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Outcomes-based education: how have selected teachers respondend to curriculum 2005?

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CASE STUDY 6 QUESTION 8: TABLE 6.8.2 Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Other Teacher 6		
A -	- Yes	
B -	- Yes	
C -	- Yes	"I have so much."
D -	- Yes	"I actually did cut some out."
E -	- Yes	"Yes, I've got an auntie in Canada and when she came to visit here, then she said it did work for a time for them..."
OBE Teacher 6		
A -	- Yes	"I didn't attend any they had...like 'Introduction to OBE', that type of workshop they had, which I didn't attend." *Pilot schools training* – "...when we went to the training, we got our first phase documents; The Foundation Phase documents and then after the training we, um, sort of had to read through it and feel our way and like when we piloted, we had to shuffle...and so basically I had to educate myself. We were fortunate that because we were piloting we had support. Like the Foundation Phase Head came. She came to give us guidelines, every week she was there...and we would discuss what worked and what didn't work...but basically we learnt through trial and errors, you know."
B -	- No	
C -	- Yes	"Yes, we got a little booklet from the Department." *(Also the Foundation Phase Documents)*
D -	- Yes	
E -	- No	
Management 6		
A -	- Yes	"Yes, through the Department."
B -	- No	"No, I haven't."
C -	- Yes	
D -	- Yes	
E -	- Yes	"...from NGO's eg. Techniset."

CASE STUDY 6 QUESTION 8: TABLE 6.8.3 Most Informative and Least Informative Sources		
SOURCES	**OTHER TEACHER 6**	**ADDITIONAL COMMENTS ABOUT SOURCES**
A	1	"I think that since we belong to the Western Cape...yes we did get from them all the information."
B	4	
C	2	"Written documentation."
D	3	"Newspaper articles, Ja."
E	4	
	OBE TEACHER 6	
A	1	Meetings held with the Foundation Phase Specialist.
B		
C	1, 2	1 - "The Foundation Phase documentation, with the support of that lady." *(i.e. the Foundation Phase Specialist)* 2 – "Other information books that we got."
D	3	
E		
	MANAGEMENT 6	
A	1	"I must say the Provincial Education Department."
B		
C	3	"Written documentation."
D	2	"Through newspapers."
E	4	"NGO's."

(Note: Number 1 is the most informative and 5 the least informative)

CASE STUDY 6 QUESTION 8: TABLE 6.8.4 Positive and Negative Statements Made Regarding the Sources			
SOURCES	OTHER TEACHER 6	OBE TEACHER 6	MANAGEMENT 6
A	- "I think that since we belong to the Western Cape...yes, we did get from them all the information." **(Positive)**	"...We were fortunate that because we were piloting we had support. Like the Foundation Phase Head came. She came to give us guidelines, every week she was there...and we would discuss what worked and what didn't work..." **(Positive)**	"I must say the Provincial Education Department." **(Positive)**
B			
C			
D			
E			

Findings emerging from Table 6.8.4:

1. The respondents made very few emotion-laden statements. There were no outright negative statements. OBE6 did comment that even with all the guidelines they have received as part of the pilot school programme, she still believes that she learnt "...through trial and error." She comments further; "...and so basically I had to educate myself." Perhaps the experiences of OBE6 need to be shared with other teachers.

2. Positive comments concern issues related to:
- **The Provincial Department of Education:** All three respondents commented on the Western Cape Education Department (WCED) (See Table 6.8.4). OBE6 comments specifically on the support received from the Foundation Phase Specialist/Head. These comments are indicative of the quality of the relationship between this school and the Education Department. Table 6.8.5 reveals that meetings organised by the Education Department, as well as written documentation are rated as the most informative sources. See also the **Discussion, Conclusion and Recommendations** chapter, page 364 – 365, for a discussion regarding the role that an individual within the Department can play in helping teachers during times of curriculum change.

CASE STUDY 6 QUESTION 8: TABLE 6.8.5 Which sources are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	A, A, C, A
2	C, C, D
3	D, D, C
4	B, E, E
5 – least informative	

CASE STUDY 6 QUESTION 8: TABLE 6.8.6 Which sources are most informative?			
	Other Teacher 6	**OBE Teacher 6**	**Management 6**
A	1	1	1
B	4		
C	2	1, 2	3
D	3	3	2
E	4		4

- Both OT6 and M6 rate E as the least informative source.
- It is evident that there are a lot of similarities in the way in which the three respondents have rated their sources.

QUESTION 9:

CASE STUDY 6 QUESTION 9: TABLE 6.9.1 Additional Sources of Information	
RESPONDENT	**SOURCE**
Other Teacher 6	"...go to the top structure *(Respondent mentions that this would be people in the Education Department eg. principal.)* Firstly to get it for myself, I would try the Edu-Library in Cape Town...then I will see what they have and if it's not sufficient for me, then I will ask my principal to phone around and get new information for us."
OBE Teacher 6	"...when I wanted to clear up an issue say for instance about classroom organisation...then the books were there, because we had quite a bit of resourcing in that way...and then we were fortunate to train other teachers as well...we had quite a bit of workshop...two-day workshops, afternoon workshops...and the teachers are still phoning for our help...it was exciting because we're actually thinking of...the way forward now...isn't there things that we can do other than just stay in the classroom, because we have a lot to offer you know..."
Management 6	"At this point in time from the Provincial Education Department."

CASE STUDY 6 QUESTION 9: TABLE 6.9.2 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	**SOURCE**	**REASON(S)**
Other Teacher 6	Respondent would turn to somebody within the hierarchy of the Provincial Education Department eg. her principal.	None given
OBE Teacher 6	Books –written resources	"We had quite a bit of resourcing in that way."
Management 6	Provincial Education Department	None given

FINDINGS QUESTION 9:

- Both OT6 and M6 would turn to sources within the Provincial Education Department.
- OBE6 would first try to find out the information on her own by going to the Edu-Library (which is linked to the Provincial Education Department). She would then ask her principal for help.
- OBE6 discussed how teachers at her school were actually sources of information for other teachers. Being part of the pilot school programme, they ran workshops for teachers. OBE6 sounded highly motivated and asked if it wasn't possible for them to do even more because "we have a lot to offer you know..."
- The respondents mention four sources: the Provincial Education Department, the Edu-Library, books and the principal.

QUESTION 10:

CASE STUDY 6 QUESTION 10: TABLE 6.10.1 Describing Curriculum 2005		
DESCRIPTIVE WORDS	**RESPONDENTS**	**REASON FOR CHOICE OF DESCRIPTIVE WORDS**
Innovative	Management 6	- "...because with these new skills that the children are learning, or in some cases teach themselves, I see a brighter future for our little kids."
	OBE Teacher 6	- *OBE6 chose three words to describe Curriculum 2005, however she provided no reason for her choice of the word innovative*
	Other Teacher 6	- "...this innovation, it's like you can learn a lot from it...and the more I read the more I felt comfortable with it."
Problematic		
Needed		
Unwanted		
Frightening		
Motivational	Other Teacher 6	- "...and the more I saw the more I wanted to get well read about it, you know, because not only for the school here, because I'm also studying further...so I had to be in the centre of it so I can personally gain from it."
	OBE Teacher 6	- "Like I said this new thing was a motivation for me personally..."
Exciting	Management 6	- "...because I see this as a challenge...Curriculum 2005 and also assisted my teachers and I also promoted it, in order to also become excited by it."
	OBE Teacher 6	- "...and while we were piloting it was just exciting...the change, be part of it and the workshops, that excited me extremely...I was on a total high." *(The pilot workshops)*
Tedious		

CASE STUDY 6 QUESTION 10: TABLE 6.10.2 Detail gleamed from respondents' descriptions of Curriculum 2005			
RESPONDENT	**DESCRIPTIVE WORD**	**NEGATIVE OR POSITIVE DESCRIPTION**	**DESCRIPTION CONCERNS...**
Other Teacher 6	Motivational Innovative	Positive Positive	- Personally motivational - Teachers can learn a lot from this innovation
OBE Teacher 6	Innovative Motivational Exciting	Neither Positive Positive	- Respondent provided no reason for the choice of this word. - Personally motivational. - It was exciting to be a part of this change – the workshops etc.
Management 6	Exciting Innovative	Positive Positive	- Curriculum 2005 is seen to be a challenge. Assisting teachers also caused the respondent to become excited by it. - New skills learnt will result in a "brighter future for our little kids."

FINDINGS QUESTION 10:

CASE STUDY 6 QUESTION 10: TABLE 6.10.3 Question 10 – Findings		
	ISSUES	**DETAIL**
Positive statements are related to...	- The Learner - Teachers	- New skills learnt will result in a brighter future - Can learn a lot from this innovation - Personally motivational *(Two respondents expressed this view.)* - Want to personally gain from it - Curriculum 2005 is challenging - Involvement with Curriculum 2005 led to increased levels of excitement
Negative statements are related to...	*There were no negative statements*	

- Respondents all chose positive terms to describe Curriculum 2005.
- Positive statements that were made relate mainly to teachers. One positive statement was made regarding the learner.

QUESTION 11:

CASE STUDY 6 QUESTION 11: TABLE 6.11.1 Has OBE made any difference to the way in which you teach in your classroom?			
RESPONDENT	**IS THERE A DIFFERENCE?**	**EXPLANATION OF THE DIFFERENCES**	**POSITIVE OR NEGATIVE DIFFERENCES?**
Other Teacher 6	Yes	1. "Yes, we have tried already...Mrs. Carping from next door...she got the watermelon...and she made konfyt *(jam)*...in the class. And then we started making these dolls...all the boys and girls were sewing. So the Technology part was added and it was so exciting and it was very lovely and I thought when my son was in Sub A he never did these things...if he had to do that *(Technology)* so many years back he would have excelled so much better..."	- Positive
		2. "...and even the Mathematics. How many teaspoons of sugar will be added to make one piece of...and make Ginger Ale, you know. And everything we were weighing it and it was working so well for us. And everybody was working, it was not just give a book and do your work...but because...they are so excited – everybody wants to do it."	- Positive

FINDINGS QUESTION 11 TABLE 6.11.1:

Other Teacher 6 sounds keen and enthusiastic when explaining the differences that have taken place in her teaching practice. Bearing in mind that OT6 is yet to implement Curriculum 2005 formally, she has already made some changes to her teaching. Aspects of the Technology Learning Area have been incorporated and a hands-on problem-solving approach used in Mathematics.

OT6 sounds very positive about these few changes she has made. She indicates that the learners were motivated and felt excited by the work being done in class. The sexist divisions of tasks that existed in the old curriculum, for example - boys doing woodwork and girls doing sewing no longer seem to be implemented. Girls and boys were sewing in OT6's classroom.

CASE STUDY 6 QUESTION 11: TABLE 6.11.2 The difference OBE has made to teachers' practice				
RESPONDENT	IS THERE A DIFFERENCE?	DIFFERENCE CONCERNS...	DIFFERENCES	INDICATION OF DEGREE OF CHANGE
Other Teacher 6	Yes	a. Methodology	a. Incorporated aspects of the Technology Learning Area (P) b. 'Hands-on' and problem-solving approach utilised (P)	Small

(N – negative difference to teaching practice, P – positive difference to teaching practice)

FINDINGS QUESTION 11 TABLE 6.11.2:

Other Teacher 6 perceives the changes to her practice in a positive light. The degree of change has been small.

CASE STUDY 6 QUESTION 11: TABLE 6.11.3 Differences in Teachers' Practice Relate to...		
Differences concern...	Respondent	Positive/Negative Difference?
Incorporation of new ideas from Technology Learning Area	Other Teacher 6	Positive
Utilisation of the 'hands-on' problem solving approach	Other Teacher 6	Positive

CASE STUDY 6 QUESTION 11: TABLE 6.11.4 Changes OBE has made to Teaching Methodology			
Changes Relate to...	Changes	Any Details or Comments?	Respondent
Use of Specific Methodology	Incorporating ideas from new Learning Area - Technology	(P)	OT6
	Using the 'hands-on' problem solving approach in Maths	(P)	OT6

QUESTION 12:

CASE STUDY 6 QUESTION 12: TABLE 6.12.1
Teachers implementing OBE – How has their practice changed thus far?

RESPONDENT	-VE OR +VE CHANGES	DETAIL OF CHANGES	CHANGES CONCERN
OBE Teacher 6	Positive and Negative	- "Yes, look before we were talk and chalk and what has changed for me was basically I try as far as possible to keep to the 'hands-on'. Let the kids do...although now at the beginning of the year it was a little bit difficult because the children still need the basics, you know. And you've still got to teach, like the sounds, to get the words, the numbers...Now that they have a little bit of background, now it's going a bit easier...We added a discussion and said only after the June holidays...that we could say, OK, now we can implement everything and everything could be 'hands-on', because the basics still need to be done." - "...you've still got to show them how to cut, ...how to hold a pencil, the direction, the formation of letters...we keep as far as possible...on the 'hands-on'."	- Teaching Methodology

Findings Question 12:

OBE Teacher 6 explains how she has moved away from 'talk and chalk' and tries to keep to the 'hands-on'. She explains that this was difficult to do at the beginning of the year as the "...children still need the basics..." eg. learning how to hold a pencil, form letters etc. It is almost as if OBE6 has made a distinction between OBE and 'the basics' eg. she does not know how to teach learners letter formation using an outcomes-based approach. OBE6 has indicated her understanding of OBE to be "...everything hands-on."
This finding emerging in OBE6's response raises an issue:
1. Does this misunderstanding in any way reflect on the training OBE6 has received thus far? OBE3 (Case Study 3) expressed similar thoughts to OBE6.

QUESTION 13:

CASE STUDY 6 QUESTION 13: TABLE 6.13.1 How do principals believe OBE changes teachers' practice?			
RESPONDENT	**CHANGES CONCERN...**	**DETAIL OF CHANGES**	**POSITIVE OR NEGATIVE CHANGE?**
Management 6	Learners	"...the way teachers used to teach, that will change...because the learners must become more involved..."	Positive
	Methodology	"...even the setting of the classroom...when you do groupwork you change the classroom."	Neither
		"...when I go to the classes for five or ten minutes, then I've changed; I try not to give them the information, I try to get information from them and them do most of the talking."	Positive

Findings Table 6.13.1:
The changes Management 6 believes will take place in teachers' practice concern greater learner involvement, the incorporation of groupwork and increasing the learners' oral participation in class.

QUESTIONS 11 – 13: A SUMMARY:

CASE STUDY 6 QUESTIONS 11, 12 AND 13: TABLE 1 Dimensions of Change Arising from OBE Implementation									
RESPONDENTS	**CHANGE DIMENSIONS**								
	1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	**9.**
Other Teacher 6			X						
OBE Teacher 6			X						
Management 6		X	X						

KEY TO TABLE:

Column 1	Learning Environment
Column 2	Learner
Column 3	Teaching Methodology
Column 4	Discipline
Column 5	Assessment
Column 6	Teacher's Attitude
Column 7	Classroom Management
Column 8	Role of the Teacher
Column 9	Planning and Preparation

1) All three respondents make mention of changes to teaching methodologies employed:
   - OT6: Use of the 'hands-on' problem solving approach.
   - OBE6: Tries to utilise the 'hands-on' approach as far as possible.
   - M6: Believes teachers will use groupwork and will try and get the learners to talk more. Teachers will talk less in the classroom and rather "get information" from the learners.

