teacher knowledge, which is also constructed out of a struggle to come to terms with the demands of policy, and teaching practice on the other hand. Teachers' consciousness, in this struggle, plays an important part in their ability to interpret and negotiate educational change.

The pattern of individual growth amongst teachers involves anxieties and uncertainty, which Fullan (1991) claims leads to success or failure (p. 32). The way teachers handle the introduction of educational change is dependent on their own personal skills, and their consciousness. Invariably, the way they implement change involves resistance and Fullan (1991) states that this is simply because "...they don't know how to cope with it" (p. 3). In the initial stages of any change it is often difficult for teachers to understand what this change means.

In terms of OBE, Malcolm (1998) adds that "some [teachers] are excited by the prospect of being creative and taking responsibility, others are afraid" (p. 56). It is therefore important to monitor the realities of how teachers and learners are adjusting to the changes, and what these changes mean to them.

Jessop's (1997) study, based in rural Kwa Zulu Natal, depicts the isolation of teachers and how they have had to rely on their own experience to cope with change (see Parker and Harley, 1998). The ability of teachers coping in isolation, and relying on their own experiences means that they will only rely on what they know, either from their own schooling or training, or social interaction with others. This has serious implications for those teachers who have had predominantly negative experiences.

In relation to the current implementation of C2005 teachers face some degree of isolation. Meerkotter (1998) argues that C2005 is an ideal, which is difficult to achieve especially in marginalised areas of South Africa due to past experiences of a lack of culture of teaching and learning. There are huge disparities between schools

in South Africa and this is particularly evident in the hardship that is prevalent amongst disadvantaged communities, in particular, the African communities. There are only a few excellent schools in disadvantaged communities (Meerkotter, 1998:53). The inequalities that exist in South African schools occur at many different levels and many different forms. Soudien (1998c) adds that these inequalities exist in many ways, such as management structures, teacher training, teacher-student ratios, resources, and quality teaching and learning to name but a few of. These inequalities that exist present many challenges for teachers in classroom practice. Based on this current situation, Meerkotter (1998) argues that teachers have to take more responsibility for change rather than leave it to policy (p. 62). This will also help to challenge the inefficiency of bureaucratic channels that exist within and between national, provincial structures and institutions, such as schools.

The inequalities that exist, particularly amongst disadvantaged schools have created serious problems for teachers implementing C2005. In a more recent survey, Taylor and Vinjevold confirmed that "...foundation phase teachers who lack proper knowledge of their subject are so confused about what Curriculum 2005 requires of them that they've abandoned the traditional "three Rs" approach and not replaced it with anything that resembles outcomes-based education" (Garson, 1999). This signals warning bells that there is a serious need to focus on teacher development and (re)training, as well as equipping schools with sufficient classroom resources.

Research detailing how teachers think about educational change and how this process impacts on teacher knowledge and teaching practice, is still an emerging field within South African literature. There is a lot of negative criticism and speculation about C2005 and this seems to echo the realities of adjusting to such change, as well as, sending warning signals that there are still many trees to prune and nurture in the transition of our new democracy. The challenges that teachers, managers and learners, face is a reminder of the realities of where we have come from, where we should begin, and where we are going, in the process of life-long learning. In order to achieve this teachers need to become more involved and play a greater role in the process of policy so more effective change can take place. Malcolm (1998) argues that "teachers will do their work better if they have opportunities to work together, sharing their perceptions, ideas and solutions, resources and lesson plans, forming

common goals and policies and continually seeking better ways of doing things” (p.131).

What this literature review suggests is that there is a need to understand the social and individual dynamics of how teachers think and construct their teacher knowledge and teaching practice. As the literature indicates, both teacher knowledge and identity are social constructs that are constantly evolving. Teachers individually and collectively construct their knowledge and identity and, therefore, it is difficult to understand the complexity of how teachers negotiate educational change. The basis of my study aims to address some of these complexities by focusing on the lives of teachers and how their experiences have shaped their teacher knowledge. This is important for both researchers and teachers so that individuals recognise and become more conscious of educational change, and how this change might be individually and collectively negotiated. By empowering teachers, hopefully, it will help to bridge the communication gap between policy-making and policy implementation.

CHAPTER 3: METHODOLOGY

The sound of the drum depends on the drummer – Shona

3.1 Emerging Paradigm

This study is based on a cross-disciplinary approach, which integrated aspects of sociology, psychology and anthropology. It is aimed at understanding what factors affect teacher knowledge and teaching practice.

This study drew on both qualitative and quantitative methods of collecting data, and data analysis. It recognised problems in working with both of these methods. Le Compte and Priessle (1993), for example, state that qualitative and quantitative data are "...mutually exclusive dichotomies" (p. 50). Through integrating aspects of both approaches it may be possible to develop a more balanced understanding of teachers and teaching in relation to educational reform.

The major interest of this study is to understand aspects of educational change, in relation to the implementation of C2005 policy. It deals with the internal and external elements that overlap and fuse into each other. In trying to understand these complex processes I drew on aspects of the Grounded Theory method to assist both the gathering and the analysis of data. Glaser and Strauss (1967) are regarded as the pioneers of the Grounded Theory method, which deals with the discovery of theory from data. In particular, procedures outlined by Strauss and Corbin (1990) help to form the base for coding data and creating theory (see p. 39 for Diagram 1), which invites a more balanced interpretation of how teachers perceive change.

Strauss and Corbin (1990) emphasise that change is dependent on the particular conditions, namely causal, contextual and intervening, that affect the process of action and interaction. In this sense, teachers' past experiences are understood in terms of tracing causal, contextual or intervening conditions. This type of theory is very mechanical and prescriptive and focuses on guiding the process of change (Le Compte and Priessle, 1993). I included internal and external factors to enhance the

interpretative capacity of the model on change. The addition of internal and external factors in Diagram 1 introduces the possibility of the contingent in relation to Strauss and Corbin's causal, contextual and intervening conditions. In Diagram 1, for example, teaching practice and teacher knowledge are looked at. The model seeks to provide guidelines for interpreting these rather than prescribing how they might be interpreted. Internal factors, as the term is used here, relate more to social psychology and the development of the human psyche, whereas the external factors relate more to structural factors which can be understood through the lenses of sociology and anthropology.

This study is only a partial ethnography, and only focuses on the thinking process of teachers, and excludes observation of teaching practice. It is a partial ethnography in the sense that it incorporates qualitative aspects of ethnographic research. In this sense it is a descriptive study which specifically focuses on the processes of teachers implementing and understanding educational change, but excludes observation of teachers. Using the teachers' voice helps to generate a more balanced understanding of how teachers think and cope with educational reform. However, one of the limitations of this study is that the focus was on what teachers say, and does not reflect the dynamics of what they do in their teaching practice.

3.2 Context of Study

Teachers from 28 schools, out of a total of 31, completed the questionnaire survey. The central city district in which the schools are found is characterised by a diversity of multi-cultural settings, which was one of the primary reasons for conducting this research in this area. The schools included in this study involve a range of school settings, including private, public and religious based schools.

Four schools chose not to participate. One school stated that it had participated in a similar questionnaire and was not interested, while another school explained that they only had temporary teachers in Grade One and felt it was unfair to those teachers because they did not have enough experience. The other two schools did not provide any reason for their non-participation in the questionnaire.

The teachers in the study represented a mix of different ethnic backgrounds. There were, however, no African teachers at Grade One level, in any of the schools in this area. Although the cultural make-up of classes has changed considerably in many parts of the city, and surrounding areas, the ethnic balance of teachers is still unequal. Therefore, another limitation of this study is that it does not include perceptions of African teachers or teachers in township schools. In the future, studies on teacher perception to educational reform need to be more inclusive of African perspectives.

The names of teachers who participated in both the questionnaire and interview are deliberately fictitious, and bear no resemblance to their actual identity, or any other teacher, within this study, for that matter. The inclusion of names in the discussion, however, emphasises that the study dealt with active participants. This study represented various positions of teachers in the process of change, and therefore teachers' contribution to the discussion played an important part.

3.3 Methods Used in Data Collection

The design and formulation of the questionnaire and interview questions was based on the book, *Studying Teacher Lives*, (Goodson, 1992b). The data was, however, gathered in qualitative and quantitative ways. Denzin's (1988) triangulation method was used to enhance the credibility of the data. Triangulation focuses on investigating a process that is relational and interactive (Denzin, 1988:512). Therefore, the researcher does not only focus on what the method is, but how to use a particular method within a context. In triangulation, the focus is on method and interpretation, and the researcher is part of this process. By integrating and reflecting on the process of data collection and analysis of data, it forms a basis for generating Grounded Theory.

3.3.1 Questionnaire Design

Knowles' (1992) study helped to form the basis for organising the main sections of the questionnaire and interview questions. He aimed at developing a theory that connects teacher biography and teaching practice, within a particular context.

Knowles (1992) discusses relationships between role models, including family, teacher and school experiences, both positive and negative, and the development of teachers' educational philosophy and teaching practice, which influenced this study. He states that "the constructs of the role models and philosophies are transformed into ideas for working in the classroom. From the idealised strategies, relationships and environments, the individual enacts classroom practices. These behaviours may be modified by the context of the situation" (1992:143). The importance of understanding the relationship between biography and teaching practice alerts us to understanding how teachers utilise strategies, in implementing C2005.

The questionnaire included more structured, open and close-ended questions. Wilson (1996) explains that the terms structured and unstructured are inappropriate. He states that the term less structured is preferable to unstructured because "...an unstructured interview is a misnomer" (p. 78). He feels that the dimensions of structure ranging from less to highly structured fits the purpose better. Structuring questions assists the process of getting respondents to think about things that otherwise would not be revealed, and it also helps respondents to focus their thoughts more clearly on their actions.

The questionnaire was organised into four main sections;

1. **Biography** – this included questions on life experiences that influenced teacher thinking. However, one of the problems in asking respondents to recall events from their past was that things sometimes had become distorted in their memories (Knowles, 1992:185). In taking this into consideration, I included both questionnaire and interview data to help construct the "continuity" and "discontinuity" of teachers' responses in the analysis. I discuss teachers' responses showing, "continuity" when there is a link between the questionnaire and interview and, "discontinuity" when there is no link between the questionnaire and interview response. I tried to create a balance by including questions on both current and past information.
2. **Professional development** - this included teachers' beliefs, and teaching experiences. I use aspects of Measor's (1992) study in devising questions on teachers' negative experiences and creative strategies in classroom practice. I felt

that it was important to focus on both their positive and negative experiences, which could help to elaborate on how teachers handled situations, and used different strategies.

3. **Context** – this was based on teachers' working environment, and what they perceived C2005 to be about. This was also influenced by Woods' (1990) study, in so far as it looked at teacher identity and creative strategies. He stressed that there is a dialectical relationship between teachers and their teaching subjects. This is also a reflection of the continual process of change and teachers adaptation to new situations, such as policy development in relation to C2005.
4. **Teaching practice** – this included changes, concerns and difficulties that teachers were encountering with C2005. It attempted to reflect how teachers are implementing policy, and what relationship exists between macro and micro level players.

The design of the questionnaire took into cognisance the organisation of the data and categories, and this helped to generate codes during the process of data analysis. The questions contain specific categories, and therefore, both questionnaires and interviews are "...saturated with category talk" (Holstein and Gubrium, 1997:136).

The process of distributing questionnaires was initiated through an introductory telephonic discussion with each school, which led to the distribution of the majority of questionnaires to schools, by mail. The questionnaire was an important instrument in so far as it sought to give teachers the power to express their views. The majority of teachers completed the questionnaire on their own. Another limitation of the study was not liaising with each individual teacher first to clear up initial problems. Perhaps, this may have eased the process for teachers who may have felt uncomfortable with some of the open-ended questions. However, the participation of 28 (88%) out of 32 schools provided a good platform for the study, as did the good returns from individual teachers where 41 (75%) out of 55 Grade One teachers responded positively.

3.4 Interview Survey

An interview is an interactive process, whereby a researcher's question might influence answers from a respondent, thus creating a dialectic process. Holstein and Gubrium (1997) state that meaning is "...actively and communicatively assembled in the interview encounter" (p. 114). In analysing, this means that understanding how the process of meaning is created, is just as important as the product of what is communicated. The interview questions were derived from the questionnaire responses.

3.4.1 Interview Questions

Responses from the questionnaire helped to stimulate further questions for the process of the interview. A pilot interview was also used to test interview questions and determine the types of responses. This process helped to restructure the format of the questions. Some questions were repeated from the questionnaire, which helped to reveal (dis)continuity of teachers' responses in the analysis. From the questionnaire, there was an acknowledgement of a more positive response from 35-44 year old teachers to C2005, and this was included as a question in the interview. I also included more political questions in the interview, relating to decision making in education and the process of reconstruction and development (RDP), and nation building within South Africa, which I had not included in the questionnaire.

Altogether, including the pilot interview, seven interviews were conducted. This included a range of respondents from different school settings, including single sex, private and public schools. I also tried to get an even representation of teachers from different ethnic backgrounds to interview, although my main interest was based on socialisation factors, rather than on class and race issues.

The teachers that were interviewed were chosen according to their respective age groups, and secondly based on their attitude responses to C2005. This formed the criteria for random selection of respondents, and consistency in method, in selecting

respondents to interview. This form of sampling is referred to as stratified random sampling (Schofield, 1996:32).

Table 1: Criteria for Teachers Interviewed

Names	School	Age	Attitude to C2005
Ms Taylor	M	<24	Very Enthusiastic
Ms Maart	AA	25-34	Mixed Feelings
Ms Loots	K	25-34	Apprehensive
Ms Cupido	Y	35-44	Very Enthusiastic
Ms Minnie	T	35-44	Low Enthusiasm
Ms Venter	J	45+	Mod. Enthusiasm
Ms Winter	R	45+	Mixed Feelings

The interviews were relaxed and informal, and took place in the context of the classroom, after school. The context of the classroom plays an important role in making teachers feel comfortable in a natural work setting (Wilson, 1996:95). The interviews generally lasted between 35-60 minutes.

A small dictaphone was used during the process of interviewing. However, at the same time, manually recorded notes proved to be valuable during the process of analysing transcripts, because not all the words were distinguishable and clear. The process of recording information verbatim in the transcripts was crucial in order to grasp a more balanced picture of the teachers' interpretation and voice. This information could be used for further analysis in other areas, such as, conversation analysis.

3.5 Site Visits

The visits to the schools occurred during the collection and distribution of questionnaires. Most of the collection of questionnaires was completed in person, since it provided the opportunity to complete site visits. This helped to enhance my understanding of teachers in their natural setting, and also provided the opportunity to

elicit discussions with teachers and principals, in order to explain the purpose of the questionnaire, my expectations, and my methodological approach to the study. The site visits also helped me to gain an understanding of the conditions that teachers were enduring.

3.6 Data Analysis

There is no clear-cut way to analysing data. Taking this into consideration, this study explored different groups of data, quantitative and qualitative, in order to provide a more balanced understanding, through triangulation. Strauss and Corbin (1990) state that “one might use qualitative data to illustrate or clarify quantitatively derived findings or... use some form of quantitative data to partially validate one’s qualitative analysis” (p. 19). However, it is important to stress that there are different methods of using both qualitative and quantitative data.

In combining life histories and Grounded Theory, Strauss (1987) suggests that Grounded Theory can be used by many disciplines but “...what counts are the procedures as they are not discipline bound” (p. 26). In this study I roughly followed the procedures of Grounded Theory, which include;

1. Coding data
2. Establishing core categories
3. Understanding properties and dimensionality
4. Comparing categories
5. Validating relationships with data to show patterns

(see Strauss and Corbin, 1990:119-125).

One important factor to emphasise is that data collection and data analysis are tightly interwoven. During the process of analysing data it is both an inductive and deductive process whereby the data helps to reveal patterns, and at the same time prior knowledge of theories help to complement findings. This highlights how quantitative data blends in with the qualitative data.

The other most important reason for using the Grounded Theory method was that it focuses on generating theory from data. Strauss (1987) includes personal experience as an important ingredient in the process of generating theory. However, Glaser (1992) feels that the inclusion of personal experience inhibits the process of generating theory (p. 58). He believes that Strauss and Corbin's (1990) work includes techniques that are cumbersome and interfere with the emergence and discovery of theory. Since there is no clear-cut procedure to analysing data, Strauss and Corbin's (1990) work acts as a model, which is open to challenge.

One important feature of Strauss and Corbin's (1990) work is that they focus on the researcher as an active participant in the process of collecting and analysing data. In helping to generate theory from teachers' responses it is also dependent on theoretical sensitivity, which stems from knowledge the researcher brings with him/her to the research.

3.6.1 Coding

My method of comparing data was done manually, although it was complemented by the use of a database from which printouts were generated. The process of reflecting on both the questionnaire and interview helped to generate a more holistic overview of the connections and patterns in the data. During this process I was also able to check and re-code information.

The process of coding is fluid because the researcher is able to move from one coding procedure to another. I adopted aspects of the coding procedure, although the process of open and axial coding is very much intertwined. In the process of coding I interwove the different methods, either using names from current literature sources, or actual phrases used by respondents, referred to as 'in vivo' codes by Strauss and Corbin (1990:69). This enriched the process of analysis and understanding teachers' perceptions. One of the important points I learnt during the analysis of the data was that in interviews it is important to validate the meaning of words that respondents provide, in order to probe further what they mean (1990:83). Glaser and Strauss

(1967) indicate that the concepts do not change but rather it is how we look at the concepts that change (p. 23).

3.7 Reliability of Data

There is no prescribed method of analysing and collecting data, it is up to the researcher to find the best, and most suitable method based on the type of research question, which determines the process of collection and analysis. Holstein and Gubrium (1997) state that qualitative research tends to focus on validity, and quantitative research tends to focus on reliability of data. For the purpose of this research, I focused on combining both qualitative and quantitative data, and therefore combine both validity and reliability procedures. In order to gain reliability of teachers' perceptions it was necessary to gain an overall view of how C2005 is being received and implemented.

Firstly, in relation to the questionnaires, the process of establishing trust between the researcher and respondent is an important aspect within the interview. This helps to generate genuine rapport and reliable data. The triangulation method complements the process, and helps to show continuity and discontinuity of teachers' thoughts, which reflects current working knowledge and understanding of C2005. Each of the teachers' responses helped to provide an understanding of the social dynamics and social encounters experienced in particular contexts. Miller and Glassner (1997) stress that "what matters is to understand how and where these stories are produced, which sorts of stories they are, and how we can put them to honest and intelligent use in theorising about social life" (p.107).

Secondly, in relation to the interviews, the reliability of data was dependent on the accuracy of the transcription of tape recordings, which help to generate more reliable coding. This was also dependent on understanding the teachers' interpretation of educational change and, therefore, recording of reliable data is important. One important factor in transcribing data was acknowledging the teachers' voice and recording this in a verbatim way.

3.8 Validity of Data

The reliability of the study complements the process of validity. This is dependent on many aspects. In particular, the skill and the ability of the researcher play an important part in the process of analysing data. Just like the teacher is an active participant, so is the researcher an active agent in the process of organising, selecting and connecting data. This is a continual and dynamic process from the beginning to the end of the study. One major aspect is the flexibility and creativity of the process, which are important factors that Strauss and Corbin (1990) stress. The process of creativity in the data collection and analysis stage is based on making connections (see Le Compte, 1990). This is also dependent on the insight of the researcher in which prior knowledge plays an important role in the deductive analysis and theorising of data.

3.9 Writing Up Research

The process of writing up my findings included both qualitative and quantitative data, which was a complex task. The most difficult task was making all the pieces fit together. However it was a journey full of discovery along the way. There is no prescribed method used in writing up, but the hardest tasks for this project proved to be synthesising the information, and trying to create a relationship between the responses from teachers and my theoretical analysis. It was important to depict the reality of how teachers perceived educational change. This task demanded a lot of thinking, reflection, analysis and re-analysis. I used this time to reflect on literature and this helped me to keep things in a more balanced perspective. Strauss and Corbin (1990) suggest that "...the interplay between literature and data is important in the process of analysis because it provides a richer understanding" (p. 53-54). The process of analysing, writing up, and literature are all dependent on one another and, therefore, part of a continual process until the finished product. It is a complex but rewarding process, whether individuals are experienced or not.

CHAPTER 4: FINDINGS AND DISCUSSION

If the music changes so does the dance – Hausa

4.1 Introduction

This chapter examines Grade One primary teachers' perceptions of C2005 in the Cape Town city and city bowl area, towards the end of its first year of implementation in 1998. It looks at how teachers think and react to educational reform based on their level of consciousness and understanding of the process.

The first section is an overview of the context of study. It includes a discussion of the diversity of both the teachers and schools represented in the study. The second looks at Grade One teachers' perceptions of Curriculum 2005.

The third section looks at the similarities and difference teachers perceive between their current teaching practice and past teaching methods. It focuses on the relationship between past and present teaching practices in order to understand how teachers cope with and handle educational reform – Curriculum 2005. It also looks at how teachers perceive their role in the classroom and what they think has changed in their teaching practice.

The fourth section deals with what teachers see as positive and negative features of C2005. It also investigates what teachers perceive as the major constraints in the implementation of C2005 such as the factors of time, teacher training, resources, and large class sizes. It then moves on to discussing how teachers have dealt with constraints and what creative strategies they have used in their classroom practice.

The fifth section concentrates on understanding what factors influence the construction of teacher thinking. In particular, it seeks to understand teachers' perception of the relationship between religious, cultural and political beliefs and the impact of these on their teaching practice.

The final section aims to give an understanding of the effect of teacher' life

experiences on their thinking and teaching practice. These encounters include both positive and negative experiences of teachers. It also includes teachers' perceptions of their tertiary experiences and what effect these have had on their teaching.

4.2 Theoretical Model

The process of understanding what impacts on how teachers think is detailed in Diagram 1. This diagram attempts to explain the factors that impact on the construction of teacher knowledge and teaching practice. The diagram incorporates aspects of Strauss and Corbin's (1990) study on Grounded Theory approach, which outlines the process of change using a conditional matrix. I have incorporated the elements of context and consequences from the conditional matrix (see Strauss and Corbin, 1990:99-111). Strauss suggests that there are two types of context, namely a structural context and a negotiating context. He defines structural context as "...the conditions within which negotiations in the largest sense take place" and negotiating context is defined as "...the inner levels of the matrix" (1990:165).

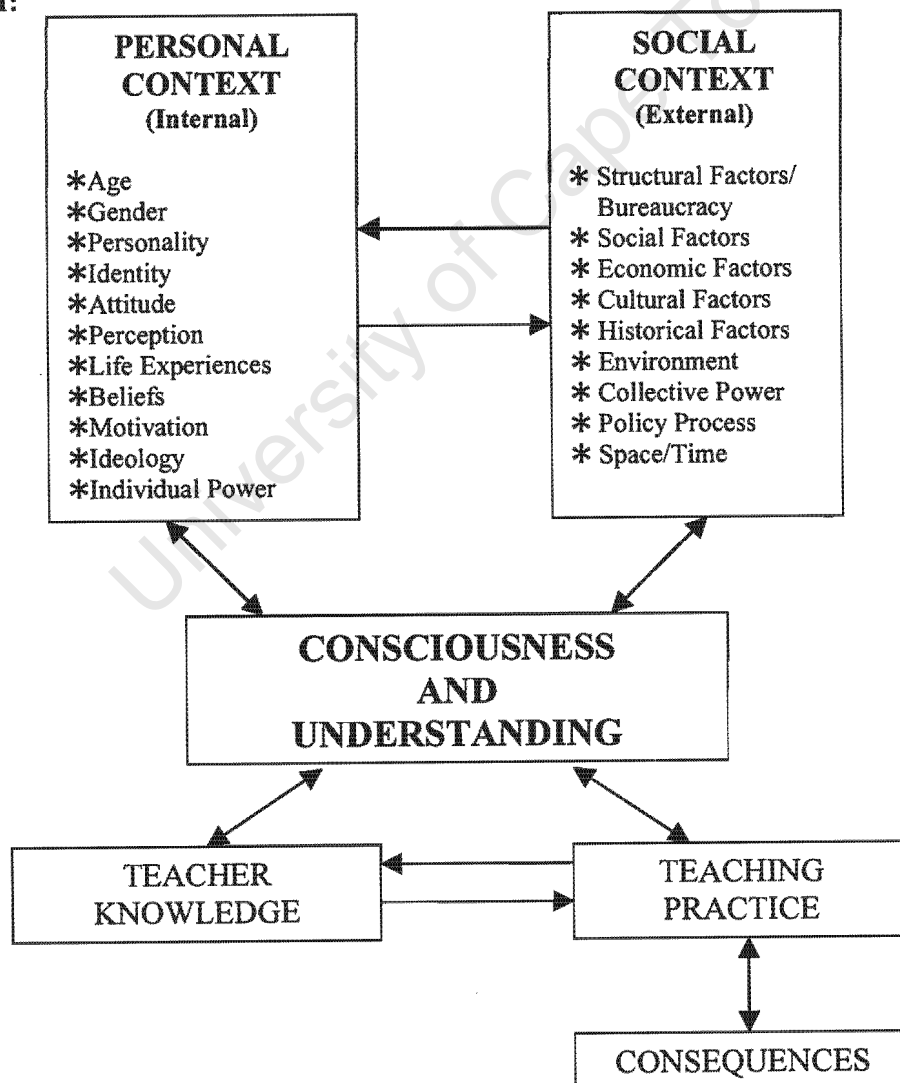
I have used the term personal context to refer to the internal factors, which relate to the individual teacher. These consist of associated sub-factors. The sub-factors include the inner qualities such as age, identity, attitude and perceptions that influence the process of negotiating educational change and development of consciousness. The process within the personal context is affected by the social context, which I have referred to as the external factors, namely the school context. The school is also influenced by associated sub-factors and these impact on the way teachers negotiate educational reform. Broadfoot *et al.* (1993) suggest that there is a complex relationship between internal and external factors. They also state that there is a tendency for policy-makers to concentrate on external factors and to neglect "...the powerful role of teacher's personal ideology and skill in determining what they do" (1998:8).

The relationship between the personal context and the social context affects the construction of teacher knowledge and teaching practice. I refer to teacher knowledge

as a teacher's working theory, which is influenced by internal and external factors including formal theory and daily interaction with pupils in the classroom.

My reason for using such a model is based on Strauss and Corbin's rationale for the Grounded Theory approach. They use this approach to provide depth and credibility in generating a 'formal theory' of a phenomenon, compared to a 'substantive theory' that is generated within "...one particular situational context" (1990:174). An example of a more substantive theory is studying biographical phenomena, such as Goodson's (1992b) methodological approach in his analysis of life histories of teachers. However, biography is also an important factor evident in Strauss and Corbin's (1990) study on examining patients' responses to pain medication. The focus on past experiences, in this case, helps to explore where teachers' understandings emanate from, although this is a continual and dynamic process.

Diagram 1:



4.3 Context of Study

In this study 28 out of 32 schools responded to the questionnaire survey. The types of schools involved represented a range of school types, and included co-educational, single sex – girls and boys, Christian and Muslim denominations, and both private and state schools. In total, 41 responses were collected out of a total representation of 55 grade one teachers in this socio-spatial region (see Appendix 3). All the respondents were female. This is consistent with the gender profile in primary teaching, as indicated in most parts of the world. A comparative study by Broadfoot *et al.* (1993), for example, confirms that French and British primary schools are dominated by women. They state that “the feminization of the teaching profession in all Western countries is a well-known phenomenon” (1993:53).

Initially, the teachers’ responses were grouped into three main age categories that represented teachers under-35 years of age, under-45 years of age and over-45 years of age (see Appendix 4, Figure 1). This grouping helped to provide a good indication of teacher perceptions relative to age (see Appendix 4, Figure 2). I decided to use age as a category simply because I was interested in life experiences, including teaching experience, which could help me to understand the histories of teachers and the impact on their current teaching practice. Strauss and Corbin (1990) state that the analyst should not use “...traditional variables such as age, sex, social class, race until it emerges as relevant...” I feel age plays a role in understanding how teachers negotiate educational change based on their experiences, but more importantly it is how they handle situations that count. Miller and Glassner (1997) remark that age, gender, class and race may also affect how respondents respond in an interview (p. 101). I also used age as a factor in randomly deciding on which teachers to interview in order to get a variety of responses.

Nearly half the teachers in this study possessed a three-year teachers’ diploma, and a significant number (41%) had a four-year diploma/degree, whilst a minority (10%) possessed a 2-year diploma. In the under-35 year old group, most teachers had a four-year diploma/degree compared to the majority of teachers in the under-45 year old group who had a three-year diploma (see Appendix 4, Figure 3). However, within

this context, there was an even span relative to the number of years of teaching (see Appendix 4, Figure 4). The study showed that some teachers had broad and varied experiences in their teaching career. These included teaching children at different age levels as well as teaching in a variety of schools (see Appendix 4, Figure 5). The data also indicated that age and experience varied amongst teachers in Grade One, and this had a direct bearing on their perception and understanding of educational change. The majority (78%) of teachers in this socio-spatial area are permanently employed (see Appendix 4, Figure 6), and there was an indication that temporary employment contributed to some of the low morale amongst teachers.

From the questionnaire returns, seven respondents were selected for further interviews.

4.4 Perceptions of Curriculum 2005

From the questionnaires, it was overwhelmingly clear that teachers' responses could be grouped into three main categories;

- A. Teachers who were more willing to work with change and who were open to challenges, and, therefore, generally more positive in their approach to change;
- B. Teachers who had mixed feelings about the change and a sense of confusion about the situation at hand (however within this group there is a reflection of both positive and negative feelings);
- C. Teachers who were indifferent towards the change.
apathetic

In each category teachers had different interpretations and understanding of C2005. Teachers in group A generally showed more flexibility and accommodation in adapting to change, while teachers in group B were ambivalent. Teachers in group C were distinctly indifferent.