2) There is a similarity between OT6's and OBE6's responses regarding the 'hands-on' approach:
3) OBE6 and M6 both comment on the issue of talking in the classroom:
   - OBE6 mentions the 'talk and chalk' approach teachers employed before the introduction of Curriculum 2005.
   - M6 discusses how he attempts to get the learners to do most of the talking.

OTHER ISSUES EMERGING:

Respondents use common language, such as 'talk and chalk', 'hands-on' (M6,Q3; OBE6, Q2) and 'partnerships', across the 13 questions.

A SYNOPSIS OF CASE STUDY 6:

Question 1: Four times as many positive comments, than negative ones, were made regarding Curriculum 2005.
Question 2: Respondents mentioned similar differences between old curriculum and Curriculum 2005. Five differences were emphasised.
Question 3: The respondents all utilised 'OBE-speak'. Their understanding of OBE is either limited or fair. All three respondents found the question difficult to answer.
Question 4: Respondents all indicated support for OBE, when in fact only M6 supported the theoretical underpinnings of OBE. OBE6 supported the perceived benefits of a Learning Area. OT6's support lay in the fact that she is part of a pilot school.
Question 5: Three different reasons for the implementation emerged – political, economic and relating to the needs of learners.
Question 6a: Respondents found question difficult to answer. Potential achievements related to the learner.
Question 6b: Respondents found it easier to mention possible pitfalls of the curriculum, than achievements. Issues related to resources were mentioned most often.

Question 7: OBE6 and M6 indicated positive changes in their feelings towards the teaching profession. Both have taught for more than 10 years and Curriculum 2005 motivated them again.

Question 8: Respondents all have a good relationship with the WCED. Workshops/Meetings with the Department proved to be their most informative source. Sources were rated in a similar manner.

Question 9: Two respondents would turn to the Department of Education for additional information regarding Curriculum 2005. OBE6 would first go to a library and then to the principal.

Question 10: Respondents chose only positive words to describe Curriculum 2005. These related to teachers and learners.

Question 11: OT6 made some changes to her teaching practice even though she had not yet implemented the new curriculum.

Question 12: OBE6 separated outcomes-based education and 'the basics' eg. teaching children how to hold a pencil. OBE6 tried to keep to the 'hands-on' approach.

Question 13: M6 mentioned three ways in which he believed OBE changes teachers' practice.

Questions 11 – 13: OBE6 and M6 both raised the issue of talking in class.

Other: Respondents used common terminology throughout Questions 1 – 13 eg. 'hands-on', 'talk and chalk', 'partnerships'. Common issues are also raised (See Question 2 above). It may be inferred that good communication exists between the educators at this school.

DESIGN TEAM ANALYSIS

DESIGN TEAM (DT) - ANALYSIS OF THEIR RESPONSES

Questions posed to the Design Team, have been extracted from the Design Team questionnaire and are listed below:

DESIGN TEAM QUESTIONS

1. How would you define outcomes-based education?
2. What do you believe are the principal differences between the old curriculum and Curriculum 2005?
3. Why do you believe Curriculum 2005, an outcomes-based education system, is being introduced in state schools across South Africa?
4. What do you envisage the major achievements of Curriculum 2005 being?
5. What role do you play in informing teachers about Curriculum 2005?
6. What do you have to say about some schools not receiving books for the new curriculum at the beginning of 1998? What do you believe went wrong?
7. Do you have any doubts regarding Curriculum 2005?
8. Below is a list of words that could be used to describe Curriculum 2005. Which two words do you believe describe Curriculum 2005 most closely?

   Innovative, problematic, needed, unwanted, frightening, motivational, exciting, tedious

9. How do you believe outcomes-based education will change teachers' classroom practice? Briefly explain the most significant changes you believe will take place.

DESIGN TEAM RESPONDENTS:

A – A nominee for the NSB - Education and Training. Also a principal of one of the largest in-service teacher training colleges in South Africa.

B – A representative of the Gauteng Department of Education's Institute for Curriculum Development.

C – A representative of a large media organisation whose task it was to develop and distribute Curriculum 2005 information booklets and teacher materials to educators across South Africa.

D – Member of SAQA

Additional Detail:

Below are the respondents' answers to Question 5. Table DT 5.1 is included here because it provides additional detail about the Design Team context and a better understanding of the Design Team respondents.

QUESTION 5:

DESIGN TEAM (DT) QUESTION 5: TABLE DT 5.1 Design Sample – Roles related to informing teachers about Curriculum 2005	
RESPONDENT	ROLE
A	• runs seminars on the subject for teachers and parents • my college has developed a learning module on it and all the INSET teachers will complete this module
B	• involved in teacher development projects and programmes which bring teachers into contact with Curriculum 2005 issues • produces a monthly curriculum newsletter which goes to all schools in South Africa • media presentations
C	• development and facilitation of Curriculum 2005 courses on a national scale
D	• teacher college context

1. All four of the respondents play a role in informing teachers about Curriculum 2005, from both a local and national scale.

Other Comments:

All four members of the Design Team received their questionnaires with an accompanying cover letter. The completed questionnaires were sent via fax to the Researcher. Respondent D however completed the questionnaire orally over the telephone, having made it clear that he would be unable to complete it in writing. It is important to note this, in that Respondent D's voice revealed a somewhat negative attitude towards the completion of the questionnaire. Upon reading Respondent D's comments in this section of the research report, it is evident that there are times when an underlying negativity exists.

DESIGN TEAM (DT) RESPONSES:

QUESTION 1:

DT – QUESTION 1: TABLE DT 1.1 How would you define outcomes based education?	
Respondent A	"OBE...an output model...requires learners to show abilities in an integrated mode which should include skills, knowledge and values. Knowledge remains important, but more for its uses than for its own sake. Skills taught should be transferable and related to the life needs of the learner. The learner is more engaged in the learning than in the more traditional input models..."
Respondent B	"OBET is a results orientated, inclusive, democratic, learner-centered, teacher mediated, activity based, accountability-focused system of educational design and delivery. It emphasizes worthwhile learning for all."
Respondent C	"Outcomes-based education is when intended outcomes and their performance indicators are clearly and publicly stated and understood by the learners so that they are able to participate in the assessment of their own progress and performance."
Respondent D	"I can't define OBE, I can define an outcomes-based approach. The expectation is that the learner show demonstrable outcomes."

DT QUESTION 1: TABLE DT 1.2 Searching for common ground...	
Respondent A	output model learner show abilities integrated mode – skills, knowledge and values knowledge important for its uses skills transferable learner more engaged in learning
Respondent B	system of educational design and delivery that is... results orientated inclusive democratic learner-centered teacher-mediated activity-based accountability-focused emphasizes worthwhile learning for all
Respondent C	intended outcomes and their performance indicators publicly stated learners participate in the assessment of own progress and performance
Respondent D	can't define OBE, only an outcomes based approach learner show demonstrable outcomes

FINDINGS QUESTION 1:

1. There is an element of commonality in the four responses i.e. that learners have to show abilities, outcomes or results.

2. Each respondent was able to come up with some type of definition for OBE, but each definition covered a different aspect of OBE. A common definition did not emerge.

3. Many facets of OBE were mentioned, in fact, the four respondents made 19 points. Each respondent focused on different aspects of OBE though:
   Respondent A – her response essentially concerned the integration of skills, knowledge and values.
   Respondent B – mentions eight aspects of OBE 'educational design'.
   Respondent C – her response concerns outcomes and assessment.
   Respondent D – argues over definition

4. It is interesting to note the wide range of terminology that is used in the four definitions of OBE eg. output model, outcomes, performance indicators, inclusive, accountability focused etc.

5. Interestingly Respondent D touched on the 'hotbed' issue regarding the interpretation of OBE (See related discussion in the **Literature Review**) It is also worthwhile noting that of the four respondents in the Design Team, two defined something slightly different than OBE; Respondent B mentioned OBET (Outcomes Based Education and Training). A reason for this might be that Respondent B views OBE in its broader context i.e. OBE in the context of the NQF (National Qualifications Framework). Respondent D defined what he referred to as an outcomes-based approach.

6. Respondent A mentioned that knowledge in OBE is important for its uses. (See related debate around this issue in the **Literature Review,** page 19 – 22.)

QUESTION 2:

DT – QUESTION 2: TABLE DT 2.1
What do you believe are the principal differences between the old school curriculum and Curriculum 2005?

OLD CURRICULUM	CURRICULUM 2005
RESPONDENT A: • Had a greater focus on the acquisition of knowledge. • Knowledge was more fixed • While attitudes and values always featured on paper - tended to be sidelined in practice • Very little attention to skills	• Knowledge should be negotiated in the learner's terms
RESPONDENT B: • Content-driven • Teacher-centered • race, class and gender discriminatory • low participation • early selection based • insufficient links to the world of work and social and political life	• Outcomes-driven focussing on learner's ability to know, to do and to value in a more balanced, holistic and integrated way... • Less educentric • Stresses life-long learning
RESPONDENT C: • Content driven • Centrally determined syllabus • tests and exams – most commonly used methods of assessment • content neatly compartmentalised	• begins with publicly stated outcomes and context and methods are chosen according to the contexts and abilities of the learners • assessment is continuous and is utilised as an integral part of learning. A variety of methods of assessment are used. Learner's progress is observed and recorded on an ongoing basis • focuses on integration of knowledge
RESPONDENT D:	• structure of the curriculum: grouped subjects – clustering • demonstrable learning on the part of the learner: emphasis on what the teacher will do and what the child will do

FINDINGS QUESTION 2:

1. Old curriculum: two of the respondents spoke of the curriculum having been content driven. Similarly, another respondent mentioned that emphasis was placed on the acquisition of knowledge.

2. Respondent A talks of knowledge been more fixed in the old curriculum. Respondent C refers similarly to a centrally determined syllabus.
3. Curriculum 2005: All four respondents make mention of changes related to the learner. It is evident from their responses that there seems to be a greater emphasis on the learner in Curriculum 2005. For example:
   - knowledge negotiated in learner's terms (Respondent A)
   - curriculum focuses on learner's ability to know, to do and to value in a more...integrated way (Respondent B)
   - demonstrable learning of the learner (Respondent B)
4. Respondents B, C and D refer to the integrative manner of Curriculum 2005; Respondent B talks of how learners learn in a more integrated way, Respondent C mentions the integration of knowledge and Respondent D explains that the subjects are grouped/clustered.
   It may be gleamed from the above that there is some common ground in the four responses.
5. Table DT 2.2 presents, in a clearer fashion, how the respondents believe Curriculum 2005 differs from the old curriculum:

DT – QUESTION 2: TABLE DT 2.2
How does Curriculum 2005 differ from the old curriculum?

	Respondent A	Respondent B	Respondent C	Respondent D
LEARNING AND THE ROLE OF THE LEARNER		XX- stresses life-long learning, focuses on integrated learning		X – demonstrable learning
ROLE OF THE TEACHER		X – less educentric		
CURRICULUM STRUCTURE		X – outcomes driven	X – begins with outcomes	X – grouped subjects/clustering
METHODOLOGY			X –methods chosen according to contexts and abilities of learners	
KNOWLEDGE	X – knowledge negotiated in learner's terms		X integration of knowledge	
ASSESSMENT			X – continuous, variety of methods used, progress recorded on on-going basis	

QUESTION 3:

DT – QUESTION 3: TABLE DT 3.1 Why do you believe Curriculum 2005 – an OBE system is being introduced across state schools in South Africa?	
RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Respondent A	• new government must make a show of rejecting apartheid education • urgent need to skill the population • knowledge explosion requires a refocusing of priorities in education • this seems to be a way of breaking bad habits eg. dependence on role learning • assessment system accompanying OBE is in many ways fairer
Respondent B	• to overcome the effects of Apartheid education with its race, class, gender, ethnic and epistemological divisions • to make learning compatible with developments in the technological, telecommunications and electronic environments • to enable learners to become effective citizens in the newly born democratic dispensation
Respondent C	• to make a change from the previous inadequate education system • in a time of rapid social change...education system needs to focus on developing the knowledge, attitudes and skills necessary to participate competently in our rapidly changing country. A transformational outcomes-based education system provides for this.
Respondent D	• old curriculum was inappropriate to address educational issues; it was too subject based. • there is also the political imperative; had to show a move away from Apartheid

FINDINGS QUESTION 3:

DT – QUESTION 3: TABLE DT 3.2 Reasons for the Implementation of Curriculum 2005	
REASONS FOR ITS IMPLEMENTATION	RESPONDENT
1. Political	Respondents A, B, C and D
2. To Skill the Population	Respondent A
3. Existence of a Knowledge Explosion	Respondent A
4. To Break Bad Habits	Respondent A
5. Fairer Assessment System	Respondent A
6. Link Learning to Developments in Other Environments eg. Technological	Respondent B, C
7. Structure of Old Curriculum	Respondent D
8. Develop Effective Citizens	Respondent B
9. To Develop Knowledge, Skills and Attitudes Necessary to Participate in a Rapidly Changing Country	Respondent C

1. All four respondents cite politi[illegible] implementation of Curriculum 2005. Eight other re[illegible]erge – See above.

QUESTION 4:

DT – QUESTION 4: TABLE DT 4.1 Likely Major Achievements of Curriculum 2005		
RESPONDENT	**RESPONSE**	**ACHIEVEMENTS RELATE TO...**
Respondent A	An awakening of curiosity, development of skills – particularly independent learning skills. Greater accessibility of education to less fortunate learners.	• **learner - skill development** • **learner - accessibility of education** • **learner – awakening of curiosity**
Respondent B	Increased participation rates in the education system Increased quality through the focus on critical thinking, team-work, balance between doing and knowing and involvement in effective uses of science and technology	• **increased participation in education system** • **increased quality**
Respondent C	Motivational – it will raise the morale of teachers, particularly when teachers start implementing the new curriculum Participation – learners will participate more in the learning process (learner-centered) Life-long learning – this concept will replace the belief that learning only happens in the classroom or tertiary institution.	• **increased teacher morale** • **learner** • **learning**
Respondent D	The learner is at the centre of the learning interaction	• **learner**

DT – QUESTION 4: TABLE DT 4.2 Likely Major Achievements of Curriculum 2005	
Likely Major Achievements Relate To...	**Respondent**
Learner: • Development of skills • Awakening of curiosity • Greater accessibility of education to less fortunate learners • Learners will participate more in the learning process (learner-centered) • Learner is at the centre of the learning interaction	 A A A C D
Education System: • Increased participation rates • Increased quality through focus on critical thinking, team-work, balance between doing and knowing and effective uses of science and technology	 B B
Teachers: • Motivational – it will raise the morale of teachers, particularly when they start implementing new curriculum	C
Learning: • life-long learning will replace the belief that learning only happens in the classroom	C

FINDINGS QUESTION 4:

1. The respondents highlighted a number of achievements related to: **the learner, learning, the teacher and the education system.** Three of the four respondents mention achievements related to the learner.
2. The respondents mentioned a variety of achievements. Only Respondents C and D mentioned the learner-centered nature of the new curriculum.
3. Interestingly, Respondent B mentions a proviso for any envisaged achievements; Curriculum 2005 first has to be implemented successfully.

QUESTION 6:

DT QUESTION 6: TABLE DT 6.1 Responses to the issue of schools not receiving materials for Curriculum 2005 at the onset of 1998	
RESPONDENT	**RESPONSE**
A	• Poor ordering • Poor distribution management • Theft • A new curriculum requires better than average material support. Teachers could not be expected to cope at all, without the required materials. In our case teachers are poorly equipped to make changes in their classroom practice
B	• It is not a satisfactory situation • The restructuring of the departments from race and ethnic bases into single systems and then into new national-provincial relationship has led to many unanticipated problems • Combination of under-staffing, under-funding and poor management • In Gauteng, publishers left the printing until after they had received orders and this led to the delay • But the schools have now received their material
C	• Time and finances have been the biggest problems with regard the provision of books • The introduction and implementation of the new curriculum has occurred over a very short period of time • Lack of clarity regards learning programmes and phase organisers prevented the development of relevant books timorously • Many provincial departments do not have the finances to purchase new books
D	• Incompetence • No money at provincial levels

FINDINGS QUESTION 6:

1. Respondents cite a number of reasons why schools did not receive books at the onset of 1998. Respondents A, B and C all make mention of issues related to the ordering and development of books eg. poor ordering, publishers leaving printing until orders were in, lack of clarity re. learning programmes prevented books from being developed timeously.
2. Respondents C and D both mention a lack of funds at provincial level.

QUESTION 7:

DT QUESTION 7: TABLE DT 7.1
Do you have any doubts regarding Curriculum 2005?

RESPONDENT	ANY DOUBTS?	DOUBTS RELATE TO...
A	"I believe in OBE as a philosophy and a methodology. I respect the aspirations of Curriculum 2005. I am afraid that SA teachers on the whole are poorly educated and trained and will not be able to implement the new approaches. The result will be a fairly disastrous collapse as weak attempts to engage in OBE eliminate the good things from the previous system."	• Teachers poorly trained and educated. Unable to implement the new approaches = a disastrous collapse • Elimination of what was good in the previous system
B	"Not really. If there are concerns they are about the long time it will take to stabilize the education system because of past inequalities, the undue nervous reactions from some education quarters, the political hype and tight current time-frame for implementation."	• Length of time it will take to stabilize the education system
C	"Complicated structure and terminology that has been introduced. Support documents written in language that is inaccessible to many teachers. This has contributed to the resistance of teachers to the new curriculum." "Education Departments do not have the resources to provide adequate support for teachers." "I would like to state though that the positives outweigh the negatives. The new curriculum is a step forward in the right direction. Teachers are not going to master all the necessary competencies overnight. Change is a process, not an event."	• Complicated structure and terminology • Inadequate resources at departmental level
D	"I have major doubts. It is too ambitious. It was planned to be introduced too quickly. It does not take the reality of the current classroom situation into account."	• Rapid rate of implementation • Incongruence with the reality of the classroom situation

FINDINGS QUESTION 7:

1. All four respondents voiced a number of doubts regarding Curriculum 2005. Respondents A, B and C all pointed out that they nevertheless supported OBE:
   Respondent A – "I believe in OBE as a philosophy and a methodology. I respect the aspirations of Curriculum 2005." Respondent A adds that she fears poorly educated and trained teachers will not be able to implement the new approaches.
   Respondent B – "Not really. If there are concerns, they are about the long time it will take to stabilize the system because of past inequalities..."

Respondent C – "I would like to state, however, that I believe the positives outweigh the negatives."
Findings: Three of the four respondents believe in Curriculum 2005, but do raise some concerns.

2. Respondents B and D raised the issue of the rate at which the curriculum is being implemented. Respondent B referred to the "...tight current time-frame for implementation." Respondent D mentioned that "it was planned to be introduced too quickly..."
3. It is interesting to note that the respondent who expressed the strongest concerns regarding the curriculum is the person who has the most powerful role to play in the actual design of the new curriculum i.e. the SAQA member.

DT QUESTION 7: TABLE DT 7.1.1
Doubts Raised About Curriculum 2005

Doubt Dimensions	Related Detail	Respondent
*Teacher training	• SA teachers poorly educated and trained and will not be able to implement the new approaches	• Respondent A
Elimination of worthwhile aspects of previous curriculum	• Weak attempts to engage in OBE will eliminate the good things (such as there were) from the previous system	• Respondent A
Length of time it will take to stabilize the education system	• Due to past inequalities, nervous reactions from some education quarters, political hype and tight current time-frame for implementation	• Respondent B
*Complicated structure and terminology	• Support documents written in a language that is inaccessible to many teachers	• Respondent C
*Inadequate resources at provincial levels	• Education Departments do not have the resources to provide adequate resources	• Respondent C
Scale of the curriculum change	• I have major doubts. It's too ambitious	• Respondent D
*Rate of implementation	• It was planned to be introduced too quickly • Tight time-frame for implementation	• Respondent D • Respondent B
*Incongruent with the reality of the classroom situation	• It does not take the reality of the current classroom situation into account	• Respondent D

* Those doubts marked with the asterisk were also raised by the Teacher Sample.

QUESTION 8:

DT QUESTION 8: TABLE DT 8.1 Describing Curriculum 2005		
DESCRIPTIVE WORDS	**RESPONDENTS**	**REASON FOR CHOICE OF DESCRIPTIVE WORDS**
Innovative	Respondent A	- No reason given
	Respondent D	- "...because it begins to address issues, but is it implementable? In the hands of a well-equipped, trained, motivated teacher it will work. In the hands of an ill-equipped, poorly trained teacher it will fall flat on its face."
Problematic	Respondent A	- No reason given
Needed	Respondent C	- "...our education system needs to focus on equipping learners with the necessary knowledge, skills and attitudes that will enable them to participate confidently and competently in a democratic society. Curriculum 2005 attempts to do this."
	Respondent D	- "Needed because of the deficiency of the past."
Unwanted		
Frightening		
Motivational	Respondent C	- "Motivational – our research has show that Grade 1 teachers implementing the new curriculum have found it exciting and hugely motivating both for themselves and their learners."
Exciting	Respondent B	- "It's exciting because of the tremendous support it has received and the innovative energy it has released in many teachers. It holds the promise of setting as a norm the best educational ideals and practices which exist in the educational heritage of the world."
Tedious	Respondent B	- "It is tedious because as manager of the process, the understaffing situation puts a lot of pressure on a few people, and one finds oneself chasing the process often."

DT QUESTION 8: TABLE DT 8.2 Data gleamed from respondents' descriptions of Curriculum 2005			
RESPONDENT	**DESCRIPTIVE WORD**	**NEGATIVE OR POSITIVE DESCRIPTION**	**DESCRIPTION CONCERNS...**
A	Innovative	Positive	- No reason given
	Problematic	Negative	- No reason given
B	Exciting	Positive	- Curriculum 2005 has received tremendous support - It has released innovative energy in many teachers - It holds the promise of setting as a norm the best educational ideals and practices which exist in the educational heritage of the world
	Tedious	Negative	- As a manager of the process, the understaffing situation puts a lot of pressure on a few people, and one finds oneself chasing the process often.
C	Needed	Positive	- Our education system needs to focus on equipping learners with the necessary knowledge, skills and attitudes that will enable them to participate confidently and competently in a democratic. Curriculum 2005 attempts to do this.
	Motivational	Positive	- Teachers have found it exciting and hugely motivating both for themselves and their learners.
D	Innovative	Positive	- Because it begins to address issues, but is it implementable? In the hands of a well equipped, trained, motivated teacher it will work. In the hands of an ill-equipped, poorly trained teacher it will fall flat on its face.
	Needed	Positive	- Because of deficiency of the past

FINDINGS QUESTIONS 8:

DT QUESTION 8: TABLE DT 8.3 Question 8 – Findings		
	ISSUES	**DETAIL**
Positive statements are related to...	- Support for the curriculum	- It has received tremendous support
	- Teachers	- Curriculum has released innovative energy in many teachers - Grade 1 teachers have found it exciting and motivating, for themselves and the learners
	- Learners	- Curriculum 2005 attempts to equip learners to participate in a democratic society
	- Redressing South Africa's educational heritage	- It is needed because of the deficiency of the past - It begins to addresses issues
Negative statements are related to...	- Manpower resources	- Understaffing puts increased pressure on those few individuals managing the process
	- Implementation of Curriculum 2005	- Is it implementable? It will work in the hands of a well equipped, trained, motivated teacher. It will fall flat on its face in the hands of an ill-equipped, poorly trained teacher.

1. Positive statements made by the respondents relate to the learner; the teacher, support for the curriculum and redressing South Africa's educational heritage.
2. Negative statements relate to manpower shortages and the implementation of the curriculum.
3. Respondents chose to describe Curriculum 2005 using 6 positive words and 2 negative words. *Tedious* and *frightening* were the two words not chosen by any of the four respondents.
4. Unfortunately Respondent A failed to explain the reasons for her choice of words. She omitted to include an explanation in her questionnaire.

QUESTION 9:

DT QUESTION 9: TABLE DT 9.1
How do you believe OBE will change teachers' classroom practice?

WHO?	CHANGES CONCERN	DETAIL OF CHANGES	EXPLICITLY POSITIVE OR NEGATIVE CHANGES?
Respondent A	- Learner	- *If implemented successfully – more activity from the learners	
		- *If implemented poorly – collapse of discipline	- Negative
		- If implemented poorly – pupil frustration	- Negative
	- Learning	- *If implemented successfully – much more use of talking to learn	- Positive
	- Teaching methodology	- *If implemented successfully – use of groupwork	
		- If implemented successfully – more scope for creativity and individuality in teaching	- Positive
		- If implemented poorly – ultimately rejection and a return to teacher-centered classroom practice and rote learning.	- Negative
	- Assessment	- *If implemented successfully – totally different assessment practices	
	- Teacher	- If implemented poorly – teacher frustration	- Negative
	- Parents	- If implemented poorly – parental suspicion	- Negative
Respondent B	- Learning environment	- By creating learning environments for all students, teachers will be more sensitive to different learner needs	- Positive
	- Learner	- Teacher will be more sensitive to different learner needs	- Positive
		- Learners will become more interested in their own learning	- Positive
	- Teaching methodology	- They will have to be more creative and plan better	- Positive
		- Team teaching will feature more and this will in the case of constructive partnerships lead to more systematic and creative organisation of learning environments	- Positive
Respondent C	- Teachers	- Teachers more accountable with regard to their learners achieving the stated outcomes	
	- Teaching methodology	- *Learner-centered methods of teaching will be used as opposed to teacher-centered methods	- Positive
	- Learning environment	- *Teachers will need to manage their learning environments – ensuring that they provide the best possible environment for effective learning to take place	- Positive
	- Teaching methodology	- Teachers will have to be more creative in the use of resources	
Respondent D	- Assessment	- I worry about assessment. Teachers will spend most of their time chasing tick lists and loose sight of what it is about	- Negative
	- Planning and preparation	- There is also a major problem in getting the outcome stated in such a way that they will work. It is easy to choose fancy words, but you have to think about what it means in the classroom	- Negative

(* - indicates changes also mentioned by the Teacher Sample)

FINDINGS QUESTION 9:

1. The respondents mentioned a number of changes.
2. Respondent D (SAQA member) did not mention any outright positive changes.
3. Respondent A presented two scenarios; one in which OBE is implemented successfully and one in which it is implemented poorly.
4. Respondent B talks about team teaching. A number of respondents in the Teacher Sample made references to partnerships that have been formed or need to be formed between teachers eg. respondents in Case Study 2 and Case Study 4 indicate the increased collaboration required amongst teachers. See related discussion in the **Discussion, Conclusion and Recommendations chapter**, page 366.

DT QUESTION 9: TABLE DT 9.2
Perceived Dimensions of Change Arising from OBE Implementation

RESPONDENTS	CHANGE DIMENSIONS								
	1.	2.	3.	4.	5.	6.	7.	8.	9.
A		X	X		X	X	X	X	
B	X	X	X						
C			X			X			
D					X				X

KEY TO TABLE:

Column 1	Learning Environment
Column 2	Learner
Column 3	Teaching Methodology
Column 4	Discipline
Column 5	Assessment
Column 6	Teacher
Column 7	Learning
Column 8	Parents
Column 9	Planning and Preparation

5. All four respondents made mention of changes in teaching methodology. The table below examines these perceived changes in more detail:

DT QUESTION 9: TABLE 9.3
Perceived Changes in Teaching Methodology

CHANGES RELATED TO...	CHANGES	ANY DETAILS or COMMENTS?
- use of specific methodology	- use of groupwork	- "If OBE is implemented successfully"
- planning	- more scope for creativity and individuality	- "If OBE is implemented successfully"
- use of specific methodology	- a return to teacher-centered classroom practice and rote learning	- "If OBE is implemented poorly"
- planning	- teachers will have to be more creative and plan better	
- use of specific methodology	- teachers will have to be more creative in the use of resources	
- planning	- there is a major problem in getting the outcomes stated in such a way that they will work.	- "It is easy to choose fancy words, but you have to think about what it means in the classroom"
- use of specific methodology	- learner-centered methods of teaching will be used as opposed to teacher-centered methods	
- planning	- team teaching will feature more	- "In the case of constructive partnerships this will lead to more systematic and creative organisation of learning environments"

The perceived changes highlighted above concern planning and the use of specific methodology. It may be inferred from Table 9.3 that South African teachers may be expected to know about team teaching, learner-centered methods of teaching, groupwork etc. Teacher training programmes designed to meet this end, must be seen in the light of tight budgetary constraints at provincial level. (See related discussion in the **Literature Review,** page 47.)

CROSS-SITE ANALYSIS

CROSS-SITE ANALYSIS

What follows below is a cross-site analysis which explores processes and outcomes that occur across the six case studies. It also examines data from the Design Team, in relation to findings from the Teacher Sample.