My focus on teachers' perceptions of C2005 dealt with the levels of consciousness of individuals and this was linked to how teachers interpreted and understood such educational change. Attitudes also affected the way individuals perceived things.

Both perception and attitude are linked because they are psychological processes, which are individually and socially constructed. The way individuals negotiated this change was affected by sub-factors such as age, gender, personality, identity, beliefs, motivation, ideology, language, individual power, and life experiences. Simultaneously, the social context also affected the way teachers negotiated educational change. These external factors that influence teachers' perception and attitude included social dynamics, political, economic, cultural, and historical factors, time and space, environment of the school, social power, and the process of policy, including policy-making and policy text production.

In defining "attitude in relation to perception", Foster and Louw Potgieter stress that there is a need to re-theorise the individual and social dichotomy that exists in defining attitudes (1991:163). The classical understanding of what attitude is "...[is] rather partial, one sided or incomplete [and] ...neglects social origins" (1991:138). On the other hand, Eiser and van der Plight (1988) define attitude as "...both a social product and intrinsic part of social action" (Foster and Louw Potgieter, 1991: 122). However, attitude has a complex and dynamic nature. In extending the definition of attitude, Moscovici states that "social representations form the precondition for attitudes" (Foster and Louw Potgieter, 1991:162). The way teachers think is a social representation, which influences individual attitudes. Images are shared representations, and this corresponds with perceptions shared amongst various groups of teachers.

In group A there appeared to be greater continuity between teachers' responses in the questionnaire and their interviews. Teachers in group A (41%) tended to have a more positive attitude towards change and this helped to facilitate their acceptance of educational reform. Teachers in group A generally felt that C2005 required of them a willingness to change. Changes for them included a shift in mindset, shift in curriculum and shift in teaching methods. This mindset shift implied a willingness to embrace new ideas.

Teachers in this group placed emphasis was on the opportunity of creating a child-centred learning curriculum using relevant life experiences to facilitate children's

learning. Some indicated that this change was a challenge for both themselves and their learners.

Ms Taylor (A) from a private single sex school and who was under-35 years old felt very enthusiastic about C2005, and part of her enthusiasm stemmed from her involvement in regular workshops and circuit meetings on C2005. This had helped her feel more prepared for implementing it. She also felt that her attitude to C2005 had been influenced by the progressive nature of the school environment, as well as her own positive attitude to change. In this sense, both internal and external factors influenced the way she was negotiating the change of C2005.

Teachers in group A felt positive about the change in their teaching practice, which C2005 encouraged. Ms Cupido (A) from a co-educational school near the city and representing the under-45 age group believed that she had always based her teaching method on self-discovery. She, therefore, interpreted Curriculum 2005 as being not much different to her way of teaching. She pointed out that much emphasis was laid on self-discovery in Curriculum 2005, and suggested that this had always been part of her teaching practice. She was also very enthusiastic about the new curriculum change, especially since it made it easier to teach children of different cultural and religious backgrounds, which were represented at her school. Critically, however, C2005 had helped her to adopt new strategies in the classroom.

Although teachers in this group were generally optimistic about C2005, they were also anxious about it. Ms Taylor (A) from a private, single sex school was optimistic that C2005 was a progressive development, but she also felt uncertain about some issues,

...[it is a] step forward definitely. Umm, I like the freedom, as well you know...I like the fact that it works with the pace of the learner, child... you don't have to hold them back. **But** I'm not so sure about it, how one is actually going to be implementing it in South African schools and its large classes. It's terribly difficult with a large class, even I've got 26 but even that's a bit much....

Another teacher, Ms Venter (A) from a large co-educational school, with a diverse mix of children, and in the over-45 age group was also optimistic about C2005, but shared Ms Taylor's feelings of insecurity about certain aspects of its implementation.

She stated that she had only attended one workshop for C2005. The ambivalence Ms Venter displays is revealed in the way that she describes changes in her classroom practice. She acknowledged that change is;

...a growing experience, [that is] on-going. And I have definitely, how can I explain it to you now, I definitely look even at...the children with a different eye. I see them differently... Umm, I think being my age too...I think, you know, in the past we've been given such clear cut instructions or guidelines as to this is the minimum criteria or this or that. So now it's each child develops at his own pace and that type of thing. So, I am a bit confused where the assessing is.

In this phase of development, there is an acknowledgement that the implementation of C2005 is a growing, continual experience, which means perceptions and understandings are changing as one gains a grasp of the changes.

There is, within this group of teachers, a continual process of reflection on their teacher knowledge and teaching practice, and a constant effort to negotiate their way through the change. Strauss and Corbin's (1990) paradigmatic model, referred to earlier, helps one to trace the sequence of actions and interactions within the process of change. The sequences of events are linked to the way individuals behave, manage, control or respond to change (1990:143). Teachers' perception and attitude plays a role in determining their behaviour towards change. This interaction is not just a dialectic of internal and external factors, nor is it a process solely between internal and external factors and teacher knowledge. It is rather the interactions of both these processes that influence and effect one another. The interaction of internal and external conditions results in specific teachers' consciousness, which positions them to [mis]understand educational change.

Teachers from group A tended to be more conscious and aware of the changes that they were implementing. Almost all the teachers in this group shared a moderate-to-very-enthusiastic attitude to C2005, and indicated staff support for it.

The teachers in group B (37%) tended to reflect a mixture of positive and confused feelings towards C2005. Some teachers in this group had a positive attitude to C2005 but the majority of teachers had mixed feelings, and struggled to cope with the

demands of C2005. This mixed attitude also pointed to a lack of their understanding of C2005.

Some teachers in group B complained that there was not enough information about C2005. However, Foster and Louw Potgieter state "information is not the only way of changing attitudes and behaviour..." (1991:128). It is both a simple and complex process in understanding how change affects the behaviour and attitude of individuals.

As suggested above, some teachers indicated a positive attitude to C2005. Ms Winter (B) from a private single sex school, and in the over-45 age group, was one such teacher who expressed her openness to new ideas. One factor that had influenced her positive attitude was her involvement in curriculum committee meetings, which had assisted her to understand what the new curriculum was all about, although she hastened to add that this was not enough because the school had not embraced all of C2005.

The main change for Ms Winter (B) was a shift in her thinking and teaching, and the fact that she adopted a more holistic approach to learning. Ms Winter indicated that;

you are looking at it from different angles...I would have to cite an example because I think it would make sure you know exactly what I am talking about... I would have said to myself, OK, I am going to teach these children addition today, OK.... I would have always used lots of concrete objects.... Umm, now the way that I'm possibly doing it is that I'm carrying a whole big box. Ja, it is more holistic actually. I am bringing a whole big box in for the children to actually see the stationary arrive. I am telling the whole story about how I have ordered it. They don't see, it is not something that just floats in and out of the air and they have a crayon to use. Ja, it is more holistic... You are telling them the whole picture... without making it too complicated...

In her questionnaire, Ms Winter indicated that she had mixed feelings to C2005, while her interview response indicated a more positive attitude. This suggests an element of discontinuity between her questionnaire and interview responses.

On the other hand, there was also hostility to C2005 in group B. Ms Yasmien from a co-educational, impoverished working-class school, and in the under-35 age group,

expressed her confusion about the new curriculum and what it promoted. She felt that content as opposed to the outcomes-based approach was more important. Ms Maart (B) from a single sex school, and also in the under-35 age group, also had reservations about the new curriculum change. She was in a temporary position, and this might have contributed to her feelings of insecurity. However, Ms Maart stated “either you have to jump in and swim or you’re out.” She indicated that she was “not clued up on the whole outcomes based education”, and the school environment where she worked had limited resources in assisting teachers with ideas. Despite this, Ms Maart felt positive amidst the confusion and explained that change was a

...natural progression and one of those things I have to do. I mean everything has to change whether it is education or health or whatever. You know we are still embracing ideas. You can’t go back on the old traditional ways....

Other teachers echoed this confusion and were grappling with the implementation process of C2005.

Teacher’s perception of C2005 is an organic process with dynamic features, although there is a tendency towards stagnation at the embryonic stages of implementation. This tended to reflect the feelings of group C teachers who indicated that limited changes were occurring in their teaching practice. This group (22%) of teachers was more resistant in their actions and interactions to change.

Ms Loots (C) from a co-educational, impoverished working class school in the city, and also in the under-35 age group, admitted to being in a state of confusion. She had a class size of 52 children. Ms Loots displayed a quiet and reserved nature. Although Ms Loots felt that her confidence as a teacher had grown, she was still apprehensive towards change. There was little support for Ms Loots in her teaching environment apart from the odd visit from remedial teachers or psychiatrists. She said that no one had really guided her in the process. Ms Loots indicated that C2005 might be “effective with smaller classes but I am struggling with it.”

At the same time, Ms Minnie (C) from a private co-educational school near the city, and in the under-45 year age group, reflected mixed feelings in her interview, and this corresponded with the continuity of her response in the questionnaire. Ms Minnie explained that she was not against change, but admitted that the process of

implementation was a major shift from “A to B.” She explained her mixed feelings about C2005;

right now it doesn't make much sense to me... My aim is not to have wonderful, umm, you know, work prepared. I know what I am doing. To me, when you are teaching you know what you're about. But it's the terminology and... I mean sixty-six outcomes, you know, maybe if it was done methodologically and clearer, you know... I know some people say, oh, when you start working with it, it becomes second nature but it's the actual implementation of getting there which is bothersome....

Apparent in these findings is the fact that teachers are implementing C2005 in their own various styles, and there is no consistent approach in the implementation of it.

The teachers who represented group A (41%) were more positive in their attitude to change. They were also more definite about the changes they were encountering with respect to C2005. There seemed to be a correlation between what teachers perceived C2005 to be about and how they approached it in their teaching practice. This group of teachers was more able to state similarities and differences between their own approaches and C2005 compared to group B and C.

4.4.1 Attitudes towards Curriculum 2005

The bar graph (Appendix 4, Figure 2) representing teachers' attitude to C2005 indicated that there was a correlation between age and attitude. Apparent from the questionnaires was the fact that while there was moderate support for C2005, at the same time large numbers of teachers had mixed feelings for it and apprehension. It was interesting to notice more enthusiasm for C2005 amongst the 35-44 age group compared to both the under-35 age group and over-45 age group (Appendix 4, Figure 2). There was an indication of lower enthusiasm amongst the younger age group, however this might not only be about C2005.

The interviews conducted with teachers suggested that their attitude was shaped by both internal and external factors. In particular, the reasons for such a positive

reception to C2005 amongst teachers in the 35-44 age group stemmed from a variety of factors. As a member of this age group, Ms Cupido (A) explained that;

you must remember those in the...34-45, they have been teaching for quite some time. So, umm, you're either going to get the ones that just, you know, that are not prepared to deviate from the norm and that will go on for ever, or you'll get the [ones like] me... who are very enthusiastic at this moment in time. We will, we are actually, we like to devour a change, you know what I mean. We will accept any challenge, anything that will obviously that will be to the betterment of the self....

There was an indication that the number of years of teaching offered a feeling of security for teachers and enabled them to experiment and develop their own styles of teaching practice. However, Ms Cupido added that some teachers felt insecure because C2005 does not have boundaries. Ms Cupido hinted at an inherent tendency towards change in this age group. She further stated that "they've been using those older methods for quite a while and they are almost human nature-wise-ready to try something new". In terms of the data, one can argue that teachers in the 35-44 age category were more receptive to change.

By contrast, the teachers interviewed in the under-35 age category, in terms of the information gathered, appeared to be struggling to adapt to the new curriculum change. On the one hand, Ms Loots (C) indicated that C2005 offered her a new vision of hope, but one she is struggling to achieve. Her struggle seemed to be marred by the fact that she is also apprehensive towards C2005. On the other hand, Ms Maart (B) believed that there was resistance from both the younger and older teachers toward change. She stated that;

old teachers don't want change, right. The younger teachers don't want change because they were not involved in the apartheid years and they don't really, they didn't come out of that. They weren't really involved with the struggle years. So they don't want to. They are very strong. Their opinions are very strong, umm. That's my perspective that's my feelings....

However, Ms Venter (A) added that teachers in the younger group were more active and had more distractions, such as marriage or other interests, that detained them from focusing on change. She stated that "I mean with this change it is a lot of work. It is hard work, it's many hours, extra hours that we're putting into our work...." Both Ms Venter (A) and Ms Winter (B) provided a more insightful introspection of

the situation, and agreed that some of the older teachers were probably resisting it because “they feel too old to change” or “they know what works best.”

There are both negative and positive factors influencing teachers’ attitude and perception to C2005, and these are present in groups A, B and C.

4.5 New Skills Emerging In Classroom Practice

The majority (90%) of teachers reported similarities between the C2005 approach and their own teaching practice. However, only 59% of the teachers detailed these similarities in the questionnaires. There was diversity in the responses, amongst the three main groups, but there was not always consistency between the questionnaire and interview responses within the groups. An inspection of the data showed more consistency from teachers who perceived similarities, as well as differences with C2005. The main similarities related to teaching methods and/or curriculum programmes.

The majority (94%) of the teachers in group A were able to point to perceived similarities with the new curriculum. A significant number of these teachers’ (41% of the 94%) indicated that the change in curriculum was consistent with their current teaching practice. The teachers that were more aware of the changes in their teaching practice also acknowledged the similarities and differences with C2005 and their current teaching practice.

Some teachers, in group A, indicated that the junior primary phase had always been learner-centred. In the questionnaire Ms Bentley, from the same school as Ms Taylor, commented that the “foundation phase has always been practically orientated” [and] “learner-centred.” On a similar note, Ms Venter suggested that the similarity between the old and the new curriculum was more related to themes and outings. On the other hand, Ms Grant from a private single sex school stated that “skills, values and attitudes were always as important as knowledge.”

A majority (90%) of teachers in group **B**, except for one response, suggested a similarity between C2005 and their current teaching practice. However, 33% did not provide any description of the similarity experienced, while another 33% of teachers showed contradictions with their response by indicating differences rather than similarity with C2005. This might also indicate that some teachers are in the process of change but feel insecure, which corresponded with their mixed feelings of the situation. Other teachers in this category tended to be more implicit in their responses.

In group **B** there was a minority of teachers who indicated a similarity between the old and new methods of teaching practice. Ms Allie (**B**) from a religious-based, co-educational school, and in the over-45 age category, recognised the similarity by pointing out that “group teaching has always been there, [and] interaction between teacher and children is still going on.” While Ms Yasmien (**B**) emphasised “that both [the old and the new] methods need to be incorporated to keep up standards.” This allows for both the old and the new curriculum to co-exist. Even though both Ms Yasmien and Ms Allie had mixed feelings, there was an awareness and acknowledgement of the process of change. Within each group there are both differences and similarities and it is these differences that help to show similarities between the groups.

A large majority (63%) of teachers spoke of differences between C2005 and the old approach they may have used. Out of this total, 54% also perceived similarities with C2005 and their own teaching practice. From the remaining 37% of teachers, 17% felt that there was no difference in their teaching practice, while a further 20% provided no response to the question.