QUESTION 1:

CROSS-SITE ANALYSIS QUESTION 1: TABLE 1.1
Positive Sentiments Towards Curriculum 2005

POSITIVE IN TERMS OF...	EXAMPLE FORM INTERVIEW TRANSCRIPTION	WHO?
Learner	• "...there is definite merits in the system that appeal particularly to the children..."	OT1
Potential of the Curriculum	• "...I think Curriculum 2005 has potential." • "It is a very good product..."	OBE1 M1
Learner	• "...it looks like something that is definitely going to make our children think better..."	M2
Saving the Nation	• "...it is going to save the nation...if it is followed in the right way with the facilities provided to the teachers."	OBE2
Methodology	• *(Grouping)* "...we have them mixed, which is a good thing..."	OBE2
Potential of the New Curriculum	• "It is going to work, as long as the schools themselves must also work together. We must support one another..."	OBE2
Learner	• "...work at own pace" • "...passive learner becomes active" • "...We *(teachers)* adjust our classroom methods to accommodate the children more"	OT3 OBE3 M3
Personal Feelings	• "...for me it's something very good" • "...we go on, we go on" • "...it works..."	OBE3 OBE3 OBE3
Teaching / Classroom Situation	• "...it works definitely in my class"	OBE3
Length of Time had to Anticipate New Curriculum	• "We changed over to the new environment in 1995, that prepared us for 2005..."	OBE3
Training	• "At first we didn't know what Curriculum 2005 was and felt very negative, but now that we've had training...now we go on. It's interesting."	OBE3
Broader Nature of Curriculum 2005	• "...there are lots of positive things in it."	OT4
Redressing the Past	• "...it gives many of our children a chance they never had."	OBE4

The Learner	• "Say a child from the same community as the others, your children have differences. It also gives that child a chance to develop." *(i.e. children with different abilities are all given the chance to develop.)*	OBE4
The Learner	• "...children learn for the first time how to really think for themselves and to do things for themselves."	OBE4
The Learner	• "...we will have to move over to a new system to make room for...all races in South Africa...because our children are not all on the same level. So I am positive concerning that."	M4
More-advantaged Schools eg. Schools that have resources, trained teachers etc.	• "it will work magnificently *(in the more privileged schools)* because no matter what changes come into education...they've just managed – like the new approach to Maths..."	OT5
Curriculum	• "I think there are very positive things in the curriculum..."	OBE5
Unifying the Education System	• "...we've got to have something...some kind of umbrella that everybody..."	M5
Change	• "I'm the headmaster of a school, we knew there were going to be changes and I've got to be positive and I've got to try and move forward..."	M5
Junior Primary Teachers and Junior Primary Phase	• "...if it's going to work, it's going to work there...the whole approach ties up much more closely with how they teach now..."	M5
Being Part of the Pilot School Programme	• "...I feel honoured our school is being a pilot school..."	OT6
Personal Feelings Towards the Curriculum	• "...I personally feel it is working."	OT6
Teaching Methodology	• "...that banking of education and then withdrawing it...well that it completely out, because you have to see that the child really knows his things..."	OT6
Teaching Methodology	• "...while the children are working in groups you can go around and evaluate...which makes it so much easier."	OT6
Less Rigid Nature of the Curriculum	• "...I was getting tired of the stereotype – and it must be done this way and that way..."	OBE6
Change	• "...at this school we are quite used to changes because we have done the 'new Maths'..."	OBE6
Addressing the Imbalances of the Past	• "It can eradicate imbalances from the past...thinking of equity, access...those kinds of things..."	M6
Addressing the Needs of Disadvantaged South Africans	• "...and I think Curriculum 2005, especially the children in poorer areas can have a better education."	M6

FINDINGS TABLE 1.1:

1. The respondents expressed positive sentiments around 16 issues.
2. The Teacher Sample consisted of eighteen educators, seven of which commented positively as to how Curriculum 2005 will benefit the learner.

3. Other issues that were commented on more than once included:
   - The potential of the curriculum
   - Methodology
   - Personal feelings towards the curriculum
   - The broader nature of the new curriculum
   - Change
   - Redressing the past
4. Only one respondent expressed a positive sentiment towards the training the teachers had received.
5. One respondent commented positively in terms of being part of the pilot school programme.

CROSS-SITE ANALYSIS QUESTION 1: TABLE 1.2
Negative Sentiments Towards Curriculum 2005

NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	WHO?
Manpower Shortages	• "...there are problems with teacher training...only one or two people in Teaching and Learning to service anything from 75 – 300 schools, which is totally impossible..."	OBE1
Management of the Implementation Process	• "The curriculum is handed down without any thought as to what happens in the classroom; ...the practicality of it and that is what nobody knew about..." • "...It's a wonderful product but the marketing strategy is poor...eg. at no stage was I involved in the process ...the only reason why is because...I've allowed my teachers to get involved at a provincial level...and in this organisation, I'm the primary marketer...so if I don't go with it the schools not going to go with it..."	OBE1 M1
Teacher Training	• "...they *(teachers)* have learnt the theory but cannot implement the theory because they don't know how to. And nobody was trained in that, the training came with the theory and there was no training in classroom management and what happened in the classroom and that will make Curriculum 2005 fail."	OBE1
Pace of Implementation	• "...it does seem as if it was rushed. The parents and everybody should have been given a chance, a two to three year chance to understand what we are talking about."	M2
Assessment	• "...the children will assess themselves...they will only look for the better assessment. They will give themselves a good mark all the time."	OBE2
Methodology	• "...mixed grouping...at the end of the day you find that the other children are relying on others – whole lifetime! They just wait, they know the clever one...is going to give us all..."	OBE2
Training/Informing Teachers	• "I won't comment on something that I do not know about, ...I'm not trained..."	OT2

Personal Feelings and Attitude of the Respondent	• "It needs new teachers, that must go and be trained for that."	OT2
Training/Informing Teachers About Curriculum 2005	• "I don't know enough about it" • "...we hear this at the workshop and something else in the newspapers and it makes it confusing for us" • "I'm not totally happy with the workshops they are giving us in connection with Curriculum 2005...they are using old fashioned methods..." • "If I have more training and more facilities for research...it would go better"	OT3 OT3 OT3 OBE3
Resources	• "In the rural areas we don't have the facilities; we don't have libraries...we as teachers have to bring all these things to class ourselves." • "...we are in a community...there isn't a library"	OT3 OBE3
Teaching the new Curriculum	• "In Grade 1 it is very difficult for us...it's almost as if we have to make the child ready; look he's never had a pencil in his hand, or never had a scissors in his hand"	OBE3
Local Community	• "But...the whole community must get involved in it" *(Implying that they are not)*	M3
Teachers' Attitudes	• "...many teachers complete a task in order to get recognition and in doing so throw the child out in the process"	M3
Teachers Facing Something New	• "I wouldn't say it's a total disaster, but perhaps because it is strange to us, because we are a little scared about it..."	OT4
Broader Nature of Curriculum 2005	• "I'm not totally positive about it. We can reach the future by other means...."	M4
Using a New Curriculum to Level the Education Playing Field	• *(We had)* "...a very good system which proved itself...now we are unfortunately sitting with children who haven't reached that level. And now I must, using an entirely different curriculum...teach him to do these simple things."	M4
Less-Advantaged Schools	• "I am concerned more about the less-advantaged schools...I feel this approach is so-much hands-on and it's so much preparation, so I have my doubts whether it will be effective throughout the education system." • "my concern is more for the people out there who do not have well qualified teachers, whose teachers are incompetent...the children who really need it, they are not going to benefit because the teachers are not going to cope..."	OT5 M5
Training	• "...I think we aren't prepared enough. We don't have enough training..."	OBE5
Resource Supply	• "...the books we are supposed to work from have arrived late.. "	OBE5
Change	• "...people are afraid of change..." • "...your older teachers want to carry on, they feel that they have had a lot of success in the way they've taught..."	M5 M5
OBE	• "...but I don't know if OBE is the answer, it may be ultimately but whether we are actually going to achieve it or not that is everyone's fear..."	M5
Following Global Education Trends	• "...they are now going to reinvent the wheel ...we're going to make the same mistakes they (USA, England) made...and end up with a situation where something new and trendy has come along ...and it hasn't worked..."	M5
Pace of Implementation	• "...it is being implemented too quickly, there hasn't been a lot of...planning, forethought..."	M5

Learner	• "...children will not have the self-work sort of discipline...they *(i.e. learners in the UK)* are not necessary literate or numerate and they don't have the right work ethic..."	M5
Pupil : Teacher Ratio	• "There is a bit of a problem...too many children in a class, so you get that humdrum."	OT6
Discipline	• "Discipline will be a little problem...you will get those who will be so excited they will shout at the top of their voices."	OT6

FINDINGS TABLE 1.2:

1. The respondents expressed negative sentiments around 21 issues.
2. The most commonly raised issue concerns training. Five respondents comment negatively about the training teachers have received.
3. Other issues that were commented on more than once were the pace of implementation and resources.

SUMMARY OF FINDINGS EMERGING FROM TABLES 1.1 AND 1.2:

Respondents feel positive about Curriculum 20005 in terms of...	**Respondents feel negative about Curriculum 20005 in terms of...**
- The learner (OT1, M2, OT3, OBE3, M3, OBE4, M4) - The potential of the curriculum (OBE1, M1, OBE2) - The nation (OBE2) - Teaching Methodology (OBE2, OT6) - Teaching/Classroom situation (OBE3) - Length of time had to anticipate new curriculum (OBE3) - Training (OBE3) - The broader nature of Curriculum 2005 (OT4, OBE5, OBE6) - Redressing the past (OBE4, M6) - Advantaged schools (OT5) - Unifying the education system (M5) - Change (M5, OBE6) - Junior Primary (JP) teachers and the JP Phase (M5) - Being part of the pilot school programme (OT6) - Personal feelings towards the curriculum (OT6, OBE3) - Addressing the needs of disadvantaged South Africans (M6)	- Teacher training (OBE1, OT2, OT3, OBE3, OBE5) - Manpower shortages (OBE1) - Managing the implementation process (OBE1, M1) - Pace of implementation (M2, M5) - Assessment (OBE2) - Methodology (OBE2) - Personal feelings and attitude of the respondent (OT2) - Teachers' attitudes (M3) - The local community (M3) - Teaching (OBE3) - Resources (OT3, OBE3, OBE5) - The broader nature of Curriculum 2005 (M4) - Teachers facing something new (OT4) - Using a new curriculum to level the education field (M4) - Less advantaged schools (OT5, M5) - Change (M5) - OBE (M5) - Following global education trends (M5) - The learner (M5) - Pupil : Teacher Ratio (OT6) - Discipline (OT6)

1. Two of the six Managers in the Teacher Sample expressed concern about the pace at which the new curriculum is being implemented.
2. Two of the six OBE Teachers expressed concern over the supply of resources.

FINDINGS EMERGING FROM QUESTION 1:

CROSS-SITE ANALYSIS QUESTION 1: TABLE 1.3
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 1	Positive Feelings	1	0
OBE Teacher 1	Mixed Feelings	1	3
Management 1	Positive Feelings	1	1
Other Teacher 2	Negative Feelings	0	2
OBE Teacher 2	Positive Feelings	3	2
Management 2	Mixed Feelings	1	1
Other Teacher 3	Mixed feelings	1	4
OBE Teacher 3	Positive feelings	7	3
Management 3	Mixed feelings	1	2
Other Teacher 4	Mixed Feelings	1	1
OBE Teacher 4	Positive Feelings	3	0
Management 4	Mixed Feelings	1	2
Other Teacher 5	Mixed feelings	1	1
OBE Teacher 5	Mixed feelings	1	2
Management 5	Mixed feelings	3	7
Other Teacher 6	Positive	4	2
OBE Teacher 6	Positive	2	0
Management 6	Positive	2	0
		34 TOTAL	33 TOTAL

1. Eight respondents had positive reactions to the curriculum.
2. 1 respondent had a negative reaction. This was OT2, an older teacher who had applied for a severance package from the Department of Education.
3. Most of the respondents (9 in total) had mixed reactions. Overall 34 positive statements were made and 33 negative statements.

CROSS-SITE ANALYSIS QUESTION 1: TABLE 1.4
Summary of the responses by the three groupings of educato · at each school site

REACTION TO CURRICULUM 2005	OBE TEACHERS	OTHER TEACHERS	MANAGEMENT
Positive Feelings	OBE2 OBE3 OBE4 OBE6	OT1 OT6	M1 M6
Mixed Feelings	OBE1 OBE5	OT3 OT4 OT5	M2 M3 M4 M5
Negative Feelings		OT2	

Findings Table 1.4:

1. The greatest number of OBE Teachers had positive reactions.
2. The greatest number of Other Teachers and Managers had mixed reactions.
3. The findings above must be seen in the light of the implementation of the new curriculum: the OBE Teachers are directly involved with the implementation of the new curriculum, whilst the Managers and Other Teachers are yet to implement the curriculum, or assume managerial positions in the schools.

QUESTION 2:

CROSS-SITE ANALYSIS QUESTION 2: TABLE 2.1
How does Curriculum 2005 differ from the old curriculum?

DIFFERENCES CONCERN...	RESPONDENT
Curriculum Structure	OT1, M1, M5
Assessment	OT1, OBE1, OT5, OBE5, M5, OBE2, OT3, OT6
Learning and the Role of the Learner	OBE2, M2, OBE3, M3, OT4 OBE4, M4, OT6, OBE6, M6
Teaching Methodology	OBE2, M2, OBE3, M3, OBE4, M4, OT6, OBE6, M1, OT5, OBE5, M5
Role of the Teacher	M2, M3, OT4, OBE4, M4, OBE6, M6
The Role Of the Parent	OBE3, OT6, OBE6, M6
Content	OT5, OBE5

1. Respondents mention 6 areas of difference between the old curriculum and Curriculum 2005.
2. Teaching Methodology is the difference most cited, followed by Learning and the Role of the Learner and Assessment.
3. Five of the six OBE Teachers cite differences in teaching methodology. Four of the OBE Teachers cite differences regarding learning and the role of the learner. Perhaps this may be attributed to the fact that they are the educators who are directly involved in the implementation of Curriculum 2005.
4. Case Study 6, an ex-HOR, pilot school mentions the greatest number of differences – 5 in total. Case Study 3, an ex-Model C school and also a pilot school cites the least number of differences – 3 in total. Of what significance is this finding? Is it in any way indicative of the political-historical context of each school? Is Curriculum 2005 closer to what was previously happening in 'white' schools, rather than 'coloured' and 'black' schools?

CROSS-SITE ANALYSIS QUESTION 2: TABLE 2.2
Essential differences between the old curriculum and Curriculum 2005
Summary Table

DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	WHO?
ASSESSMENT	- If not competent then learners spent another year in that standard. Focused on individual achievement.	- focuses on every child achieving, every child being competent to progress to next level	OT1
	- Based on low-level recall, if had a good memory you would get higher grades	- skills-based and have to have the right attitude to get through	OBE1
	- Teacher did all the assessment using own criteria	- child involved in assessment, portfolios are used, Provincial Departments of Education instruct teachers as to the assessment procedures they must employ	OBE2
	- Formal exams	- continuous assessment	OT3
		- continuous evaluation	OT5
		- assessment is slightly different, although in JP we have done continuous evaluation	OBE5
		- evaluation system would be different...in terms of continuous evaluation	M5
	- Learn A – B and repeat it in the test		OT6

TEACHING METHODOLOGY		- the teaching methodology is different – the OBE aspect of it	M1
	- talking to children	- the child must do, the child must see and be involved	M2
		- 'Hands-on' approach	
	- children grouped according to abilities	- Mixed ability grouping	OBE2
		- Start with what learner knows and then lead child	OBE3
	- Lots of preparation; teacher had to absorb knowledge and then give it back to the children	- Lazy teacher might think these are methods to get away with doing less work	M3
		- Teacher uses the problem solving approach	OBE4
		- Problem solving method	M4
	- Communication from teacher to child	- Two-way communication, it's not just from the teacher to the child, it comes back from the child to the teacher	M4
		- A more practical approach	OT5
		- We have always done groupwork, so it's easier for us to fit with the model	OBE5
	- Talk and chalk	- Approach is different...you'll be looking at more group teaching	M5
		- Teacher gives the learners tasks which they research in the Library	OT6
		- Focus on the hands-on	OBE6
CURRICULUM STRUCTURE	- Concentrated on knowledge	- not only concentrating on knowledge, but the knowledge aspect of the curriculum is virtually the same	M1
	- Subjects compartmentalised	- not as compartmentalised and there is a wider variety of themes	OT1
		- philosophy behind it is different	M1
	- Subjects compartmentalised	- subject areas are more fluid	M5

THE ROLE OF THE LEARNER AND LEARNING		- The child must do, the child must see	M2
		- The child must be involved and experience what the teacher is talking about	M2
		- Self-assessment is part of the learning process	OBE2
		- Learner discovers things	OBE3
		- Learner uses own methods to find answers	OBE3
	- No room for questions from the learner	- Learner's thinking is developed because answers are considered carefully	OBE3
		- Passive learner will also speak/open up	OBE3
	- Teacher fills child with a lot of academics	- Child has greater ability to go and discover	M3
		- Children discover things for themselves. They don't learn only facts	OT4
		- Through the problem solving approach the child learns quicker to think independently	OBE4
		- Children learn through the problem solving approach	M4
		- Learner more involved: have to think more and discover things more for themselves	OT4
		- Learner must come up with solutions to problems	OBE4
		- Each learner tries to solve the problem in their own way	M4
	- 'Banking Education', you've got to know A – B and repeat it in the test	- Learners will undertake research projects	OT6
		- Learning more through experience. Focusing on the hands-on	OBE6
		- Children more involved in the education	M6

ROLE OF THE TEACHER	- Teacher did the talking, boasted to children on the knowledge gained at university		M2
		- Teacher is more a facilitator	M3
		- Teacher must be "hidden away and release the children". Teacher does not only present facts	OT4
	- Teacher was the most important component and the children had to listen	- Teacher presents problems to the learners which they have to solve	OBE4
	- Teacher stood in front of learners and told them what to do	- Present problems to learners which they have to solve	M4
	- I was standing there before giving it to them	- Teacher as facilitator	OBE6
	- Teachers did the talking and the chalking	- There must be a partnership between, teacher, parent and child	M6
ROLE OF THE PARENT		- Parent more involved now	OBE3
		- Greater parent involvement	OT6
		- Communication between teacher, parent and librarian, as learners will now conduct research in the Library	OT6
		- Teachers urgently need support of the parents. At the same time parents must allow their children to complete tasks by themselves	OBE6
		- Parents must be more involved. They can bring old materials (resources) to school and *(they must)* monitor the child's work	M6
CONTENT	- Content focused	- Not just content, also attitudes and values	OBE5
		- Little change to content, still teaching basic knowledge and skills	OT5

ANALYSING QUESTION 2:

Principal differences mentioned by the six case studies concern:

- Assessment
- Curriculum Structure
- Teaching Methodology
- The Role of the Teacher
- Learning and the Role of the Learner
- The Role of the Parent

In correlating these differences with those mentioned by the Design Team, it was found that the Design Team mentioned 5 of the 6 areas of differences. Teaching Methodology however, was only cited by 1 of the 4 members of the Design Team, whilst 12 members of the Teacher Sample cited it.

QUESTION 3:

CROSS-SITE ANALYSIS QUESTION 3: TABLE 3.1
Can You Define OBE?
Summary of Findings from the Six Case Studies

RESPONDENT	BEHAVIOURAL ELEMENTS (Data extracted from interview transcriptions)	RESPONDENTS' UNDERSTANDING OF OBE
Other Teacher 1	Interviewee seemed calm.	FAIR
OBE Teacher 1	Interviewee seems very sure of herself.	GOOD
Management 1	Interviewee mumbles at first and also attempts to make a joke.	FAIR
Other Teacher 2	Interviewee mumbled.	NO UNDERSTANDING
OBE Teacher 2	Interviewee was initially hesitant in her response to this question.	LIMITED
Management 2	Interviewee seems calm.	FAIR
Other Teacher 3	Interviewee's body language indicated that she felt uncomfortable with this question and found it difficult to answer.	NO UNDERSTANDING
OBE Teacher 3	Some uncertainty evident – question had to be posed in a number of ways.	POOR
Management 3	Vague response from interviewee.	POOR
Other Teacher 4	Interviewer sensed that OT4 felt uncomfortable and had to verbally reassure the interviewee.	LIMITED
OBE Teacher 4	Interviewee took a long time to answer the question.	NO UNDERSTANDING
Management 4	Interviewee seemed to struggle in putting his thoughts across.	NO UNDERSTANDING
Other Teacher 5	Interviewee seemed visibly relaxed.	GOOD
OBE Teacher 5	Interviewee gave a small laugh and seemed slightly nervous.	NO UNDERSTANDING
Management 5	Interviewee spoke briefly about unrelated issues.	POOR
Other Teacher 6	There was a short silence at the onset of the interviewee's response.	FAIR
OBE Teacher 6	There were a couple of 'ums' *(hesitations)* in the response.	FAIR
Management 6	Silence before M6 answered.	FAIR

CROSS-SITE ANALYSIS QUESTION 3: TABLE 3.2 Respondents' understanding of OBE						
	No Under-standing	Poor	Limited	Fair	Good	Excellent
CASE STUDY 1						
Other Teacher 1				X		
OBE Teacher 1					X	
Management 1				X		
CASE STUDY 2						
Other Teacher 2	X					
OBE Teacher 2			X			
Management 2				X		
CASE STUDY 3						
Other Teacher 3	X					
OBE Teacher 3		X				
Management 3		X				
CASE STUDY 4						
Other Teacher 4			X			
OBE Teacher 4	X					
Management 4	X					
CASE STUDY 5						
Other Teacher 5					X	
OBE Teacher 5	X					
Management 5		X				
CASE STUDY 6						
Other Teacher 6				X		
OBE Teacher 6			X			
Management 6				X		
DESIGN TEAM						
Design Team A						X
Design Team B						X
Design Team C						X
Design Team D						X

FINDINGS TABLE 3.2:

1. Respondents' understanding of OBE varies from no understanding to a good understanding.
2. None of the Teacher Sample hold an excellent understanding of OBE.
3. The 4 respondents in the Design Sample all have an excellent understanding of OBE.
4. Of the 18 respondents in the Teacher Sample, 5 hold no understanding of OBE.

5. Of the six case studies, respondents in Case Study 1 know the most about OBE, followed by those in Case Study 6. Interestingly, both of these schools are pilot schools and have had a high level of assistance from the Department of Education, as well as additional training during the piloting phase of the new curriculum.
6.

OTHER TEACHERS' UNDERSTANDING OF OBE						
	None	Poor	Limited	Fair	Good	Excellent
Other Teacher 1						
Other Teacher 2						
Other Teacher 3						
Other Teacher 4						
Other Teacher 5						
Other Teacher 6						

OBE TEACHERS' UNDERSTANDING OF OBE						
	None	Poor	Limited	Fair	Good	Excellent
OBE Teacher 1						
OBE Teacher 2						
OBE Teacher 3						
OBE Teacher 4						
OBE Teacher 5						
OBE Teacher 6						

MANAGEMENT'S UNDERSTANDING OF OBE						
	None	Poor	Limited	Fair	Good	Excellent
Management 1						
Management 2						
Management 3						
Management 4						
Management 5						
Management 6						

DESIGN TEAM'S UNDERSTANDING OF OBE						
	None	Poor	Limited	Fair	Good	Excellent
Respondent A						
Respondent B						
Respondent C						
Respondent D						

Findings from the above three tables:

- 3 of the 6 respondents from the Management level/strata in the schools have either a poor or no understanding of OBE.
- The 5 teachers currently implementing an outcomes-based curriculum do not hold more than a limited understanding of OBE (OBE Teacher 1 is in fact a Grade 2 teacher). These educators are implementing a curriculum that they do not fully understand. They do not have a good

understanding of the theoretical underpinnings of an outcomes-based curriculum. A closer examination of the three tables overleaf indicates that of the three strata at the six schools i.e. Other Teachers, OBE Teachers and Management, OBE Teachers know the least about outcomes-based education. Does the lack of understanding that exists among OBE teachers reveal a gap in the training they have received?

- Other Teacher 5 and OBE Teacher 1 have a good understanding of OBE; OBE1 is part of a pilot school and is personally involved in the training of teachers re. OBE. OT5 was generally well informed about Curriculum 2005 – See Case Study 5.
- The Design Team members all have an excellent understanding of OBE. Bearing in mind that they all play a role in the design and implementation of the new curriculum, this finding is encouraging.

QUESTION 4:

Respondents' level of support must be seen in the light of their understanding of OBE:

CROSS-SITE ANALYSIS QUESTION 4: TABLE 4.1
Do you support the move towards OBE? (A Summary of Findings)

RESPONDENT	UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE
Other Teacher 1	Fair	Believes there are merits in OBE, but only long term will tell. She proposes two merits of OBE; children previously referred to the aid classes are kept in the mainstream and children will be spending part of the day outside and will be stimulated by their environment. This in turn means that they won't have to focus on television and computers. OT1's first reason relates to OBE, in that OBE is based on the premise that all children can learn. The second merit she mentions may in fact be more related to the broader nature and structure of Curriculum 2005, rather than to OBE.
OBE Teacher 1	Good	Supports OBE because she believes it prepares learners for self-employment in the future.
Management 1	Fair	Supports OBE for two reasons; it is individually centred and in the long run individuals will come out with better self-training.

Other Teacher 2	No understanding	Has no understanding of OBE. He states he is unable to support something he has not been trained for i.e. something he knows nothing about.
OBE Teacher 2	Limited	Holds a limited knowledge of OBE, but supports it because of perceived advantages to the learner; the learner has to do things, learning is in their hands and teacher is guide. Perhaps some of this support lies with the broader nature of Curriculum 2005 and not OBE itself? Foe example, when she explains that the "child has got to do things", she is not necessarily supporting the theoretical underpinnings of OBE.
Management 2	Fair	Supports OBE because of its life relevance and links to the world of work.
Other Teacher 3	No understanding	Indicates that she supports this "new type of education OBE" for the sake of the children. Bearing in mind, that she hasn't indicated any understanding of OBE, it may be said that she will learn about OBE in the future, because she wants to help the children with it **(See Case Study 3: Table 3.4.1)**. She voices her realisation that she is part of a greater scheme and hence the sooner she learns about it the better it will be. Other Teacher 3 displays a positive attitude towards this stance, because she has the children's interests at heart.
OBE Teacher 3	Poor	The three respondents comprising OBE Teacher 3 said they support the change towards OBE. The respondents' understanding of OBE is poor; they are not supporting the theoretical underpinnings of OBE, but rather broader changes in education in South Africa **(See Case Study 3: Table 3.4.1)**.
Management 3	Poor	Indicates his support for OBE because "it is best for the child" **(See Case Study 3: Table 3.4.2)**. It is impossible to know that OBE will be the best for the child, when the only knowledge held of OBE is that it is a different approach to teaching **(See Case Study 3: Table 3.3.2)**. Management 3 bemoans a number of issues related to the training of teachers. Perhaps he is expressing his own angst, lack of training and knowledge through these complaints? This is supported by the fact that when he picks up a Phase Document which is lying on a table in the interviewing room, he expresses that he only thinks it has to do with OBE. It is evident that he does not understand the link between OBE and Curriculum 2005.
Other Teacher 4	Limited	Respondent indicates that she think she supports it, stating that she can carry on with a lot of the things she has been doing in JP over the years and just add the OBE detail. She does not offer any information as to what this 'OBE detail' is. Her response is vague. She is in fact not supporting the theoretical underpinnings of OBE
OBE Teacher 4	No understanding	OBE Teacher 4 responds by stating she cannot support OBE because she does not know the outcomes of it. Perhaps her answer is an attempt to cover up her lack of knowledge of OBE?

Management 4	No understanding	Management 4 could not define OBE in Question 3. He indicates that he supports OBE and states that the Department of Education is allowing him to merge his methods with their new ideas. He also states that his support for OBE is evident through his approach to Maths. M4 is in fact not supporting the theoretical underpinnings of OBE; he is supporting the Department of Education's approach to implementing Curriculum 2005 in his school.
Other Teacher 5	Good	Respondent has a good understanding of OBE and believes that what she has read and heard about in theory sounds magnificent. She believes that if adhered to OBE will be an improvement on what they have had in the past.
OBE Teacher 5	No understanding	Respondent was unable to define OBE and yet she indicates her support for it, stating she can see some value in it. Perhaps she sees value in other facets of Curriculum 2005 and perceives them as being OBE?
Management 5	Poor	Respondent explains how he supports OBE in the JP Phase, where learners and teachers are 'down on the mat, working in groups'. Respondent is not supporting the theoretical underpinnings of OBE.
Other Teacher 6	Fair	Respondent has a fair understanding of OBE, but supports it because she is part of a pilot school and believes that they 'must show the world that it can work'.
OBE Teacher 6	Limited	Respondent indicates her support for a particular Learning Area and not the theoretical underpinnings of OBE.
Management 6	Fair	Respondent supports the theoretical underpinnings of OBE because he believes that learners are self-empowered through OBE.

Summary:

Case Study 1: The respondents have either a fair or good understanding of OBE. They all (to a certain degree) support OBE.
Case Study 2: Management 2 supports OBE. Other Teacher 2 does not support OBE, because he does not understand what it is. An element of OBE Teacher 2's response indicates her support for OBE. Her support may also lie with the broader nature of Curriculum 2005.
Case Study 3: The respondents have either no understanding or a limited understanding of OBE and yet all three indicate that they support it. It may be said that they do not support the theoretical underpinnings of OBE, but that their support rather lies elsewhere.
Case Study 4: Although M4 and OT4 indicate their support for OBE, they are in fact not supporting the theoretical underpinnings of OBE. OBE4 does not support OBE because she is unable to determine the outcomes of it at present.
Case Study 5: OBE5 and M5 indicate their support for OBE, when in fact they are not supporting the theoretical underpinnings of OBE.
Case Study 6: M6 does support the theoretical underpinnings of OBE. OBE6 supports the benefits of a Learning Area and not OBE. OT6 supports OBE because she is part of the pilot school.