There were a variety of responses within all the groups. In group **A**, the majority of teachers (88%) specified differences between C2005 and their teaching practice. This was a definite indication of the change taking place which suggested that teachers were adapting their roles to suit the new method of teaching. A few teachers described this process as a definite challenge. Some teachers welcomed the change indicating that it called for “better and more planning”, while others were not so sure

about it. The focus on this change appeared to be on learners and the learning environment. This suggests that C2005 is a shift in emphasis, rather than an abrupt change.

Within group **B**, a smaller number of teachers (47%) spoke of differences between C2005 and their teaching practice. As in group **A**, there was a greater focus on learners interacting in the classroom. Ms Nieman from a co-educational school in the city bowl area, and in the under-35 year group, felt that C2005 is based on “more process than product.” She also stated that her role was changing because she was not teaching so much and therefore “...feels left out once they are busy.” While some teachers, in group **B**, felt that using a learner centred environment had encouraged greater noise and movement levels, that none-the-less, as Ms Jegels from a religious-based, co-educational school added this was “healthy for co-operative learning.”

A significant number of teachers (33%), from group **C** suggested that there was no change in their classroom practice. A further 44% of teachers in this group provided no response to this question, compared to 27% of teachers in group **B** that also did not respond. One teacher stated that C2005 “...is not implemented in my class.” Another stated “It is impossible to implement C2005 totally if the teacher is not sure what to do”; while another teacher stated “I’m still finding my way in the classroom because [of] so many changes and [there is] no specific outcomes yet.” These statements represented the mixed feelings of teachers and also possibly represented resistance in their feeling to change, which suggested that little change was occurring. Some teachers suggested a sense of indifference to C2005 in their classroom practice, while others acknowledged that they had changed minimally.

Curriculum 2005 aims to promote greater input from the learner. In agreement with this, the majority (85%) of teachers argued that positive interaction between teacher and child was most important for achieving a strong learning environment. For many teachers, putting in place a more interactive teaching environment had led to changes in their classroom. Quite a few teachers (32%), from group **A**, suggested that the main difference which had arisen in their teaching practice related to group work. Ms Finch from a school for the disabled, and in the 35-44 age group, commented that

“time is used differently now, and there is greater freedom” in the curriculum. There was a more positive classroom environment and this had also added to an “upliftment” in the confidence levels of learners. The overwhelming majority (88%) of teachers, in group A, responded that this change was even more evident in the way that they planned and organised their classroom as well as in their classroom management and teaching philosophy.

A large number (80%) of teachers, in group B, stressed that their planning and organisation had changed significantly. This meant that the majority of teachers, although varying in attitude, are participating in the process of changing their teaching practice.

4.5.1 *New Roles for Teachers*

The degree of change that teachers perceived in their role is relative to attitude, as well as other internal and external factors. Teachers in all three groups thought that their role had changed either in a major, medium or minor way.

In total, there were only a small number of teachers who indicated a major change in their role with respect to C2005. Firstly, within group A, only 12% (2 teachers) felt that their role had changed in a major way. This is surprising because one would have expected more teachers to undergo a major change as a result of the new system. Both teachers indicated they were enthusiastic about C2005 and had much to say about similarities and difference between C2005, and their teaching practice.

In group B, there were also two teachers who felt their roles had changed in a major way. Both teachers, however, had mixed feelings about C2005, and one of them moreover, indicated that there was no similarity between C2005 and her current teaching practice.

A large number (65%) of teachers, in group A, felt that they had undergone, what one might call a medium role change. Within this group, all the teachers perceived similarities and differences with the past system.

Ms Cupido (A) was very enthusiastic in both her questionnaire and interview response. She felt challenged by the new curriculum and suggested that this had meant an adjustment in her teaching method. Ms Cupido's thoughts reflected continuity in the way that she described the changes in both the questionnaire and interview. On the other hand, Ms Venter (A) had mixed feelings towards C2005 but she felt that her role had undergone a medium change. Despite this, she stated that "I'm definitely more positive. I'm enjoying it more, apart from the teething problems... As I said [before] there are certain areas where I don't know yet."

A significant number (40%) of the teachers in group B also perceived a medium role change but differed from group A, in that they had mixed feelings about C2005. They also acknowledged both similarities and differences between their teaching practice and C2005, except for one teacher who stated that there was no difference in her teaching practice. Some of these teachers felt that they had already been using aspects of C2005 in their teaching practice, which poses questions about how much has changed. In group C, 44% of teachers also perceived a medium role change and shared mixed feelings about C2005 with group B, however, they did not perceive any difference in classroom practice.

In group A, a small number of teachers (18%), indicated a minimal change in their role but stated they were enthusiastic about C2005. This implied inconsistency in their responses and suggested that little change was occurring in classroom practice, or only in small doses in specific areas of learning. Within group B, 40% of teachers indicated a minimal change in their role, but this also reflected their mixed feelings about C2005. These groups of teachers tended not to be as active in the process of implementing C2005 as compared to the majority of teachers in group A. However, they all agreed that there was a similarity between their teaching practice and C2005. In group C, 34% of teachers indicated a minimal change, while 22% indicated no response.

Ms Minnie (C) indicated in her questionnaire that her role had changed minimally and this was shown in her interview too. Although Ms Minnie had mixed feelings, she felt that her attitude to teaching had not changed, but her methods had changed

slightly. She added that the focus on learning was "...not you've got to know this, you have to know that, you can only do this, you can only do that. So in that regard, I think, I would say a slight change... a slight change."

In the same vein, Ms Loots' (C) apprehension was reflected through her feelings of insecurity with the new approach. She felt that her attitude to teaching was also changing in spite of limited workshops. This group of teachers fell under the heading of indifference, and this suggested that their adaptation to C2005 was a slower process.

under table

4.6 Optimism and Uncertainty about Curriculum 2005

Teachers commented on the positive and negative features of C2005 that were most apparent to them during the interviews. Firstly, the positive features of C2005 described by the seven teachers, in the interviews, also corresponded to the differences that they perceived between C2005 and their teaching practice. It seemed that the most positive features related to differences in learning patterns and planning procedures. Ms Winter (B) was positive and explained this challenge as;

I have to think more about what I teach them...I have to think about it from more angles. And that is not to say that before the way we were trained we didn't think about it from different angles. But, umm, in a way it was easier to structure your lesson more because you had different formats. You had a definite format in which you knew what the aim of your lesson was, you knew what your immediate objectives were. And if your objectives were actually achieved then you sort of felt that you had done something in that day... [Now] before you would have thought to yourself; Are they really learning by discovering or am I just kind of putting stepping stones in front of them for them to find, ja....

Ms Winter's position was more consistent with group A, and it also reflected how teachers were not bound by specific categories. She referred to similarities with the past system, but also acknowledged the flexible and creative aspects within C2005, which were lacking in the past system. Ms Ford (A) from a religious-based school in the city, and in the 35-44 age group, also supported this view and explained that "the one positive thing is that you can do a variety of things." This included incorporating learners' experiences into one's teaching practice.

Ms Maart (B) felt that the positive aspects of C2005 related to differences in the way that her children were learning. She believed that her learners were developing at a faster pace. Ms Maart stated that “they’ve reached stages much quicker (sic) than they would have with the previous education. At this stage I can say that they’ve done much more than they’ve done before.” Although Ms Maart (B) believed that “...every child stands a chance whether he is a slow learner, whether he is a gifted child...”, she also felt uncertainty whether this would be achieved ideally. Although Curriculum 2005 aims to be inclusive, the positive change is also dependent on the way teachers’ perceive C2005, and implement it in their classroom practice.

Another positive feature that teachers expatiated on, in the interviews, related to teaching practice. Ms Venter (A) agreed with Ms Winter (B) when describing the process of educational change;

...it’s a feeling, a growth experience. I can really feel that I have [grown]. I look at education differently now. In a way that is more child centred now. And the child has a bigger input. The role of the child in the past has always been more teacher - well that is what I think, more teacher centred and the teacher said. And also you know what I enjoy too, is the group work and things like that and the children are enjoying it.

The emphasis on a child-centred learning approach appealed to most teachers. Some teachers tended to be more teacher-centred in their approach to learning. However, Ms Cupido (A) felt she had always based her teaching practice on child-centred learning. She stated that “...I am quite excited about it. And I think it is definitely a challenge for me first of all. And a lot of the child is taken into consideration and that’s what I find is really appealing to me. You know, the child will actually learn at its own pace.” Some teachers felt that their teaching practice had always been child-centred, however, there was now a different emphasis placed on the child in the process of learning, and learning content in the curriculum. There was more awareness of the child and a realisation of his/her potential in different ways.

Ms Minnie (C) acknowledged C2005’s positive aspects but had more reservations about the process of it. She stated that “to me I haven’t seen any results to say that, you know, this is what we are gaining.” However she felt in the long run “we are trying to bridge the gap between the less fortunate schools and the more privileged schools... But once again their [Department of Education] strategies are wrong

because the less privileged schools are sitting without teachers, they are sitting with sixty children in a class.” Although teachers referred to the positive aspects of C2005, there was an expectation that the Department should play a more effective role in alleviating these inequalities, as well as assisting teachers in this transition.

However, Ms Minnie (C) also felt that C2005 offered more flexibility and more freedom in the way learners learnt. She commented that there was a difference in the way children were learning and, therefore, felt “...this is a positive aspect of the whole curriculum.” At the same time Ms Minnie felt that C2005 provided flexibility for teachers through allowing them more independence in designing their learning programmes. However she indicated that she had not begun to implement C2005.

While there were a number of positive features about C2005 to which teachers pointed, they also expressed their concern over the negative aspects of C2005, especially about its implementation. In particular, teachers communicated their dismay at the lack of training they had received, the inadequate time frame for the introduction of C2005 and a serious lack of support infrastructures. The process of implementation was also stifled by conditions in the structural environment, especially in poorer resourced schools, where large class sizes and management difficulties were constant problems.

In group A, Ms Taylor (A) felt that the negative aspects had not been a deterrent because of the supportive environment she worked in as well as the access to other schools in the form of a networking system. Instead, she felt fortunate that she had been involved in a number of workshops, which had assisted her understanding and ability to implement C2005. She indicated that

if I wasn't in [this area] I might be more negative because [it] supports you so much and because they've got the money and the resources. I mean they get people in to help us, and that type of thing. So it's been a smooth ride for us, so it hasn't been such a huge jump. I know in other schools that it is. If they didn't have the same training as I had as well, it would be a lot more difficult.

While there were many teachers who were well disposed to the change, some like Ms Cupido (A) were unhappy about the implementation process. She commented that she was unhappy,

not with the concepts as it is but with the implementation of it... I am not very happy with that because its being implemented and we have to be groping in the dark with it. Here and there little workshops and when we have workshops its not very fruitful because nine out of ten times we have to hear things like; We don't have all the answers, you know. We will get back to you, you know things like that... I mean, this is a real total mind change if you compare it to the old system. And a lot of the people who are not very happy about it they're still going to have that mind change. You must have positive people giving it over to you and people that know that can actually take you by the hand and say look this is it. We are going to lead you a little way. We lead you there and now you have to take it on your own.

Another major problem about the implementation process was the factor of time, which also related to other factors within the school environment. Ms Venter (A) felt that her large class was a major problem for her, and time played a crucial role in her ability to plan and organise activities. As indicated in a previous section, the majority of teachers indicated that planning and organising demands had come to constitute a significant change in the new curriculum.

There was a definite sense of isolation and feeling of insecurity amongst teachers. Some schools were managing to address this problem with their own support mechanisms, and developing a more systematic procedure. This was particularly the case among wealthier, private schools. It appeared as if teachers had to become more reliant on their own creativity and ingenuity to adapt to the change.

Some teachers appreciated this challenge, while others felt insecure about it. Ms Winter (B) admitted that she had insecurities about C2005, although she was positive in her teaching practice. She stated that

... if you've been teaching for a long time you've actually formulated, umm, quite a safe and effective structure to work with. And now you're having to kind of turn it all upside down and look at it from different angles that I've talked about. So it definitely makes you feel insecure.

Ms Winter (B) and Ms Taylor (A) shared the sentiment that C2005 was time consuming. Ms Taylor stated that

... it looks so good on paper and you want to trial [it, and], you can do all sorts of things with it, but time. There just isn't time to really plan it and mark it and assess all the kids, because each child is working at their (sic) own pace obviously, you know, everyone almost needs their (sic) own learning programme.

Many teachers were not in resourceful, supportive positions with relatively small class sizes of 25, such as those of Ms Taylor, Ms Winter and Ms Minnie, who all taught at private schools. Other teachers were more reliant on their own initiative and creative strategies to implement C2005, but this was not to say that Ms Taylor, Ms Winter and Ms Minnie were not creative. In fact they were extremely creative in their teaching strategies and this was encouraged in the schools in which they taught.

On a more negative note, Ms Minnie (C) definitely felt that the process of implementation had been haphazard and stemming from this, she felt a definite feeling of lack of direction. In some situations there was little support from other members of staff, which compounded the difficulties. She stated that

...things must be set out or you must be confident enough to, although we've got to do it on our own, you know. You must be confident enough to say no, fine this is what you do, this is what we are going to do. We're going to change here, we're going to add that. But right now [there is confusion]... in which direction we are going....

There were also problems related to the introduction of new terminology. Some teachers felt uncomfortable with the new terminology as initially it caused confusion.

Ms Minnie (C) acknowledged this frustration

...what gets to me is all [this] terminology. The terminology that they've come with, its bulk. And I'm a teacher. I can't see myself sitting hours on end preparing lessons and using terminology that you know. Right now it doesn't make sense to me... To me, when you are teaching you know what you're about. But it's the terminology and the... sixty-six outcomes, you know. Maybe if it was done methodically and clearer, you know, that would [make a difference].

The teachers in group C who felt despondent about the situation also felt insecure and apprehensive about the change. Ms Loots (C) felt that external factors, such as a lack of workshops were a major factor in teachers' insecurity. "We came from college and we were still [using] the old curriculum, the old methods, and so we had to implement it and I was just dumbstruck. And that was the only problem...Just standing back." The perception that college or university did not prepare teachers adequately was frequently mentioned, and this also had a bearing on teachers' attitude in implementing C2005. There was a lack of confidence amongst those teachers who felt inadequately trained or prepared to implement C2005.

The negative problems associated with implementing C2005 are clearly related to both macro and micro conditions. At the micro-context level the school plays an important role in helping to create a positive environment. Resources are an important ingredient in assisting teachers in dealing with work load, but at the same time teachers also play a major role in being their own resource. This self-resource capacity is reflected in teacher knowledge and teaching practice when implementing innovative strategies.

4.6.1 Constraints around Curriculum 2005

Constraints around the implementation of C2005 have a negative impact on teachers' perception and understanding of it. The main constraints were related to both internal and external factors. Four categories of constraints were suggested in the questionnaire and teachers overwhelmingly indicated that teacher training, resources and time were major constraints. A minority of teachers stated that teacher confidence was also a constraint, and this was borne out by the insecurities felt by group B teachers. Additional constraints identified by teachers included class size, and a lack of support.