FINDINGS QUESTION 4:

The responses to Question 4 are highly complex:

RESPONDENTS' LEVEL OF UNDERSTANDING AND SUPPORT FOR OBE	RESPONDENT	WHAT RESPONDENTS ARE SAYING
Respondent indicates support for OBE, but does not fully understand OBE itself	OT3	- Acknowledges she still has to learn about OBE, but supports it for the sake of the learner
	OBE5	- Explains there is some value in OBE, which she supports
	OBE3	- Supports broader changes in South Africa
	M3	- Believes OBE is 'best for the child'
	OT4	- Supports OBE because she believes she can carry on with what she has been doing all these years
	M4	- Supports the way in which the new curriculum is being implemented
	M5	- Supports OBE in the JP Phase
	OBE6	- Supports the perceived benefits of a Learning Area and not OBE itself
Respondent supports and understands OBE	OT1	- Supports the fact that learners previously sent to aid classes are kept in the mainstream
	OBE1	- OBE prepares children for self-employment in the future
	M1	- OBE is individually-centred and learners emerge with better self-training
	OBE2	- Learning is in the hands of the learner
	M2	- OBE has life-relevance and links to the world of work
	OT5	- Theory of OBE sounds magnificent and will be an improvement on what they had in the past
	OT6	- Support OBE because part of the pilot school
	M6	- Believes learners are self-empowered through OBE
Respondent does not support OBE and does not understand OBE	OT2	- Cannot support that which he doesn't understand
	OBE4	- Doesn't know the outcomes of OBE.

- It may be gleamed from the above table that eight of the Teacher Sample respondents support OBE, as well as understand it. Each of these respondents present a different reason as to why they support OBE, although both OBE1 and M2 link OBE to the world of work.

QUESTION 5:

CROSS-SITE ANALYSIS QUESTION 5: TABLE 5.1
Reasons for the Implementation of Curriculum 2005
Summary Table

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Political	Other Teacher 1	"I think there definitely is a political motivation...a lot of children, particularly black children have not coped with the previous situation...this is some attempt at trying to create a middle line..."
	OBE Teacher 1	"...when you have a change in government you have a change of education system."
	Management 1	"Obviously there is politics behind it, when there is a change of government, there is a change of structures – financial, educational etc."
	OBE Teacher 2	"...children of South Africa were not given equal education, the same education, that was the problem."
	Other Teacher 2	"...education to be uniformed...throughout the country..."
	OBE Teacher 3	"...To change...and our land...to give us all the same opportunities...I would have been very unhappy if for example it was brought in to the whites and not to the other races."
	Other Teacher 4	"...maybe the other races feel they were not satisfied with the education they received in the past..."
	Other Teacher 5	"...so it's getting equity really and also having greater input in some areas, as well."
	OBE Teacher 5	"...they just want to get away from anything that smacks of Apartheid and racism..."
	Management 5	"There is a need to do something about education...there's lots of discrepancies or disparity – traditionally..."
	Management 5	"...education has become a political footbal'. I think Bengu wants to actually prove something before he retires...it's the way he is going about it; it's bombastic...it's too much at once..."
	Management 6	"I think this comes from the past...the imbalances that there were in the past...and I think we saw in OBE this is a way to eradicate the imbalances."

Need for Change	Other Teacher 1 OBE Teacher 1	"They felt the need that there has to be a change..." "...South Africa desperately needed a change in education system."
Changing Perceptions Regarding Learning and Teaching Methodology	Management 2	"...throughout we have been mechanical and the child was just left there...This time, the curriculum is saying a child is going to explore what is learnt..."
Advantageous to Learner	Other Teacher 3	"...to make those who are behind the others in-line with those who went out in front..."
Following Global Trends	Management 3	"...I think it comes from overseas...people see what other countries are doing...things are implemented from outside and brought into the country..."
To Even the Education Playing Field	Management 4	"...the largest number of children in South Africa, is children from this group which is not as developed as the other...you have to get a system...he must start on another level with his children and that's why it was introduced."
	OBE Teacher 4	"...it's a question about giving everyone the same chance, you know almost bring the one down a bit and bring the other up."
Unifying Education in South Africa	Other Teacher 5	"...because so many different areas have so many different approaches..."
Economic Motivation **(Combat Unemployment in South Africa)**	Other Teacher 5 OBE Teacher 6	"...it's trying to, I think to equip all children in the end to go into the workforce and have skills and have something to say this is what I can do..." "...if we think of all the unemployed matriculants lying at home...can't find a job...*And Curriculum 2005 will enable them to make their own businesses and create their own income.*" (Data from response to Question 4)
Meeting Varying Needs and Abilities of Learners	Other Teacher 6	"...not every child is a mathematician...so if he is not a mathematician he can work with his hands...go into the technical field...so that's why we have the eight Learning Areas, where everybody can gain from it."

FINDINGS QUESTION 5:

- Respondents present a number of opinions as to the reasons for Curriculum 2005's implementation:

Reasons for Implementation	Respondent
Political	Other Teacher 1 OBE Teacher 1 Management 1 OBE Teacher 2 Other Teacher 2 OBE Teacher 3 Other Teacher 4 Other Teacher 5 OBE Teacher 5 Management 5 (mentions 2 reasons) Management 6
Need for Change	Other Teacher 1 OBE Teacher 1
Changing Perceptions Regarding Learning and Teaching Methodology	Management 2
Advantageous to Learner	Other Teacher 3
Following Global Trends	Management 3
To Even the Education Playing Field	Management 4 OBE Teacher 4
Unifying Education in South Africa	Other Teacher 5
Economic Motivation	Other Teacher 5 OBE Teacher 6
Meeting Varying Needs and Abilities of Learners	Other Teacher 6

- 18 respondents presented 23 reasons as to Curriculum 2005's implementation. 11 of these reasons were political i.e. just under half of the respondents in the Teacher Sample believe the introduction of Curriculum 2005 was due to political reasons.
- 2 respondents mention economic reasons for the introduction of the curriculum. 1 of the 18 respondents in the Teacher Sample cite Curriculum 2005 as being advantageous to the learner.
- The four respondents in the Design Team all mention political reasons as to the implementation of Curriculum 2005:

DESIGN TEAM – QUESTION 3: TABLE DT 3.2 Reasons for the Implementation of Curriculum 2005	
REASONS FOR ITS IMPLEMENTATION	RESPONDENT
1. Political	Respondents A, B, C and D
2. To Skill the Population	Respondent A
3. Existence of a Knowledge Explosion	Respondent A
4. To Break Bad Habits	Respondent A
5. Fairer Assessment System	Respondent A
6. Link Learning to Developments in Other Environments eg. Technological	Respondent B, C
7. Structure of Old Curriculum	Respondent D
8. Develop Effective Citizens	Respondent B
9. To Develop Knowledge, Skills and Attitudes Necessary to Participate in a Rapidly Changing Country	Respondent C

QUESTION 6a:

CROSS-SITE ANALYSIS QUESTION 6a: TABLE 6a.1 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	Details	Respondent
The Learner	▪ Children previously referred to aid classes remain in the mainstream	OT1
	▪ Children will now be spending part of the day outside and will realise that they can stimulate themselves from their environment and don't have to focus on TV and computers	OT1
	▪ There will be a place for all learners...it is based on what you can do and not what you can't do...does not just recognise the academics	OBE1
	▪ The learner will benefit more in that they will be interested in what's going on and will actually respect a place of education because it means something to them	M2
	▪ Works independently	OT3
	▪ Self-discovery learning is developed	OT3
	▪ Self-esteem and confidence is developed	OBE3
	▪ Will develop themselves	OBE4
	▪ Leaves school knowing personal capabilities, strengths etc and can enter the workforce with thi nowledge	OT5
	▪ Is taught skills	OBE5
	▪ Senior Primary learner will be assessed differently	OBE5
	▪ Varying needs and abilities of learners will be met and developed by the new curriculum	OT6
	▪ Curriculum 2005 develops skills etc. in learners that will enable them to find a job when they leave school. This could be through self-employment or just through having the skills to do certain work/jobs in the workforce	OBE6
	▪ In the long-term Curriculum 2005 develops life-skills in the learners	M6

Relevance to World of Work	▪ Curriculum 2005 creates lifeskills and if children are reinforced with those lifeskills...by the time they go into the job market, those things will be familiar ▪ emphasis on career orientation...when people come out of school they will be job orientated and productivity orientated ▪ " When children go into the workplace one day – he can do things eg. calculate area in the building industry. The child will have that understanding..."	OT1 M1 M2
Learning	▪ Learning will also take place outside the classroom. This external environment will stimulate learners and they wont have to focus on TV and computers	OT1
Responsible citizens in a future South Africa	▪ South Africa will have responsible citizens in the future. People who want to stand and do things	OBE2
Parents	▪ Unless parents are trained regarding Curriculum 2005, it will be very difficult to make a success of the new curriculum i.e. there won't be any likely major achievements	M3
Social Development in Rural Areas	▪ Social development of people in rural areas must be accomplished in order for Curriculum 2005 to be successful	M3
To even the education playing field/Equal Education system for all South Africans	▪ Interviewee proposes that South African children will ultimately all be on the same educational level ▪ It's going to be a levelling...which is going to be positive for a lot of people, but negative for the future of the country	M4
The Teacher	▪ Re-evaluates teaching methodology	M5
Previously Disadvantaged South Africans	▪ Will gain something because they had nothing to lose	M5
Physically Disabled People	▪ Will gain from Curriculum 2005, because they too will be part of it.	OT6

FINDINGS QUESTION 6a:

- Finding 'common ground' in the responses to Question 6a:

Likely major achievements relate to...	Respondents
The Learner	OT1, OBE1, M2, OT3(X2), OBE3, OBE4, OT5, OBE5(X2), OT6, OBE6, M6
Relevance to the World of Work	OT1, M1, M2
Learning	OT1
Responsible Citizens in a Future South Africa	OBE2
Parents	M3
Social Development in Rural Areas	M3

To Even the Education Playing Field/Equal Education System in South Africa	M4, M5
Previously Disadvantaged South Africans	M5
The Teacher	M5
Physically Disabled South Africans	OT6

(X2 indicates that the respondent cited two achievements)

- 11 of the 18 respondents mention achievements related to the learner. 14 points are made in this regard and may be summarised as follows:
  a. Curriculum 2005 is inclusive; there is a place for all learners. Varying needs and abilities of learners will be met and developed.
  b. Learners will be stimulated by the learning that takes place outside of the classroom.
  c. Education will mean something to the learners.
  d. Learners will develop themselves and will leave school knowing their capabilities.
  e. Life-skills are developed in the learner.
  f. Senior Primary learners will be assessed differently.

- 3 of the 18 respondents in the Teacher Sample mention achievements related to Curriculum 2005's link/relevance to the world of work.
- There is a strong correlation between the findings from the Teacher Sample and those from the Design Sample:
  a. 3 of the 4 respondents in the Design Team mentioned achievements related to the learner.
  b. The Design Team mention 5 points regarding achievements relating to the learner. 4 of these points correlate with those of the Teacher Sample.

- In the light of the findings in Question 6a, it may be said that there is a strong belief that the learner will benefit from Curriculum 2005.

DESIGN TEAM – QUESTION 4: TABLE DT 4.2 Likely Major Achievements of Curriculum 2005	
Likely Major Achievements Relate To...	**Respondent**
Learner:	
• Development of skills	A
• Awakening of curiosity	A
• Greater accessibility of education to less fortunate learners	A
• Learners will participate more in the learning process (learner-centered)	C
• Learner is at the center of the learning interaction	D
Education System:	
• Increased participation rates	B

• Increased quality through focus on critical thinking, team-work, balance between doing and knowing and effective uses of science and technology	B
Teachers: • Motivational – it will raise the morale of teachers, particularly when they start implementing new curriculum	C
Learning: • life-long learning will replace the belief that learning only happens in the classroom	C

QUESTION 6b:

CURRICULUM 2005 – ENVISAGED PITFALLS A SUMMARY		
AREAS OF CONCERN	**BRIEF DETAIL**	**RESPONDENT**
Teaching Methodology	- More talking in class, less work done - Not enough space for groupwork - Mixed-ability grouping: copying is a problem - Groupwork – some learners won't contribute equally to a task, but will put their name on it - Difficult to know each child in a large class	**Other Teacher 1** **OBE Teacher 2** **Other Teacher 3** **Other Teacher 4**
Motivation of Teachers	- Not motivated enough	**OBE Teacher 1**
Training of Teachers	- Desperate for training - Willing to pay out of own pocket - Not enough money or manpower to train teachers - Teachers put off by complicated terminology at training courses - Not easy for older teachers to use new methodology	**OBE Teacher 1** **Management 1** **Other Teacher 2**
Teaching Material Used in the Training of Teachers	- Materials developed by academics, inappropriate for the classroom	**OBE Teacher 1**
Training – Methodology Employed	- Too many people at a course – cannot meet needs of all people	**OBE Teacher 1**
Pace of Implementation	- Implemented too quickly - Government have rushed into it	**Management 1** **Management 2**
Implementation	- Difference between theory and practice - Methodology conflicts with local context; rural learners live far apart and cannot do groupwork exercises	**Management 1** **Other Teacher 3**
Structure of the Curriculum	- Structure needs to be simplified	**Management 1**
Teachers	- Too many people sitting back – a strong work ethos is required from staff - Some teachers are lazy and believe learner must learn things on his own - Fluidity in the standards set for each phase may result in a teacher passing on the responsibility to the teacher in the next grade - Some teachers do not want to accept the change/paradigm shift	**Management 1** **OBE Teacher 4** **OBE Teacher 4** **Management 6**

The Learner	- Academic achievers won't receive same recognition as with previous curriculum	**Other Teacher 1**
Assessment	- Difficult to assess each child in a large class - All learners are expected to move to the next grade	**OBE Teacher 2**
	- Learners cannot be held back and some will reach university and won't be at that level	**OBE Teacher 3**
	- Learner should be able to stay behind in a grade and learners must be tested	**OBE Teacher 4**
	- Difficult to manage the actual recording of each learner's progress. Problems may emerge when a learner transfers from one school to another.	**Other Teacher 5**
	- Concern that children may filter through with new assessment practices.	**OBE Teacher 5**
	- Dissatisfaction with continuous evaluation on its own, believes there must be formal testing	**Management 5**
New Curriculum is Viewed with Suspicion by Politicised South Africans	- Curriculum came at a time when everybody was politicised	**Management 2**
Resources	- Need a library for learners to work alone	**Other Teacher 3**
	- Lack of written resources eg. encyclopaedias	**Management 3**
	- Struggling to get resources from the Department of Education	**Management 6**
	- Teachers cannot afford to supply learners with all the necessary resources.	**OBE Teacher 6**
	- School lacks funds to get resources as quickly as possible	**Management 6**
Social Development of Rural People	- People living in rural areas need to be socially uplifted or else it will be a struggle to make a success of Curriculum 2005	**Management 3**
Negative Perception of Curriculum 2005	- Negativity in white schools towards Curriculum 2005 – feel a good curriculum has been taken away	**Management 4**
	- Negativity due to the perception that various countries have already dropped OBE	**Other Teacher 6**
Historically Disadvantaged Schools and Teachers	- There must be a working together of black and white otherwise Curriculum 2005 won't succeed	**Management 4**
	- Some teachers from previously disadvantaged schools lack the ability to run with the new curriculum	**Management 4**
Learners Moving to Private Schools	- Gap between the 'haves' and 'have-nots' will widen as wealthier parents place their children in private schools	**Management 5**
Inability of South Africans to Compete on a World Market	- New curriculum may achieve a levelling that will result in a drop in standards and ultimately an inability to compete on a world market	**Management 5**
Parents	- Aren't equipped to guide the child	**OBE Teacher 6**

FINDINGS QUESTION 6b:

1. In comparing the findings of Questions 6a and 6b, it is found that the respondents raise more issues of concern about Curriculum 2005, than issues related to possible achievements.
2. The areas of greatest concern for the Teacher Sample are:
   a) **Assessment:** 6 of the 18 respondents raise a concern in this regard.
   b) **Teaching methodology employed with new curriculum:** 4 respondents raise this concern.
   c) **Teacher training:** 4 respondents raise this concern.
   d) **Teachers' attitudes:** 4 respondents raise this concern.
   e) **Problems associated with the supply of resources:** 4 respondents raise this concern.

3. The respondents in the Design Team mention 8 doubts concerning Curriculum 2005. 5 of these doubts correlate with the concerns expressed by the Teacher Sample. (See also DT Question 7: Table DT 7.1.1)

QUESTION 7:

CROSS-SITE ANALYSIS QUESTION 7: TABLE 7.1
Changes in educators' feelings towards the teaching profession
A Summary

RESPONDENT	ANY CHANGES ?	SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION	POSITIVE OR NEGATIVE CHANGE?
Other Teacher 1	No	"I've always been a positive person...we've got to keep positive about something that has changed..."	Respondent's feelings haven't changed. She exudes a positive attitude towards the curriculum change.
OBE Teacher 1	Yes	"...my attitude at the moment is one of frustration...we have helped the Department for nothing all the way. Now that we are charging to go out...they don't want anything to do with us...well we also have to live."	Negative
Management 1	No	N/A	N/A
Other Teacher 2	Yes	"...as an old teacher, I don't want to teach something I don't know...I am old now...I want also a change..."	Negative
OBE Teacher 2	No	"I am still prepared to be in the path of OBE as long as we can get more support and training and facilities."	N/A
Management 2	No	*Interviewee provided no additional information*	N/A

Other Teacher 3	No	"School is for me school."	N/A
OBE Teacher 3	Yes	"I was very strict, now I've made room for the child who cannot think fast...in the past the inspectors came and they wanted to see your class and you drilled the children, now I...go at his *(the child's)* pace..."	Positive
Management 3	No	"...my feelings haven't changed."	N/A
Other Teacher 4	Yes	*Interviewee feels her feelings may have changed a little and this is due to the following:* "I'm scared I'm not going to be able to implement it. It's just you've got to be trained again, so it takes more time at home...you're scared you'll leave the important stuff out."	Negative
OBE Teacher 4	No	"I do I do my work...and bring all the new stuff in. I use my old stuff but merge it with the new stuff and that is wonderfully stimulating for me."	N/A
Management 4	Yes	"...we are standing in a profession where not only the curriculum has changed, but everything has changed; posts, 'the sword that hangs over teachers heads', that makes us all very negative...But it has made me negative. Definitely, because now I've got a system that works, why do I have to change? But then I have to think further to the paradigm shift – we live in one country...let's look at a plan that will improve everyone's situation..."	Negative and Positive
Other Teacher 5	Yes	"Ja, my personal feelings...as a teacher I was starting to get a little bored and frustrated...so for me it's personally been a challenge..."	Positive
OBE Teacher 5	Yes	"...go through times when we are incredibly positive and then times when a little bit of negativity creeps in..."	Positive and Negative
Management 5	No	"I am a teacher and will always be a teacher..."	N/A
Other Teacher 6	No	"No, not really, uh-uh."	N/A
OBE Teacher 6	Yes	"Yes...because with all the things going on, changes, mm, in the country and things are just dumped on us, that made me feel frustrated. And, um, like I felt like packing up...but like I said this new or approaching it a different way, so that made me excited..."	Positive
Management 6	Yes	"...with Curriculum 2005 I am more excited than ever. I was at a point where I felt that leaving teaching, "I'll just go out, but with this new change I'm very excited..."	Positive

(N/A – not applicable)

FINDINGS QUESTION 7:

1. The 18 respondents comprising the Teacher Sample responded in the manner:

CHANGES IN FEELINGS?	NEGATIVE CHANGES	POSITIVE CHANGES	NEGATIVE AND POSITIVE CHANGES
YES	3 respondents	4 respondents	2 respondents
NO	9 respondents		

2. Half of the respondents did not experience any changes in their feelings towards the teaching profession.
3. 3 respondents experienced negative changes in their feelings and attributed the change to:
   - Frustration with the Department of Education.
   - Being an older teacher and wanting to leave the profession.
   - Fear of being unable to implement the new curriculum and the related training encroaching on time spent at home.
4. 4 respondents experienced positive changes in their feelings towards the teaching profession and attributed the change to:
   - Curriculum 2005 exciting them.
   - The change exciting them.
   - Curriculum 2005 posed a new challenge.
   - No longer feeling threatened by inspectors coming. Moving at the child's pace now.
5. Searching for patterns in Question 7...

POSITIVE CHANGE	NEGATIVE CHANGE	POSITIVE AND NEGATIVE CHANGES	NO CHANGES
OBE3	OBE1	M4	OT1
OT5	OT11	OBE5	M1
OBE6	OT4		OBE2
M6			M2
			OT3
			M3
			OBE4
			M5
			OT6

No real pattern emerges regarding which respondents' feelings have changed in particular ways. It is noted however, that four of the six Management respondents did not indicate any changes in their feelings. Perhaps this may be linked to the length of time spent establishing their careers in education and the position of authority they hold in the schools?

QUESTION 8:

Data required when analysing Question 8:

SOURCES	
A	Through meetings and/or workshops organised by the Provincial Department of Education
B	Through meetings and/or workshops organised by a teacher union eg. SADTU, APT
C	Through written documentation sent to the school by the Provincial Department of Education
D	Through the reading of newspaper articles
E	Other sources

CROSS-SITE ANALYSIS QUESTION 8: TABLE 8.1
Learning About the New Curriculum – Rating the Respondents' Sources from the Most Informative to the Least Informative

	Source A	Source B	Source C	Source D	Source E
Other Teacher 1	1 and 4		2	2	3
OBE Teacher 1	2				1
Management 1		4	3	4	1 and 2
Other Teacher 2			2		1
OBE Teacher 2	4		4	4	1, 2 and 3
Management 2	1	2	4	4	3
Other Teacher 3	2			1	
OBE Teacher 3	2		2	4	1 and 3
Management 3	3		2	4	1
Other Teacher 4	1		2	3	3
OBE Teacher 4	1		2	3	4
Management 4	1		2	4	3
Other Teacher 5	1 and 3		2	4	5
OBE Teacher 5	1		3	5	2 and 4
Management 5	4		3	2	1
Other Teacher 6	1	4	2	3	4
OBE Teacher 6	1		1 and 2	3	
Management 6	1		3	2	4

KEY TO TABLE:

1 = most informative source, 5 = least informative source

Indicates source is not applicable to the respondent

FINDINGS TABLE 8.1:

1. Negative Analysis:

How many times was each source not rated by any of the respondents?

Source A – 2 times
Source B - 15 times
Source C – 2 times
Source D – 2 times
Source E – 2 times

The most obvious finding from Table 8.1 is that Source B (Teacher Unions) did not play a significant role in informing teachers about Curriculum 2005. A number of questions arise from this finding:

1) What is the role of Teacher Unions during times of large-scale curriculum change?
2) What role are Teacher Unions in South Africa playing during the implementation of this new curriculum?

A CLOSER EXAMINATION OF HOW EACH SOURCE WAS RATED	
SOURCE A	Number of Times Rated
Rated 1st	10 times
Rated 2nd	3
Rated 3rd	2
Rated 4th	3
Rated 5th	0
SOURCE B	
Rated 1st	0 times
Rated 2nd	1
Rated 3rd	0
Rated 4th	2
Rated 5th	0
SOURCE C	
Rated 1st	1 times
Rated 2nd	10
Rated 3rd	4
Rated 4th	2
Rated 5th	0
SOURCE D	
Rated 1st	1 times
Rated 2nd	3
Rated 3rd	4
Rated 4th	7
Rated 5th	1
SOURCE E	
Rated 1st	7 times
Rated 2nd	2
Rated 3rd	6
Rated 4th	4
Rated 5th	1

Findings:

- Source A (Meetings and workshops organised by the Provincial Department of Education) was rated as the most informative source on 10 occasions.
- Source C (Written documentation form the Provincial Department of Education) was rated as the 2nd most informative source on 10 occasions.
- A closer examination of sources A and C in Table 8.1, reveals that on seven occasions A was rated as the most informative source, followed by C as the 2nd most informative. Bearing in mind that Curriculum 2005 is a planned, large-scale, 'blue-print' curriculum change, it seems to makes sense that the teachers' most informative sources are those related to the implementers of the curriculum change.
- Source E (Other Sources) was rated 1st on 7 occasions. What were the respondents Other Sources?
  1) Case Study 1: Management course through an overseas university, other teachers
  2) Case Study 2: A newspaper/newsletter for teachers, textbooks, methodology learnt at university, student teachers, Non-Governmental Organisations (NGOs), a business organisation
  3) Case Study 3: NGOs, TV, radio,
  4) Case Study 4: people talking, publishers, interaction between educators,
  5) Case Study 5: the odd person talking about Curriculum 2005, teacher's Centre, JP Forum (a support group), publishers
  6) Case Study 6: NGOs and a family member from overseas

NGOs and publishers are the most frequently mentioned Other Sources.

QUESTION 9:

CROSS-SITE ANALYSIS QUESTION 9: TABLE 9.1 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	**SOURCE**	**REASON(S)**
Other Teacher 1	Heads of Departments or Provincial Department of Education	- None given
OBE Teacher 1	Internet - Pennsylvania University site	- "...because there is nothing here that can tell me anything more about 2005."
Management 1	Respondent doesn't know where he would go for more information	- Respondent doesn't believe his school is getting "...any feedback from the situation." Education Department officials enter his school on an on-going basis (due to the fact that this is a pilot school) and yet he has never spoken to them. He resents the fact that they do not acknowledge his presence or their own.
Other Teacher 2	Teacher Colleges	- This is where they are now starting to introduce this curriculum
OBE Teacher 2	Meeting with schools that have been using this system for a while eg. pilot schools	- "...you become more clear easy then...I would prefer to do practice with those schools...even preparing together..."
Management 2	1. Gauteng Provincial Department of Education 2. Booksellers	- "...they give me some information."
Other Teacher 3	Colleagues/Peers at other schools	- Share ideas - Check to see if on the right path
OBE Teacher 3	The University *(Stellenbosch University)*	- "There is an individual there...she is good..." - "...can explain in more detail..."
Management 3	An NGO	- "...guys who are relaxed."
Other Teacher 4	Circuit Area Manager Child Development	- Very involved with the teachers - Easy to phone them and tell them to come
OBE Teacher 4	Circuit Leader	- They are 'above us' - We think they are the right people
Management 4	Circuit Leader	
Other Teacher 5	Superintendent *(Provincial Education Department representative)*	- Has the children's and teachers' interests at heart
OBE Teacher 5	*Respondent does not know who she would turn to*	
Management 5	An individual who had worked with OBE before	- They would really know about OBE; would hold a working knowledge of it
Other Teacher 6	Respondent would turn to somebody within the hierarchy of the Provincial Education Department eg. her principal.	- None given
OBE Teacher 6	Books –written resources	- "We had quite a bit of resourcing in that way."
Management 6	Provincial Education Department	- None given

Findings Question 9: Who would the Teacher Sample turn to for additional information about Curriculum 2005?

Additional Sources	Respondent(s)
HODs/Provincial Department of Education	OT1, M2, OT4, OBE4, M4, OT5, OT6, M6
Internet	OBE1
Teacher Colleges	OT2
NGOs	M3
Pilot Schools	OBE2, M5
Publishers	M2, OBE6
Other schools/teachers/support groups	OT3
An individual from a university	OBE3
Respondent does not know who to turn to	M1, OBE5

- Eight respondents would turn to the Provincial Department of Education. Perhaps this is due to the fact that this is the source from where the curriculum change is emanating and consequently teachers would instinctively turn to it for additional data? The fact that so many of the Teacher Sample would turn to a Provincial Department of Education, is perhaps also indicative of the relationship that might exist between educators and the Department. (See related discussion in the **Discussion, Conclusion and Recommendations chapter,** page 366.)

QUESTION 10:

CROSS-SITE ANALYSIS QUESTION 10: TABLE 10.1 Respondents' Descriptions of Curriculum 2005		
RESPONDENT	DESCRIPTIVE WORD	NEGATIVE OR POSITIVE DESCRIPTION
Other Teacher 1	Innovative Tedious	Positive Negative
OBE Teacher 1	Problematic Needed Exciting	Negative Positive Positive
Management 1	Innovative Exciting	Positive Positive
Other Teacher 2	Frightening Problematic	Negative Negative
OBE Teacher 2	Needed Innovative	Positive Positive
Management 2	Innovative Motivational	Positive Positive
Other Teacher 3	Motivational Exciting	Positive and Negative Positive
OBE Teacher 3	Motivational Exciting	Positive Positive
Management 3	Innovative Needed	Positive Positive
Other Teacher 4	Motivational Exciting	Positive Positive
OBE Teacher 4	Unwanted Exciting	Negative Positive
Management 4	Innovative Exciting	Positive Positive
Other Teacher 5	Innovative Problematic	Positive Negative
OBE Teacher 5	Frightening Exciting	Negative Positive
Management 5	Innovative Problematic	Positive Negative
Other Teacher 6	Motivational Innovative	Positive Positive
OBE Teacher 6	Innovative Motivational Exciting	Neither Positive Positive
Management 6	Exciting Innovative	Positive Positive

FINDINGS QUESTION 10:

- The 18 respondents in the Teacher Sample presented 38 descriptions of Curriculum 2005:

28 – positive descriptions
8 – negative descriptions
1 - positive and negative description
1 – neither

- Positive descriptions outnumbered negative descriptions by more than three times.
- **Innovative** – the word most often chosen to describe Curriculum 2005 (11 times).
- **Tedious** and **unwanted** – the words least chosen to describe Curriculum 2005 (Each chosen once).
- Descriptive word most often chosen by the six OBE Teachers: Exciting (Chosen 4 times).
- Descriptive words most often chosen by the six Other Teachers: Innovative and Motivational (Each chosen 3 times).
- Descriptive word most often chosen by the six Managers: Innovative. All six chose this word.
- Correlating the Teacher Sample and the Design Team responses: The four respondents in the Design Team described Curriculum 2005 in the following way:

RESPONDENT	DESCRIPTIVE WORD	NEGATIVE OR POSITIVE DESCRIPTION
A	Innovative Problematic	Positive Negative
B	Exciting Tedious	Positive Negative
C	Needed Motivational	Positive Positive
D	Innovative Needed	Positive Positive

a) As with the Teacher Sample, the positive terms to describe the new curriculum far outweigh the negative ones.
b) As with the Teacher Sample the word 'innovative' was chosen most often.
c) Tedious was also one of the negative words chosen. Respondent B felt that as a manager of the curriculum process, the understaffing found him chasing the process often.