From the interviews there were a number of comments made that supported the questionnaire responses. Teachers perceived time as a negative factor in the implementation of C2005. This constraint was mentioned as affecting planning and organisation in teaching practice. In particular, Ms Venter (A) felt that time constraints affected the amount of things that had to be fitted into the schedule of the daily programme. She described extra murals as time-consuming on top of the demands of implementing C2005. On top of that she stated that "... class size as in number and the actual physical size [space] of the class...", are equally large constraints.

Ms Cupido (A) also felt the pressure of the large class size. She stressed that the main constraints for her were,

definitely the big, big classes. Look because its something new the ideal situation would be to have a small class, you know... one gets the impression that curriculum 2005 is [a] sort of free and easy way of doing things. It's not

sort of hard and fast rules. They've got to have that bit of feeling of freedom and easiness in the class. You can't have that feeling if you have 53 children in your class, you know....

In addition to this, Ms Taylor (A), who taught in a private school, added that her class size of twenty-six children was also a problem. She stated that "...with all the other you know sports, admin and everything else that comes into it there's not enough time to do what you really should be doing."

Besides class size constraints, Ms Taylor (A) mentioned that there was a need for more books and literature for teachers. She stated that "... there is (sic) a lot of things coming out that aren't really C2005 and they're also, you know, not really appropriate to teaching." For most teachers there was also a lack of time to be able to prepare the resources needed in their classroom. This means that teachers now have to look for resources from a variety of sources, and not just rely on one particular source for their programme.

The paucity of resources within schools was also mentioned as a major constraint. Most teachers felt ill prepared for implementing C2005 and insufficient number of workbooks made this worse for learners. Ms Maart (B) commented that only three workbooks were provided in the first term; however, this encouraged her to take her own initiative to look for activities, using limited resources. On the other hand, Ms Minnie (C) felt that some of the current resources were too advanced for Grade One learners, especially in relation to the language and literacy programme. On the other hand, she felt that the mathematics books had been particularly useful in relation to thematic planning, and this had made learning more interesting. Part of the process for teachers is experimenting and finding out what best works for them, and therefore teacher attitude towards this process plays a crucial role in teaching practice.

Within schools there were also socio-political constraints. Ms Winter (B) mentioned that the parent body had been against the adoption of C2005 and she felt this was due to media reports. In this respect it was not only the teachers who felt apprehensive about the change, but also parents. This lack of information had also contributed to [mis]understandings about C2005. Most private schools had chosen to implement C2005 in their own time frame, opting for those aspects with which they felt

comfortable. Ms Winter explained that within her school this had been “more in daily little things.” However, she stated that there was an indication now amongst staff that they were “feeling more relaxed about it”, [and] “parents, as far as I know the parents, are fine about it.”

In group C, Ms Loots mentioned that constraints relating to class size also contributed to problems of discipline and classroom management. Ms Loots (C) had a class of fifty-five pupils and she found discipline and management a problem. She felt she was struggling on her own, in order to be able to manage all the different activities. She stated that “I just took a stab and then I discovered where the actual problems lie.” The school environment is an external factor that influences teachers’ perception. This clearly illustrates that work environment influences the way that teachers relate to one another, and also how teachers are [de]motivated by those around them. For teachers in group C the problems mentioned related to working environment, especially from a lack of support from other members of staff.

4.6.2 Creative Strategies in Classroom Practice

There were a number of creative strategies that teachers were using to cope with the demands of the introduction of C2005. Most teachers indicated that both familiar teaching practice and the use of new advice were the main sources they relied on in their teaching practice. There were a significant number of teachers reliant on past teacher experience to guide them in this process, but only a handful of teachers suggested that old teacher philosophy had an effect on their current teaching practice, which suggested that teachers relied on new philosophies to guide their practice.

It was apparent that teachers were using their initiative to create their own style of approaching C2005. Some teachers were more flexible and creative in the process. Teachers’ ability to integrate old methods with new methods reflected their creativity and adept ability. Ms Taylor (A) pointed out that interaction with other teachers had contributed to her confidence and creative ability. However, she stated that “... getting together is probably the most difficult [aspect].”

Curriculum 2005 was challenging teachers in a variety of ways. Ms Venter (A) felt a difference in the way she read stories, although she did attend a workshop on how to use books, which stimulated her approach. She explained that "... all these years I've been reading stories but now I look at them from different angles. I question them more. I ask them to predict ... What do you think will happen now, or things like that... I try to encourage them to answer the questions." The ability to ask more divergent questions was not only associated with reading, but other learning areas. It is part of the holistic approach to learning and teaching promoted in C2005.

Ms Cupido (A) felt that teacher attitude and the factor of large classes acted as a "stumbling block" in implementing C2005. She argued that it was up to the individual teachers to adapt their own personal strategies, in order to cope with the situation. Ms Cupido stressed that;

In the old days you were always given this or given that and given a textbook and everything was always placed on our lap. And I think that is the reason why a lot of people are so negative towards [C2005], because now that they have to use their own brain boxes you know. They have to be creative, they have to come up with innovative ideas and things like that.

There is flexibility within C2005 that allows teachers to experiment more with different strategies. Although, Ms Cupido was positive she felt that

I've really been tiptoeing around Curriculum 2005. I think because of not feeling very well prepared where Curriculum 2005 is concerned. I mean with my very little knowledge in the little workshops that I've received but that was last year [1997]. I only went to one and it was a three day course and from there we had to just implement Curriculum 2005, you know I really had nothing to go on. I just tiptoed around it and I must be very honest and say that I didn't implement it fully because I felt I would be doing the child a total injustice if I implemented it fully and I didn't know what it was all about. So what I did I married a little bit of OBE, of Curriculum 2005 with the old... At the end of the day I felt safer... But I do feel much more confident now to tackle it or to take it on next year because this has really been my stumbling year

Teachers that tended to be more creative were those that were more flexible and open to trying new ideas in their teaching practice.

Creativity is not only linked to exploration but also to the way teachers organised and managed children. Ms Winter (B) used her creative energy in allowing children to

make their own resources. Ms Winter described her creative ability when explaining how to make a stand-up number line;

...before I had a number line up to 100 going all the way around the class. Now, I thought to myself ...It's up there for the children to see but perhaps if they actually make it themselves it will have more impact. They have also been making their own number flash cards. They are a little tatty at times. Not as perfectly printed as they would have been printed if I had made them. So in actual fact in that way I've learnt to save time.

This creative strategy had been a timesaving creative strategy that had benefited both the teacher and the children. From these insights, teachers argued that teachers' creativity was not only dependent on ideas from books but also came from interacting with colleagues to find other ways of doing things.

4.7 Voices of Teachers' Socio-Political Thoughts

The majority (66%) of teachers to whom the questionnaire had been sent said that they believed that religion had an effect on their teaching practice. The relationship between religious beliefs and teaching practice was largely based on teachers applying their religious principles. Most of the teachers described these religious principles as values and morals to which they subscribed, which helped them decide what discipline and moral values to use in their classroom.

In group A, a significant majority (94%) of teachers stated that religion and teaching practice were interdependent. Most of these teachers indicated that they deferred to religious principles as important guidelines for their teaching practice. In particular, teachers described religious beliefs as providing the basis for ideal social principles. A few teachers described religion as a part of their lifestyle, through, for example, being a Christian and of attempting to reflect this in their teaching practice. Other teachers spoke of their religion as shaping their personal growth. Altogether, this group of teachers stated that there was a direct relationship between their religion and their teaching practice.

A significant majority (67%) of teachers within group B also stated that religion had an effect on their teaching practice. However, within this group, fewer teachers provided explanations for this relationship. That fewer teachers in group B responded

this way may also be evident of the confusion and insecurity that teachers felt toward this particular type of question. The descriptions given by teachers mostly concluded that religious principles were part of their lifestyle that guided them in their classroom.

Most (78%) of the teachers, bar one, within group C, were positive that their religion had influenced their teaching practice. However, only half of the respondents provided reasons for this relationship, which included seeing religion as a duty, principles based on caring for children's needs and behaviour in teaching methods.

Within group A, there was a minority (12%) of teachers who categorically stated that there was no relationship between religion and teaching practice. In group B, there was a minority (33%) of teachers who also believed there was no relationship. There were two responses (22%) from group C that also indicated a negative relationship. This might be for various reasons, including a professional non-sectarian outlook, or an indifference to religion, which was evident amongst the different age groups.

In total, a significant number (74%) of teachers said that a relationship existed between teachers' cultural beliefs and teaching practice. Teachers referred to cultural beliefs in a variety of ways, including describing culture in terms of diversity. A significant number (63% of 74%) of these teachers also indicated that both religious and cultural beliefs impacted on their teaching philosophy and teaching practice.

Within group A, a large majority (76%) stated that culture played an important role in teaching practice. A few teachers referred to cultural beliefs in relation to arts, music and science in the development of children. The majority of teachers indicated that culture implied respect, tolerance and acceptance, equality and acceptance, and awareness of differences between others. These cultural beliefs were also related to their religious principles.

In total, 67% of teachers, in group B, stated that cultural beliefs were important. There was a more mixed and divided response in group B about the relationship between cultural beliefs and teaching practice. Only three teachers described reasons

for such a relationship, including two teachers who asserted the importance of understanding all cultures, so that situations could be better understood and handled in the classroom. The third teacher stated “I am a Muslim and teaching in a Muslim school”, and this reflected a sense of her identity.

The majority (67%) of teachers in group C indicated that culture was also an important part of teacher identity in the classroom. In particular, one teacher felt that children had to be made aware of different cultures so that “...pupils can understand their roots.” Another teacher believed that “teaching in a Muslim school has made it easier to bring in the cultures and interests I practice.”

A minority (24%) of teachers within group A stated that cultural beliefs did not impact on their teaching practice, while one teacher provided no response to the question. In group B a large minority (33%) existed, and half of these teachers provided no response to this question, while the other half stated that there was no relationship between culture and teaching practice. This indicated perhaps, uncertainty amongst some of the respondents. In group C, a significant number (44%) of teachers also provided no response, which might also indicate apprehension, or indifference to such questions.

There was a definite divergence of opinion over the relationship between political beliefs and teaching practice. Less than half of the respondents stated that there was a relationship between political beliefs and teaching practice, based on democratic principles. The majority of the teachers felt that political beliefs were separate from teaching practice.

In group A, only half of the respondents in this group believed that there was a relationship between political beliefs and teaching practice. The teachers described human rights and equality as the main democratic principles to which they adhered in their teaching practice.

There was a similar division in group B, where a minority (33%) of teachers positively stated that there was a relationship between political beliefs and teaching

practice. The majority (54%) of respondents categorically stated that there was no relationship, while 13% of the teachers provided no response to the question. This could reflect uncertainty and apprehension amongst teachers, over such political questions.

In group C over half (67%) the teachers believed that political beliefs are important in terms of human rights, in the classroom and education. Only 33% of teachers that indicated that there was no relationship. Overall, there seemed less consistency in teachers' responses to political questions, however there was more consistency between group A and C compared to group B.

4.7.1 The Compatibility of Curriculum 2005 with Teachers' Socio-political Thoughts

It was interesting that an overwhelming majority (90%) of teachers indicated that their religious, cultural and political beliefs were compatible with C2005. However, in comparison, only 58% of the total number of teachers commented that all three beliefs; religious, cultural and political impacted on their teaching practice. Other teachers suggested that only one or two or none of these beliefs impacted on teaching practice.

In group A, Ms Venter argued that her religious, cultural and political beliefs had a bearing on her teaching practice. However, in the interview, she was apprehensive about answering such questions. Ms Venter (A) felt that her Christian principles were a strong part of her character. She also felt that Christian education was being sidelined in C2005. However, other teachers indicated that C2005 was more inclusive of different cultures and religions.

From group B, Ms Maart (B) commented in the questionnaire that her religious, political, and cultural beliefs impacted on her teaching practice. In the interview, however, she argued that her political beliefs were the strongest features of her teaching philosophy and teaching practice. She explained that she believed in "equality and freedom of speech ... and that is what I try to bring out in the children.

[However] that contradicts with what I said earlier and wanting a quiet class....” Ms Maart related her political beliefs to her “cultural thinking about equality.” She stated that her beliefs were useful in her teaching practice because it helped her to visualise a broader picture of learning.

In group C, Ms Loots acknowledged that there was a relationship between her religious, cultural and political beliefs and teaching practice. She argued that “when you teach you teach a child say discipline it goes hand in hand with religion, whether you are a Christian or Muslim or whatever.” Ms Loots also felt that her own morals helped to provide a base, which she imparted in her teaching practice.

However, a larger number (42%) of teachers believed that there was no relationship between their religious, cultural and political beliefs and their teaching practice. This suggested confusion, apprehension or indifference amongst this group of teachers which might be related to lack of consciousness, experiences and (mis)understanding.

Some teachers felt that only some of their beliefs impacted on their teaching practice. For instance, in the questionnaire, Ms Taylor (A) believed that religious and political beliefs had a bearing on her teaching practice, but her cultural beliefs did not. However in the interview, Ms Taylor indicated compatibility of C2005 with the democratic principles reflected in her classroom teaching. She stated that “...children now have a bigger say in what they are taught.” Secondly, Ms Taylor explained that cultural difference was an important make-up of her class, and children’s experiences are incorporated in her classroom teaching, including different religious backgrounds. She further described the differences with the past system by explaining that “In the past the kids who didn’t do Christian, they sat on the side. They’d feel quite outcast, where as now they are included, so that’s the difference... I think.”

Ms Cupido (A) also indicated in her questionnaire that cultural beliefs had no impact on her teaching practice. However, in the interview, Ms Cupido commented that her religious and cultural beliefs did have a bearing on her teaching practice, and

therefore, there was not always continuity between the questionnaire and interview responses.

Only one teacher indicated that there was no compatibility between her teaching practice and C2005. However, this teacher later contradicted herself because she indicated, in the questionnaire, that a relationship existed between her religious, cultural, political beliefs, and teaching practice. This could imply a negative attitude to C2005, as it corresponded with her mixed feelings to the change. Three teachers provided no response to this question, and this group of teachers also indicated that there was no relationship between their religious, cultural, and political beliefs and teaching practice. This pattern of no response could also reflect the insecurity about such questions.

The teachers who argued that religious, political and cultural beliefs impacted on their teaching practice also implied that there was a relationship between teacher knowledge and teaching practice. Some teachers tended to be more consistent in understanding this relationship than others.

4.7.2 Teachers Thoughts on the Vision of Nation Building in Curriculum 2005

Amongst the responses from the teachers interviewed there were a range of responses over the role of responsibility in education, but all agreed that there needed to be closer liaison with Department officials. However, all seven teachers interviewed believed C2005 was assisting the process of nation building within South Africa.

Some teachers mentioned that C2005 aimed at development within South Africa, through providing opportunities for children (learners) and parents. Other teachers indicated that C2005 encouraged development in terms of providing access, equality and empowerment, as well as providing a direction for the future. Ms Cupido (A) felt that there was greater access now for previously disadvantaged black students, especially in achieving a better education. In particular, most teachers felt that C2005 was meant to benefit those from disadvantaged backgrounds.

Ms Venter (A) also commented that C2005 would be more empowering for black children. She felt that C2005 was "...giving them a voice in the classroom, which hopefully will carry on." She added that this was not only for children but also for parents in the community. It was opening up more access for parents to voice opinions and gain information.

Ms Maart (B) concurred with the point of view that Curriculum 2005 was based on the constitution, aimed to bridge the inequalities of the past, and was serving the interests of all children. Ms Winter (B) stressed that guiding children's interests was very important for the future of the country. She felt that C2005 not only aimed to improve the quality of learning for all learners, but also served long-term economic, political and social aims, which would help strengthen nation building.

Ms Winter (B) believed that teachers had to provide "a lot of warmth and passion" in their determination to implement C2005 and make it work. She stressed that it was up to individuals to take on this challenge. However, Ms Winter believed that C2005 had the potential to build "...a thinking [and] caring nation." However, this was dependent, she said, on such factors as bridging the gap between advantaged and disadvantaged learners. Her view also echoed the sentiment to help bridge the perceived gap between teachers and the Department in the process of policy reform.

Ms Minnie (C) was apprehensive about C2005 and expressed the fear that it would not bridge the gap between the less privileged and the more privileged students. She felt that in the long term it was not going to solve all the problems. This sentiment was also shared by Ms Loots (C) who was ambiguous about the capacity of C2005 to help the process of reconstruction and development. She stated that some children would suffer in the process because they were slower.

There was a definite sense of uncertainty amongst teachers as to whether C2005 made them feel more empowered. In the interviews, teachers mostly indicated that it was more empowering for children as a result of a more child centred approach. However, Ms Cupido (A) believed her attitude made her feel more empowered. She argued that it was not the case that Curriculum 2005 made teachers or learners feel

empowered, but it was up to teachers in their teaching practice to use C2005 and to feel empowered. She also felt that the change in teaching practice would also effect learners, who would feel empowered by the process.

Ms Taylor (A) firmly believed that both the teacher and the learner were encouraged by C2005. Learners, she felt, were “...learning for themselves and its like their responsibility, you know,... which gives them power... There is more a sense of self-responsibility in feeling empowered with the new curriculum.” By the same token she also felt that teachers had more freedom to be creative in their teaching practice and, therefore, C2005 was a learning experience for teachers and learners.

Relative to the past, Ms Maart (B) felt empowered because “you were stuck with a curriculum that was cut and dry. You were not allowed to go beyond the boundaries or experiment or explore. This way you can be left on your own to try and work out for yourself what you can do.” However, at the same time that it was empowering she also felt a sense of isolation in the process of change. She commented that the process of implementing C2005 was like being “...left in the wilderness.” She said that this feeling of isolation made her realise that “I [had] to choose what is going to work for me in the class, [which] may not necessarily mean it’s going to work for you in the class.” Some teachers felt insecure with the flexibility of C2005, but other teachers enjoyed the sense of freedom it provided. For the majority of teachers in group C the sense of feeling empowered was not so apparent or expressed for that matter.

4.8 Life Experiences of Teachers

There are many experiences throughout teachers’ lives that have influenced the way they act, interact and react to situations. Teachers’ biographical history is revealed through their life experiences, which is a dynamic process. Life experiences, whether positive or negative, shape teachers’ attitude and these also influence teacher knowledge and teaching practice. Strauss and Corbin (1990) suggest that life experiences act as “intervening conditions” in this process of change. Teachers’ life experiences expose them to various social interactions and actions, which play a vital

role in helping to shape their attitudes and perceptions to change. However, Strauss and Corbin say that most teachers do not systematically reflect on how life experiences influence their teaching practice.

A large majority (75%) of teachers, in the questionnaire, responded positively to the question on life experiences. The responses related to social interactions and actions encountered in the lives of teachers. In particular, childbirth and child rearing, colleagues, personal loss, schooling, and teaching experiences were most frequently mentioned. Quite a few (30%) teachers chose not to respond to this question for various reasons. In respect of each category, 12% of teachers from group A, 40% of teachers from group B, and 33% of teachers from group C, chose not to respond. This might suggest that teachers felt apprehensive or indifferent to such questions.

The teachers, in group A, reported a wide variety of life experiences that had influenced their teaching practice. The most vivid experience for women in this study related to either childbirth or raising children. Ms Venter (A) described, in both the questionnaire and interview, that having her own children was an important part of her life. She stated that this experience had assisted her teaching practice because “you just look at children differently when you have your own. I think that you are more understanding.” She added that children were often interested to hear stories about their teacher, such as “oh you know when my daughter was this age she could do this or that.” Listening to such stories were important social events for children.

Teaching experiences and interaction with colleagues also featured as most notable experiences for teachers in group A. In particular, the support and encouragement from colleagues and daily interactions with children provided positive interactions, which also influenced teachers’ attitude and behaviour toward others. A couple of teachers reflected back on their own positive schooling encounters, while another reminisced about the terror of her own schooling. These experiences, whether positive or negative served as powerful reminders for teaching practice. Some teachers were more open in describing both positive and negative events, which also reflected their positive attitude to change.

Teachers, in group **A**, identified parents, partners, and people in everyday life, employment, or leisure activities as other social agents and experiences, which impacted on their lives in various ways. Some teachers had encountered a more varied life experience through social interaction with others, and this had also influenced their positive attitude to life. Other teachers mentioned the personal loss of family members or other tragedies that had impacted, and left an imprint on their lives, and so influenced them in how they deal with children.

Life experiences described as important by teachers, in group **B**, included a variety of teaching experiences, such as change in teaching practice, workshops, student practicals, parents, positive role models, and daily encounters with children. Teachers also described having their own children as having a major impact on their lives. However, with respect to this group, there was not such a wide variety of experiences mentioned as in group **A**.

Ms Maart (**B**) remembered her high school English teacher, in particular, because he inspired her to enjoy language and literature. She felt that other life experiences had impacted on her in various ways, such as becoming more environmentally conscious, due to a personal trauma, which was reflected in her teacher knowledge and teaching practice. Teachers encountered many social interactions throughout their lives and some of these experiences impacted on the way they acted and interacted.

Ms Winter (**B**) described in detail her most valuable life experience, which included involvement in theatre and dance. A great many people had influenced her throughout her varied career. In particular, she described the support from colleagues as one of the most valuable guides in her teaching practice.

Most of the teachers, in group **C**, either described particular teaching experiences or being a parent, as their main life experience that had impacted on their teaching practice. These events included daily interactions with children, memories of favourite teachers, and teaching children from under-privileged backgrounds.

For some teachers there was a feeling of apprehension towards uncovering their life experiences. Ms Minnie (C) felt uncertain about citing life experiences as an influence because she had not been a teacher for many years. However, the realisation that life experiences were not some dramatic event helped teachers realise that ordinary everyday social interactions and actions also had an important bearing on their teaching practice.

Ms Loots (C) felt a sense of uncertainty about the question of life experiences, but during the interview explained that growing up in her community made an impact on her choice of career and subsequent teaching practice. She explained that “it is not actually my experience, but from my point of view. I took it from the community where I grew up in. It was very deurmekaar...I grew up there and I think that inspired me to adapt to the way that I’m teaching because... just to bring the best out of each one.” The impact of a turbulent environment can help to discourage many would be teachers but others who are more resilient in nature, like Ms Loots felt challenged to respond to the situation.

4.8.1 Educational Experiences of Teachers

Most (66%) of the teachers felt that their tertiary experience did play a role in developing their teacher knowledge and teaching practice. Role models, theory and teaching practice constituted three categories of experience, which teachers regarded as most memorable about their college or university experiences.

In group A, teachers were more consistent in stating that role models and theory, gained from tertiary training institutions, were the most significant features that still impacted on their teaching practice. In terms of theory, some teachers felt that there was plenty of theory learnt but there was not enough practical experience. However, one teacher indicated that she put into practice what she learnt, observed, and experimented, in order to find out what worked for her. Another teacher stated that theory helped “...to provide a foundation but the real learning happened in the classroom.” The theory that teachers learnt was also influenced by role models, such as lecturers. Role models helped to provide guidance and had a major social effect on

teachers. In terms of implementing the theory of C2005, teachers felt a sense of isolation and lack of support and, therefore, they had to experiment and find out what worked for them. However, in the process, teachers were reliant on what they knew and, therefore, past experiences influenced current teaching practice, in an indirect or intervening way.

Teachers, in group A, also indicated that teaching practicals served as a significant reminder of their training. In particular, teaching practicals were opportunities to help gain practical experience. Ms Taylor (A) described her teaching experience in a township as a valuable insight. She commented that "... it was just so interesting to see the different cultural ways of teaching and that. And that made quite a big impact on me. Just being aware of that as well."

A minority (18%) of teachers felt that the best teacher was reality and, therefore, they felt that their tertiary experience was insignificant. Ms Venter (A) found it difficult to reflect back on her experiences, mainly because she was in the over-45 age group. However, one of the things that remained most clear in her mind was the concept of discipline. She explained that during her college years

...something that definitely stuck throughout the years was, umm, professionalism, which was really in a way drummed into us. You've always got to be professional and that teaching should never become... you mustn't teach because of the salary, the money. It should be first and foremost the love of children.

This concept was always in the back of her mind. In the past, this concept of professionalism was associated with a rigid system of discipline.

Role models, colleagues and teaching practicals were identified, in group B, as the most important tertiary experiences, although quite a few teachers gave attention to a combination of factors. A few teachers said that colleagues had the biggest influence on their teaching practice, especially in confidence building. Although most teachers in group B showed what factors influenced their teaching practice, a small number (30%) of teachers provided no response to the question.

In comparison, teachers in group C showed that role models and teacher practicals impacted most on their teacher practice, while two teachers' responses indicated that tertiary experience was neither significant or insignificant. Ms Minnie (C) expressed the view that her college training bore no similarity to the way she was presently teaching. She explained that

...the way you taught a mathematics lesson was from step one to step five...You had to go in step one, step two, step three, stereotyped. If you transgress and you want to teach something else you were hauled over the coals about it... We were actually told you omitted step four. Now that to me, I didn't like that. I wanted to do it the way I saw fit....

Ms Minnie felt that her current teaching practice was more flexible and less structured than the way she had been taught.

During the interview, some teachers reflected on past experiences that had made them more aware of how their life experiences impacted on their teacher knowledge and teaching practice. Life experiences, including tertiary experience impacted on teaching practice but the way teachers managed these experiences influenced their daily social actions and interactions in the classroom.

4.9 Concluding Remarks

Teachers are in a process of change, and their perceptions and understandings of C2005 impact on their ability to implement such change. There are various internal and external factors that contribute to teachers' understanding of the process of educational change, which is reflected in Diagram 1. This survey highlights teachers' thinking, including the major concerns, constraints and difficulties, which they go through in the process of implementation. However, this survey also reveals the way teachers are coping and strategising around this change, amidst the pull and push of internal and external conditions. Strauss and Corbin (1990) suggest these conditions may be causal - which means there is a direct cause and effect; contextual - which relates to different settings; and intervening - which includes factors such as life experiences, space and time. I feel that contextual conditions play a major role in the way that teachers negotiate educational change, and I have referred to conditions as personal context (internal factors) and social context (external factors). Therefore, I

feel there is a dialectical relationship between internal and external conditions and the way they impact on teacher knowledge and teaching practice.

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CHAPTER 5 CONCLUSION

An untouched drum does not speak – Jabbo

5.1 Review

This research set out to examine the twofold question on what teachers' perceptions of Curriculum 2005 were, and where their understanding might come from. In terms of this, this conclusion examines the outcome of the study in relation to the conceptual framework, outlined in Diagram 1, and what implications it might have for teachers, within each of the three categories, A, B and C, and the process of implementing an OBE policy.

The way teachers implement C2005 is based on their comprehension of it and Diagram 1 provides a conceptual framework for understanding the factors involved in this process. As explained in the analysis chapter, the process of implementation is influenced by many individual and social factors, which impact on one another. Within each context, sub-factors influence the development of teacher knowledge and teaching practice.

This study alerts us to a number of important realisations about the process and recontextualisation of policy within classroom practice and, most importantly, alerts us to the development of teachers in the process. In particular, the diagram helps to explain the individual and social factors that shape teacher thinking, and this highlights inadequacies that are present in the process of policy implementation. The conceptual diagram provides a way of understanding the development of teacher knowledge and teaching practice based on levels of consciousness. The dynamics within the diagram portray a cyclic process rather than a linear process, and this is emphasised by dual arrows.

72
41
3 13
40

5.2 Contributions

5.2.1 *Analysis of Teacher Perceptions of Curriculum 2005*

From the qualitative and quantitative evidence, it became clear that there was a general consistency of responses between the three main groups identified in the study. To begin with, from the analysis, teachers in group A showed more continuity in their responses based on their understanding of C2005 and the process of change. Based on Diagram 1, teachers in group A showed that there was a greater intensity within and between the personal context and the social context, that directly affected the development and level of their understanding and consciousness, and the impact of C2005 on their teacher knowledge and teaching practice.

Almost 60% of teachers in group A were aged between 35-44 years old. Age in these terms played a significant role in teachers' ability to understand and handle educational and social change to their advantage. More importantly, teachers in this group were extremely positive towards C2005, and this had a bearing on the way that they perceived change. Based on their responses, within the questionnaire and interview, the teachers were more open and expressive in their points of view. The teachers were also more aware and conscious of their identity in the way that they understood themselves personally, and this had a great impact on the development of their teacher knowledge and the way they express themselves creatively in their teaching. This group of teachers tended to be more flexible and less dominating in their classroom practice.

The teachers in this group were more able to discuss their feelings and beliefs on issues related to religion, culture, politics and life experiences, and they were more able to explain how these social factors impacted on their teaching practice. They also expressed greater dedication to their work. This acknowledged a greater sense of professionalism in their work habits and teaching practice. At the same time there was a greater sense of motivation within individuals, which seemed to stem from a greater awareness of the changes around them.

Amongst this group of teachers, there was also a greater sense of urgency and awareness of the importance of the role of the teacher in the policy process, especially at the implementation level. Teachers, in group A, were definitely more open in accepting and handling the challenges that C2005 sets out to achieve. In particular, they showed that they were more disposed to implementing C2005 simply because they were more conscious of their self-development, in terms of their teacher knowledge and teaching practice.

However, as explained in the previous chapter, a large group of teachers fell into group B, which was indicative of the mixed feelings that prevailed over the introduction and implementation of C2005. Teachers in group B showed that, within their personal context, they were still in a process of coming to terms with their thoughts, and this echoed their feelings of uncertainty about the process of social and educational change. Relative to group A, they were more ambivalent and confused in their understanding and introduction of an OBE system, and as suggested this is attributed to personal and social factors.

The teachers in group B were mostly (53%) in the under-35 age group. Their confusion was also echoed in the inconsistency of their responses to questions on change, and questions relating to their teaching knowledge and teaching practice. This lack of consistency in their responses seemed to highlight their insecurity and confusion, although this did not necessarily mean that they were incompetent. On the contrary, it suggested that they were still in a process of negotiating and implementing C2005. Teachers in group B also had confused pictures of their beliefs and they were in a process of reconstructing their beliefs of the past. The sense of uncertainty also affected their motivation to change.

On the other hand, teachers within group C, showed indifference in their response to C2005. The indifference amongst group C teachers was characterised by mixed emotions and negative perceptions about the advancement that C2005 sets out to achieve. There was a far weaker intensity within and between the personal and social

context, which directly affected the way teachers perceived and understood educational and social changes.

From the analysis, teachers in this group showed a lack of consciousness and understanding about C2005. The teachers' responses were mainly negative and/or apprehensive with respect to change, and therefore they were inclined to be resistant to the change that C2005 proposed. This was attributed to a number of internal and external factors. A significant number (56%) of teachers were under-35 years old. It could be suggested that they were still developing their teaching knowledge and teaching practice, and therefore age and experience were important in being able to develop skills and handle change. Their feelings of insecurity also affected the way they experienced change. They tended to be more fearful of expressing their feelings, which showed in the way they responded to the questions. Although the teachers were aware of the new dispensation, they tended to be more scared in exposing their views, simply because they were uncertain of what was needed of them. The teachers in category C were more cautious in their teaching practice, and, therefore, less creative and flexible in the process.

The teachers in group C tended to be isolated from the process of change and this was also exacerbated by the external conditions, in terms of the school context, in which they were working in. Teachers, in this group, were less likely to change the patterns of their teaching practice and, therefore, were reliant on what they knew, based on their knowledge and experience. As a result of this, the teachers in this group acknowledged limited or no change in terms of their classroom practice. This could have negative effects, especially if they had not developed adequate skills and knowledge. In this situation, there is a greater need to work on changes within the structural context of the school, in order to promote personal change within teachers.

5.2.2 *Analysis of where teacher understanding comes from*

The second part of the question focused on where teachers' understanding might come from, and this was more difficult to ascertain because within each group there were so many different personal and social dynamics amongst teachers, based on their

age and experience of life. However, bearing in mind the factors within the individual and social context, there were similarities between teachers in the three groups. At the same time, the similarities amongst teachers seemed to highlight differences among individuals.

The internal features within the personal context are unique to individual teachers, and the way teachers negotiate change is also relative to the social context in which they find themselves. Most notably, teachers in all three groups mentioned the importance of life experiences relating to social interaction.

From the analysis, group A teachers responded best because they were more conscious of their self-development and how their life experiences had impacted on their teacher knowledge and teaching practice. The teachers in this group had the advantage of being able to articulate the impact of their life experiences, whether positive or negative, which meant that they were reflecting at a higher level of conscious development. Teachers were more able to recall many varied life experiences, and this was accentuated by the fact that they told stories, which were profoundly conscious. They mentioned the importance of interacting with colleagues and other social agents as being beneficial to their personal development, as well as travelling, education, childbirth, child rearing and marriage. This meant teachers were better able to develop and utilise their skills and experience to handle challenging situations

Most of the teachers in group A were in more affluent and better resourced schools, and, therefore, better facilities helped to equip teachers to handle educational change. This is important because C2005 is based on the need for adequate and quality resources. There seemed to be greater stability within the school environment and, therefore, the structures within the schools also seem to promote an awareness of professional development amongst teachers. There also seemed to be more interactions with colleagues and schools taking place in the process of policy implementation. At the same time, teachers seemed to be coping better with past experiences and the historical context within schools. There was a greater awareness and understanding of the past. The teachers also had a greater understanding and

consciousness of how personal and social factors influenced the development of their teacher knowledge and teaching practice.

The importance of social factors was also articulated by teachers in group B, although compared to teachers in group A, there was less variety in the experiences mentioned. The teachers tended to be limited in understanding how their life experiences affect them. The impact of the past is also significant on the development of teachers.

The teachers, in group B, worked in a diverse range of schools, and this environment impacted on their professional development. Their schools tended to be less well resourced schools and at the same time there were few support structures in place for teachers to help deal with the changes. Since there was less availability of resources for some teachers, they became more reliant on their own personal skills. In some cases the confusion and anxiety they felt led to positive outcomes, but this was dependent on teachers taking initiative and using their creative skills. However, within group B there were individuals who lacked direction because of the confusion they felt. There was less consistency within and between teachers understanding of the personal and social context, and the effect on teacher knowledge and teaching practice.

At the other end of the scale, teachers in group C were more apprehensive about disclosing particular life experiences that had impacted on their teaching knowledge and teaching practice. This does not mean that their life experiences were not relevant but particular experiences in their life were still powerful reminders of their past, which might not have been dealt with adequately. If teachers' experiences had been limited then it affects the way that they perceive and understand. The baggage of past experiences for some teachers might mean that it is difficult to implement change, especially if they have not come to terms with their past understanding and consciousness.

An awareness of teachers, as organic individuals, is important in understanding how their perceptions and attitudes change, over time and within different environments

and social contexts, and how their life experiences impact on the development of teacher knowledge and teaching practice, and the present dispensation.

Teacher perceptions are influenced by a range of personal and social factors but social interaction and life experiences play important roles in the way that they adjust to change. This has implications for teachers who have not come to terms with the prevailing ethos of change, and therefore, they cannot handle the challenges that change brings. They find themselves constantly under stress and struggling to grapple with the changing environment. Both teachers and children tend to suffer under these circumstances. The personal development of teachers plays a crucial role in their ability to adjust and handle change, and this can be promoted within the social context of schools. In addition to this problem, teachers also have to deal with the problems inherent in the structures of schools. This is evident in the bureaucracy that has evolved from past structures, and therefore this needs to be addressed. This will bring to the fore an environment where "...children will have the skills to learn, teachers will have the skills to teach and all managers will have the skills to manage" effectively (extract from President Thabo Mbeki's inauguration speech to parliament, 1999).

5.3 Recommendations

In conclusion, recommendations are based on problems identified by teachers in the study. The problems are not organised in any particular order. It is hoped that better communication channels can be fostered between teachers, schools, and the Department of Education, which might help to bridge the communication gaps between policy-makers and policy implementors.

Based on the fact that teachers are at different levels of development in terms of implementing C2005 I feel it is important to develop individuals based on their needs and surrounding circumstances. It is also important to understand the development of teachers in conjunction with the development of the school as a whole. The aim intended is to help provide better working conditions and effective means of communication, in order to promote quality learners, teachers, and managers.

Although it is was not highlighted in the study, it is important to develop continuity between all sectors of education, in order to make OBE effective, and to develop quality learning and teaching.

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APPENDIXES

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APPENDIXES

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APPENDIX 1 *Questionnaire*

The purpose of this questionnaire is to achieve an understanding of how Grade 1 teachers perceive Curriculum 2005. This questionnaire is being distributed to approximately 50 teachers in the city and city bowl area of Cape Town. The information that is collected is to be used for a study on how teachers are responding to Curriculum 2005 and where their understandings come from. The information that is gathered from this questionnaire will not be used in a way that reveals respondent's identities or use their opinions outside the context of this study.

Instructions

- Please tick the numbered boxes (☐) where appropriate and only tick one box per question, unless otherwise indicated with an (*).
- Please be clear and precise when answering open ended questions

BIOGRAPHY

1. Please indicate your age

- | | |
|--|-----------------------------------|
| 1. ☐ 24 and younger | 3. ☐ 35-44 |
| 2. ☐ 25-34 | 4. ☐ 45 + |

2. What is your gender?

- | | |
|----------------------------------|------------------------------------|
| 1. ☐ Male | 2. ☐ Female |
|----------------------------------|------------------------------------|

3. Please indicate which qualifications you possess (*)

- | | |
|--|--|
| 1. ☐ JC plus 2 year Diploma | 4. ☐ Honours Degree |
| 2. ☐ Three year Diploma | 5. ☐ Masters Degree or higher |
| 3. ☐ Four year Diploma | |

4. Please indicate how long you have been teaching

- | | | |
|---------------------------------------|---|--|
| 1. ☐ 1-3 years | 3. ☐ 9-14 years | 5. ☐ 20 years + |
| 2. ☐ 4-8 years | 4. ☐ 15-20 years | |

5. Please indicate which age groups you have taught in your teaching career (*)

1. ☐ Pre-school

4. ☐ Junior Secondary

2. ☐ Junior Primary

5. ☐ Senior Secondary

3. ☐ Senior Primary

6. Please indicate the status of your current teaching position

1. ☐ Permanent

2. ☐ Temporary

7. What influenced your decision to become a teacher?

1. ☐ Family

3. ☐ Teachers

2. ☐ Media (eg TV)

4. ☐ Literature you might have read

5. Other please indicate _____

8. Indicate the types of schools you have taught in during your teaching career (*)

1. ☐ Boys

4. ☐ Christian

2. ☐ Girls

5. ☐ Muslim

3. ☐ Co-ed (Combined)

6. Other _____

9. Please elaborate three life experiences that have influenced your teaching

1. _____

2. _____

3. _____

PROFESSIONAL DEVELOPMENT

10. Is there a relationship between your religious philosophy and your teaching philosophy?

1. ☐ Yes

2. ☐ No

Please elaborate _____

11. Is there a relationship between your political beliefs you hold and your teaching philosophy?

1. ☐ Yes

2. ☐ No

Please elaborate _____

12. Is there a link between your cultural interests/beliefs and your teaching practice?

1. ☐ Yes

2. ☐ No

Please elaborate _____

13. Who has influenced your professional identity as a teacher most in your career?

1. ☐ Head Teacher

3. ☐ Inspectors

2. ☐ Colleagues

4. ☐ Principal

5. Other mentors please indicate _____

14. Which quality do you think is most important in your role as a teacher?

1. ☐ Facilitator/Manager

3. ☐ Authority

2. ☐ Knowledge expert

4. ☐ Moral/Social transformer

5. Other please specify _____

15. Are there any specific University/College learning experiences which influenced your teaching practice?

1. ☐ Role Models (Observing lecturers)

3. ☐ Colleagues

2. ☐ Theories

4. ☐ Field trips

5. Other please indicate _____

16. Please describe how your University or College learning experiences have influenced your teaching practice _____

17. What negative teaching experiences have you had which have impacted on your attitude towards teaching?

1. ☐ Parents interference

3. ☐ Staff attitude

2. ☐ Student behaviour

4. ☐ Induction

5. Other please specify _____

18. Please indicate how these negative teaching experiences have impacted on your teaching philosophy or teaching practice

CONTEXT - SCHOOL

19. What does Curriculum 2005 mean to you personally?

20. How would you rate your feelings toward Curriculum 2005?

1. ☐ Apprehensive

4. ☐ Moderate enthusiasm

2. ☐ Low enthusiasm

5. ☐ Very enthusiastic

3. ☐ Mixed Feelings

21. How do you perceive current staff support for Curriculum 2005?

1. ☐ Not supported

3. ☐ Supported

2. ☐ Slight support

4. ☐ Strongly supported

22. What do you think are new opportunities that Curriculum 2005 offers?

1. ☐ Quality learning – teacher/child

3. ☐ Curriculum improvement

2. ☐ Positive teaching environment

4. ☐ Teacher development

5. Other please specify _____

23. What are some of the constraints in implementing Curriculum 2005?

1. ☐ Resources

3. ☐ Teacher confidence

2. ☐ Teacher training

4. ☐ Time

5. Other please specify _____

24. Please indicate what you think are the needs at your school in implementing Curriculum 2005

1. ☐ Technology

3. ☐ Classroom strategies

2. ☐ Research

4. ☐ Learner assessment training

5. Other please indicate _____

25. What do you perceive makes an ideal learning environment?

1. ☐ Self-directed learning

3. ☐ Teacher directed

2. ☐ Interaction between teacher and child

CLASSROOM PRACTICE

26. Please indicate how you see your teacher role changing with Curriculum 2005

1. ☐ No change

3. ☐ Medium

2. ☐ Minimal

4. ☐ Major

27. Does C2005 bear any similarity to the way in which you taught before?

1. ☐ Yes

2. ☐ No

Please elaborate _____

28. Is C2005 compatible with your cultural, religious or political beliefs?

1. ☐ Yes

2. ☐ No

Please

elaborate _____

29. What strategies are you using to cope with implementing Curriculum 2005?

1. ☐ Instinct

3. ☐ Old teacher philosophies

2. ☐ Familiar teacher practice

4. ☐ Use of new advice

5. Other please specify _____

30. Please indicate what in-service development programmes you have been to this year _____

31. How has your classroom practice changed with implementing Curriculum 2005?

1. ☐ Classroom management

3. ☐ Discipline

2. ☐ Planning/ Organisation

4. ☐ Teacher philosophy

5. Other please specify _____

32. Please indicate what differences you see in your classroom practice with C2005

33. What difficulties have you encountered in teaching this year? _____

34. Please provide any feedback about this questionnaire.

Thank you very much for the time and effort that you put into this questionnaire. It has been much appreciated, and I look forward to sharing the information with you.

APPENDIX 2 Interview Questions based on Questionnaire

Curriculum 2005

1. What does C2005 mean to you?
2. What has the change to C2005 meant for you?
3. What do you see as positive with C2005?
4. What do you see as negative with C2005?
5. What are some of constraints of implementing C2005 in your current working situation?
6. What creative strategies are you using to implement C2005?
7. What resources do you think are needed for C2005?

Political

8. Who do you think is responsible for change in education?
9. In relation to C2005 who do you think is responsible for changes?
10. What do you think they (people behind changes) gain from C2005? Whose interests are being served? How?
11. Do you see C2005 as part of the broader reconstruction and development process in South Africa?
12. If so, do you see C2005 as part of a nation building process of the new dispensation? How?

Teaching

13. Do you think you are conforming to the principles of C2005? How?
14. How do you feel your attitude to teaching has changed with C2005?
15. Based on the data from the questionnaire there was higher percentage of Moderate enthusiasm-Very enthusiastic in the 34-44 age group. Why do you think that maybe the case?
16. What factors have affected your attitude to C2005?
17. Do you think that C2005 is compatible with your cultural, religious or political beliefs? How?
18. How useful are your religious, cultural and political beliefs in your teaching practice?

19. Is there a negative/positive impact in the way that you incorporate these beliefs?
20. Do you feel that C2005 offers opportunities of feeling empowered or powerful? How?

Life Experiences/Biography

21. What are your most vivid life experiences that have influenced your teaching? (positive/negative)
22. What have you learnt from these life experiences that enables you to cope with implementing C2005?
23. Where did you do your training for teaching?
24. Relating back to your college/university experiences what theories, literature, role models, field trips, most influenced you?
25. Do these life experiences influence the way in which you relate (positive/negative) to C2005? How?
26. Who has influenced you most in your career and guided your professional identity as a teacher? How?
27. How has this guidance influenced the way that you teach?
28. What do you think is the way forward in implementing C2005?
29. Can you offer any advice for implementing C2005?

APPENDIX 3 *Table 2: Teachers in Study*

NAMES (Order of Return)	SCHOOL	AGE	ATTITUDE	YEARS TEACHING	TEACHING STATUS
1. Ms Taylor	M	<24	Very Enthusiastic	1-3 years	Permanent
2. Ms Atlas	M	25-34	Mod. Enthusiasm	1-3 years	Temporary
3. Ms Bentley	M	45+	Very Enthusiastic	20+ years	Permanent
4. Ms Cull	U	45+	Mod. Enthusiasm	20+ years	Permanent
5. Ms Dartmore	S	35-44	Mod. Enthusiasm	4-8 years	Permanent
6. Ms Eienaar	E	35-44	Mod. Enthusiasm	15-20 years	Permanent
7. Ms Ford	F	35-44	Mod. Enthusiasm	15-20 years	Permanent
8. Ms Cupido	Y	35-44	Very Enthusiastic	15-20 years	Permanent
9. Ms Grant	I	25-34	Mod. Enthusiasm	4-8 years	Permanent
10. Ms Helder	H	45+	Mod. Enthusiasm	15-20 years	Permanent
11. Ms Ingram	V	35-44	Mixed Feelings	20+ years	Permanent
12. Ms Jegels	V	35-44	Mixed Feelings	15-20 years	Permanent
13. Ms Kennemeyer	D	25-34	Mixed Feelings	1-3 years	Permanent
14. Ms Loots	K	25-34	Apprehensive	4-8 years	Temporary
15. Ms Maart	AA	25-34	Mixed Feelings	4-8 years	Temporary
16. Ms Nieman	N	25-34	Very Enthusiastic	4-8 years	Permanent
17. Ms Oliphant	C	45+	Mod Enthusiasm	20+ years	Permanent
18. Ms Peters	C	35-44	Mixed Feelings	20+ years	Permanent
19. Ms Minnie	T	35-44	Low Enthusiasm	4-8 years	Temporary
20. Ms Quiller	T	<24	Mixed Feelings	1-3 years	Temporary
21. Ms Ruiters	X	45+	Mixed Feelings	20+ years	Permanent
22. Ms Salie	X	25-34	Low Enthusiasm	4-8 years	Temporary
23. Ms Tempest	W	45+	Mixed Feelings	20+ years	Permanent
24. Ms Uttley	R	25-34	Mixed Feelings	1-3 years	Permanent
25. Ms De Vos	R	35-44	Very Enthusiastic	9-14 years	Permanent
26. Ms Winter	R	45+	Mixed Feelings	20+ years	Permanent
27. MsVanderMerve	B	35-44	Mixed Feelings	9-14 years	Permanent
28. Ms Moegamet	L	25-34	Mixed Feelings	9-14 years	Permanent

29. Ms Noor	L	25-34	Mixed Feelings	9-14 years	Permanent
30. Ms Tafiek	L	25-34	Very Enthusiastic	9-14 years	Permanent
31. Ms Venter	J	45+	Mod. Enthusiasm	9-14 years	Permanent
32. Ms Wentzle	J	45+	Mixed Feelings	4-8 years	Temporary
33. Ms Yasmien	A	25-34	Mixed Feelings	9-14 years	Permanent
34. Ms Zenith	O	35-44	Mod. Enthusiasm	15-20 years	Permanent
35. Ms Allie	P	45+	Mixed Feelings	20+ years	Temporary
36. Ms Botes	Z	35-44	Mod. Enthusiasm	9-14 years	Permanent
37. Ms Castle	Q	35-44	Very Enthusiastic	15-20 years	Permanent
38. Ms Du Toit	F	45+	Mixed Feelings	20+ years	Permanent
39. Ms Eglin	Q	25-34	Mixed Feelings	4-8 years	Temporary
40. Ms Finch	BB	35-44	Mod. Enthusiasm	9-14 years	Permanent
41. Ms Grens	BB	45+	Mod. Enthusiasm	20+ years	Permanent

Figure 1.

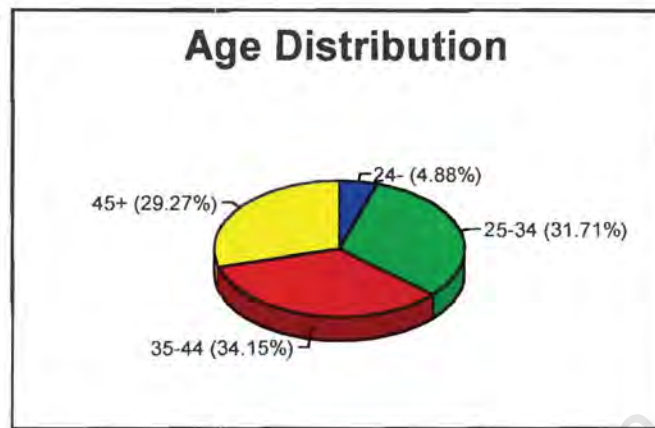


Figure 2.

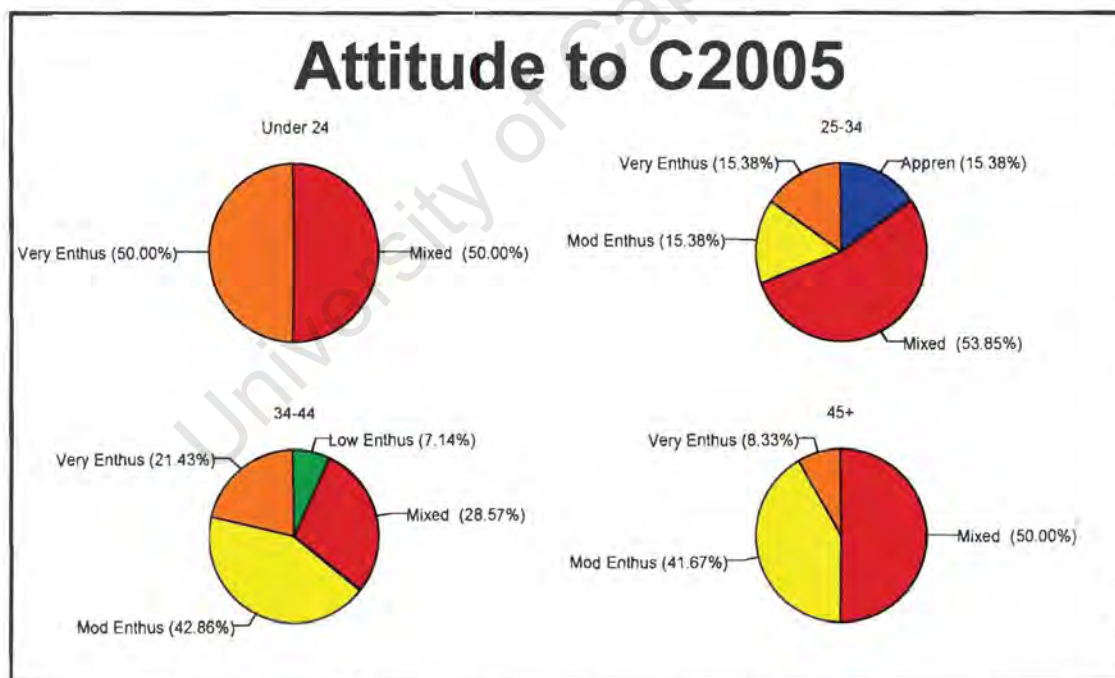


Figure 3.

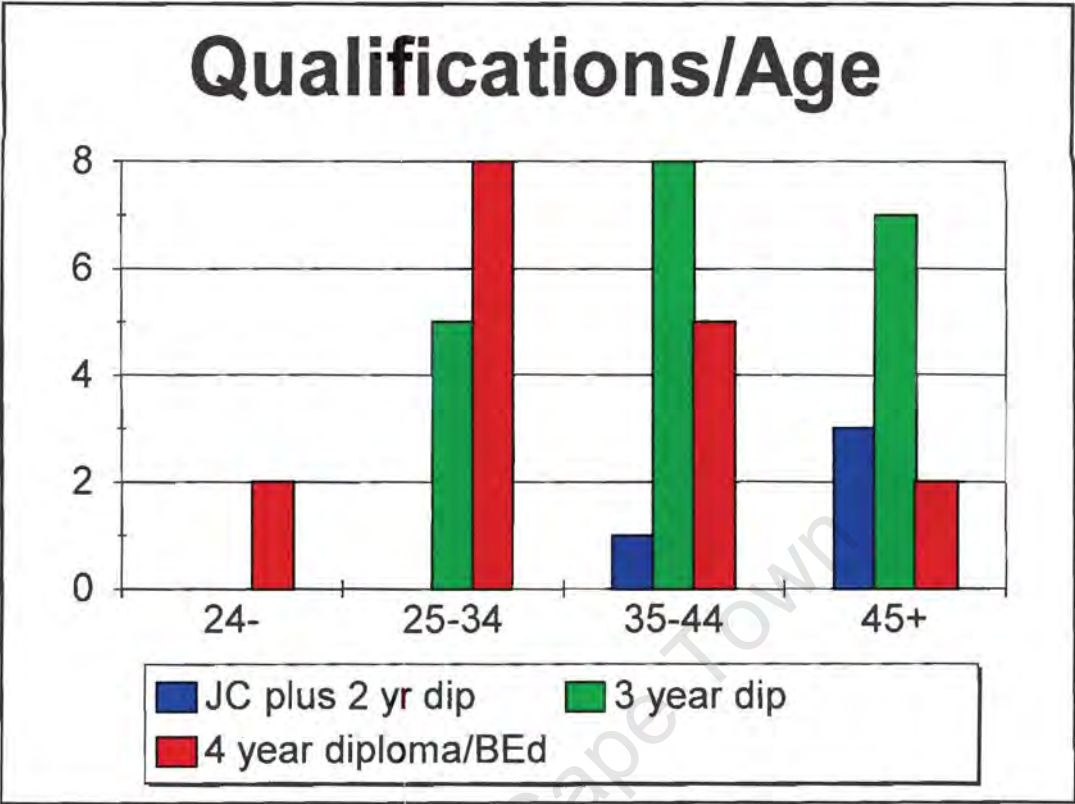


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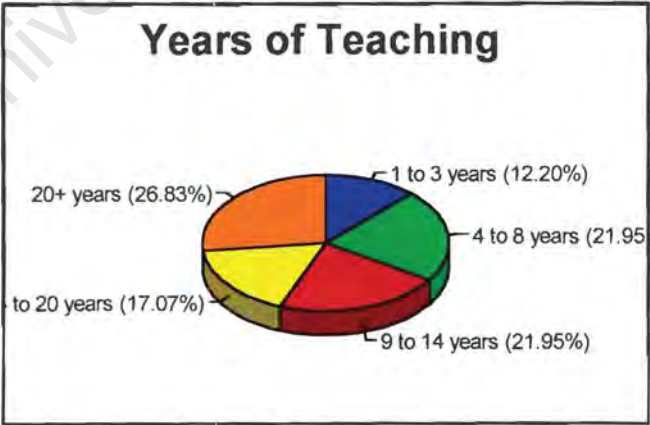
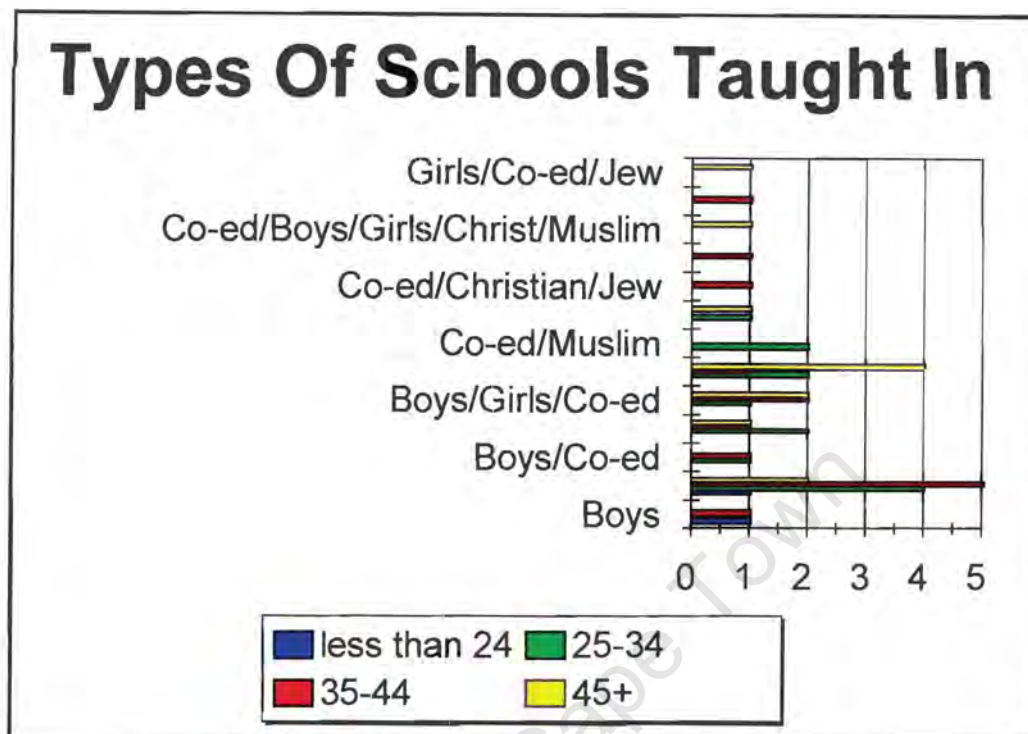
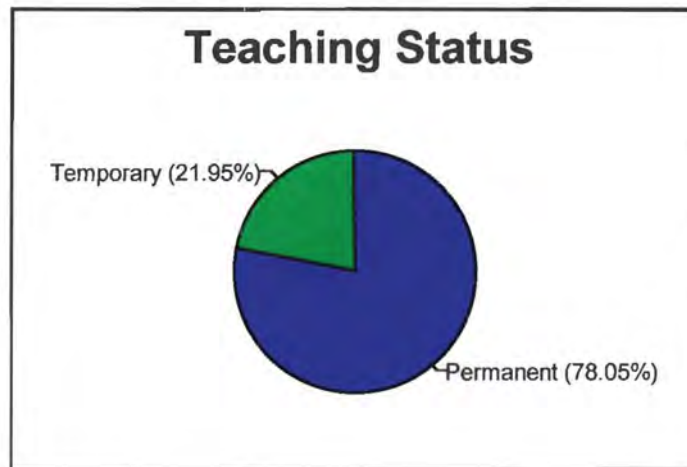


Figure 5.



School Types	Less than 24	25-34	35-44	45+
Boys	1		1	
Co-ed	1	4	5	2
Boys/Co-ed		1	1	
Girls/Co-ed		2	1	1
Boys/Girls/Co-ed		1	2	2
Co-ed/Christian		2	1	4
Co-ed/Muslim		2		
Co-ed/Muslim/Christ		1		1
Co-ed/Christian/Jew			1	
Boys/Co-ed/Jewish			1	
Co-ed/Boys/Girls/Christ/Mus				1
Co-ed,Boys/Girls/Christ/Intern			1	
Girls/Co-ed/Jew				1

Figure 6.



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