QUESTION 11:

12 of the 18 respondents that comprised the Teacher Sample are yet to implement the new outcomes-based curriculum. (These respondents teach Grades 2 – 7.) This question explores if OBE has made any difference, thus far, to the way in which they teach in the classroom:

CROSS-SITE ANALYSIS QUESTION 11: TABLE 11.1
Has OBE made any difference to the way in which you teach in the classroom?

RESPONDENT	IS THERE A DIFFERENCE?	DIFFERENCE CONCERNS...
Other Teacher 1	Yes	a. Groupwork b. Discussion **(P)**
OBE Teacher 1 (Grade 2 Teacher)	Yes	a. Groupwork **(P)** b. Planning and Preparation **(P)**
Other Teacher 2	No	N/A
Management 2	Yes	a. Learner Involvement **(P)**
Other Teacher 3	Yes	a. Learner **(P)** b. Methodology **(N)** c. Assessment **(N)** d. Teacher's Attitude **(P)**
OBE Teacher 3 (Grade 2 Teacher)	Yes	a. Methodology b. Learner **(P)** c. Methodology **(P)**
Management 3	Yes	a. Methodology **(P)** b. Methodology. **(N)**
Other Teacher 4	Yes	a. Linking new curriculum to existing practice **(P)** b. Role of the teacher **(N)**
Management 4	Yes	a. Communication between teacher and learners **(P)**
Other Teacher 5	No	*Perceived changes in the future...* a. The Learner
Management 5	Yes	a. Methodology
Other Teacher 6	Yes	a. Methodology **(P)**

(N – outright negative difference to teaching practice
P – outright positive difference to teaching practice
N/A – not applicable)

FINDINGS TABLE 11.1:

1. 10 of the 12 respondents indicated a change in their teaching practice.
2. OT2 and OT5 were the two respondents who indicated no change. Their response must be seen in the light of their context: OT2 is an older teacher who is leaving the teaching profession. OT5 mentioned the changes she would make in the future, but at present there have been no changes.

3. What changes have taken place thus far?

CROSS-SITE ANALYSIS QUESTION 11: TABLE 11.2 Differences in Teaching Practice		
DIFFERENCES RELATE TO...	**BRIEF DETAIL**	**RESPONDENT**
Groupwork	- Try to give groups different activities - More time may be spent with each learner - Learners work in groups - Learners work in groups - Respondent is finding groupwork difficult in large classes - Utilises groupwork	OT1 OBE2 OT3 OBE3 M3 M5
Discussion/Communication	- Learners have more time to discuss - Respondent tries to get more feedback from the learners - Dialogue in the classroom, not monologue	OT1 M4 M5
Planning and Preparation	- Greater focus on preparation than marking	OBE1
Learner	- Respondent arranges for learners to work independently and conduct research - Respondent guides learners to listen to each others' viewpoints. Learners respect each others' view points.	OT3 OBE3
Assessment	- Difficult to undertake in large classes, where children are in groups	OT3
Teacher's Attitude	- Already preparing work that will be used in the future	OT3
Questioning	- Respondent is attempting to use different types of questions	M3
Linking New Curriculum to Existing Practice	- Linking existing practice to a new Learning Area i.e. Technology - Incorporated aspects of the Technology Learning Area	OT4 OT6
Role of the Teacher	- Respondent is finding it difficult and frightening to facilitate	OT4
Learning	- Utilises co-operative learning - 'Hands-on' and problem-solving approach used	M5 OT6

FINDINGS TABLE 11.2:

1) Although not presently teaching OBE, the 10 respondents above have made a number of smaller changes to their teaching practice. Six of the respondents mention issues related to groupwork. Interestingly, 2 of the 10 respondents have begun to incorporate the Technology Learning Area in their classrooms. Perhaps this is due it being something different and new?

QUESTION 12:

CROSS-SITE ANALYSIS QUESTION 12: TABLE 12.1 Teachers implementing OBE – How has their practice changed thus far?		
RESPONDENT	**-VE OR +VE CHANGES**	**CHANGES CONCERN**
OBE Teacher 2	N/A	- Respondent mentioned two reasons for why her practice hasn't changed: a) she has only been teaching for two months and b) she has been groping with Curriculum 2005.
OBE Teacher 3 (Grade 1 teacher)	Positive Negative and Positive	- Children are more eager to participate in class. - Flexibility in teaching methods employed - There is a slight discipline problem, but the respondent prefers working with OBE, than teaching the way teachers taught before – the quiet classroom, with the teacher doing all the talking.
OBE Teacher 4	Positive	- **PREPARATION:** - Respondent structures her preparation around themes. - "No..." *(I haven't introduced any new methods)* - "...the past ten years, I've actually been doing Curriculum 2005; ...I do groupwork, I go on outings..." *(Data from Question 9 – inserted for discussion.)*
OBE Teacher 5	Neither	- **METHODOLOGY- Greater use of co-operative learning and learners learning more vocabulary:** - Respondent indicates that they have "tended to keep their format and routine the same". They have done more co-operative learning and more vocabulary in the Literacy Learning Area. - "..the Senior Primary teachers might find it more of a shift than the JP teachers...because we always teach in ability groups and our assessment has been continuous assessment and evaluation, I think it has come a little easier to us."
OBE Teacher 6	Positive and Negative	- **TEACHING METHODOLOGY -** - Respondent tries to keep to a 'hands-on' approach. - Respondent is finding it difficult to incorporate OBE in its entirety and states that the 'basics still need to be done' eg. teaching the learners how to hold a pencil, how to form letters etc.

FINDINGS QUESTION 12:

1. The introduction of an outcomes-based curriculum has meant very few changes in the teaching practice of the five OBE Teachers. The only changes mentioned were:
   a. Greater use of co-operative learning.
   b. Teaching learners more vocabulary.
   c. Attempting to keep to a 'hands-on' approach.
   d. Increased learner participation.
   e. Greater flexibility in teaching methods employed.

   Perhaps so few changes may be attributed to the fact that the respondents had only been implementing Curriculum 2005 for a couple of months? Other reasons to consider are as follows:
   a. **OBE Teacher 2:** Has recently graduated, been teaching for 2 months.

b. **OBE Teacher 4:** Has not introduced any new methods and believes she has been teaching Curriculum 2005 for 10 years eg. she goes on outings, does groupwork etc.
c. **OBE Teacher 5:** Has always done groupwork and continuous assessment, so she has kept her routine the same.
d. **OBE Teacher 6:** Perceives OBE as been separate from 'the basics' eg. teaching learners how to hold a pencil.

QUESTION 13:

There were only two respondents from the Management strata, who did not teach:

CROSS-SITE QUESTION 13: TABLE 13.1
How do principals believe OBE changes teachers' practice?

RESPONDENT	CHANGES CONCERN...	DETAIL OF CHANGES	POSITIVE OR NEGATIVE CHANGE?
Management 1	Classroom Management	- Increased noise level - Difficult for the teacher to gauge which learners are 'zooming ahead'.	Negative
	Classroom Management	- Teachers forget 'basic disciplining' and tend to move too much to the 'other extreme'. - Some teachers will 'take a back seat' and think the learners have to teach themselves.	Negative
Management 6	Learners	- Teachers must change their practice so that learners are more involved.	Positive
	Methodology	- Setting of the classroom changes when doing groupwork - Respondent indicates when he does visit the classes for a few minutes he tries not to give the learners information. He tries to get information from them and get them do most of the talking.	Neither Positive

- Management 1 mentioned a number of concerns regarding classroom management.
- Management 6 indicated that the setting of the classroom is altered. He also mentioned a minor change that he himself has made.

QUESTIONS 11- 13: CORRELATING THE RESPONSES OF THE DESIGN TEAM WITH THOSE OF THE TEACHER SAMPLE:

1) The Design Team mentioned a wider range of change dimensions as opposed to the Teacher Sample – See DT QUESTION 9: TABLE DT 9.2.

2) There was some correlation between the differences mentioned by the Teacher Sample and those highlighted by the Design Team. See DT QUESTION 9: TABLE DT 9.1 for details of this correlation.
3) Half of the respondents in the Design Team raised issues related to the writing of outcomes and learners achieving the stated outcomes. The Teacher Sample made no mention of any changes in this regard.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This chapter interprets and discusses the results from Chapter 4. It is structured as a series of discussions around various issues. The results from Chapter 4 are also related to the research questions and to knowledge about OBE and curriculum change. This knowledge is reflected in the literature review.

A. DISCUSSING AND INTERPRETING THE RESULTS IN RELATION TO THE RESEARCH QUESTIONS:

For the purpose of clarity, the research questions are restated. Additional details for each question may be found in the Cross-Site Analysis in Chapter 4.

1) What do teachers understand by outcomes-based education?

A significant finding of the research emerged from the responses to this question. The Cross-Site Analysis revealed that most of the teachers interviewed for this project did not have a good understanding of OBE. This became particularly clear when examining the understanding held by those teachers who were currently implementing the outcomes-based curriculum. None of the five teachers currently implementing Curriculum 2005 had more than a limited knowledge of OBE. Two of the OBE Teachers held no knowledge about OBE. The five OBE Teachers were in fact implementing an outcomes-based curriculum that they did not fully understand. The Cross-Site

Analysis also revealed that of the three strata in the six schools i.e. Management, Other Teachers and OBE Teachers, the OBE Teachers knew the least about OBE. These findings raise questions about the training the teachers have received. Has a gap in their training been revealed? What have teachers been taught in the meetings/workshops they have attended? This research proposes that any future training teachers receive, include training around OBE. Teachers' understanding of the theoretical underpinnings of OBE, as well as the wider implications of OBE's implementation, need to be developed. An important adult education principle is that adults learn through active involvement (See related discussion in the Literature Review – Part 2). Teachers learning about OBE require a lot more than information booklets that define the term. Teachers need hands-on workshops in order to develop their understanding of OBE.

2) How did teachers come to gain particular knowledge about Curriculum 2005?

Of the 18 respondents that comprised the Teacher Sample, 10 rated workshops/meetings held by the Provincial Education Department, as their most informative source. This finding must be seen in the light of the fact that Curriculum 2005 is a large-scale, planned, curriculum change implemented through the Provincial Education Departments.

Other Sources eg. student teachers, publishers, NGOs and teacher support groups, were also rated as important sources of information.

A significant finding that emerged from this question was that Teacher Unions were a source of information for only three of the eighteen teachers. It was evident that Teacher Unions did not play a notable role in informing teachers about Curriculum 2005. Two questions emerge from this finding:

- What role are Teacher Unions playing during the implementation of Curriculum 2005?
- What role might they take during times of curriculum change?

These questions could prove to be a springboard for a future research project.

3) Why do teachers believe broader changes have taken place in education in South Africa, during the past two years?

Nearly half of the Teacher Sample believed that the introduction of Curriculum 2005 was due to political reasons. Economic reasons were also cited for the implementation of the new curriculum. These findings are reflected in the literature review, where it was discussed that the recent changes that have taken place in education in South Africa, reflect the views of political leaders (Braithwaite, 1993).

4) Do teachers support the change to OBE?

This question proved to be highly problematic. If any future research emerges from this research project, it is recommended that this question be reworked. Most of the teachers did not hold a good understanding of OBE and yet many indicated their support for it. Their support lay elsewhere eg. one teacher actually supported the perceived benefits of a Learning Area and not OBE itself.

There were eight teachers who held either a fair or good understanding of OBE. All indicated some support for OBE.

5) What views, hopes, fears and concerns do teachers hold regarding outcomes-based education?

In the light of the findings to Question 6a, it can be said that there is a strong belief that the learner will benefit from Curriculum 2005. Eleven of the eighteen teachers mentioned achievements related to the learner.

Three teachers (in Question 6a) also mentioned the links between the new curriculum and the world of work. Throughout the six case studies reference was made regarding Curriculum 2005 and the world of work. (See Case Study 6, Question 5; Case Study 2, Question 6a; Case Study 1, Question 3.) OBE Teacher 6 believed OBE would combat unemployment in South Africa. Management 2 indicated his belief that Curriculum 2005 would prepare learners for entry into the workforce. Other Teacher 1 believed OBE would enable a child to be competent for a job in the future. Management 5 stated that Curriculum 2005 prepared children for the workforce, by ensuring they had skills. These views expressed by the teachers are in-line with writings discussed in the literature review. Janish (1997) mentioned that education in the past did not adequately prepare learners for the world of work. Parker (1997, in Goolam) stated that OBE emerged out of a business paradigm. The thrust of this research project is not to critique the issue discussed above, a future research project might wish to take it further.

The respondents suggested far more envisaged pitfalls or concerns about Curriculum 2005, than possible achievements. The concern that was mentioned the most, related to assessment. Four of the five teachers who were currently implementing OBE expressed concern over assessment. Assessment was perceived as being difficult in large classes. There was also concern over the recording of the learner's progress. (See related discussion in Case Study 2, Further Findings section.) The concerns of the OBE Teachers are related to writings discussed in the literature review. Parker (in Goolam, 1997) indicated that teachers may find it problematic to implement OBE assessment practices in large classes. Hyland (1994) explained that assessment was paramount in OBE, in that the approach concerned itself with the assessment of outcomes. In the light of Hyland's explanation and the problems expressed by the OBE Teachers, what will become of OBE assessment practices in the South African context? Will teachers adapt them

to suit their local context needs? Will the reality of the South African context hamper such assessment practices?

The Cross-Site Analysis of Question 1 (of the interview schedule) revealed that eight respondents expressed a positive reaction to Curriculum 2005, one expressed a negative reaction and nine teachers expressed mixed reactions. Overall, 34 positive statements were made about the new curriculum and 33 negative statements were expressed. These findings must be seen in the light of the fact that the implementation of Curriculum 2005 had only just begun. Perhaps it may be worthwhile to gauge teachers' reactions a number of years after the implementation of Curriculum 2005 and compare those findings to the ones above?

6) What are teachers' feelings towards the teaching profession during this time of curriculum change?

Nine of the eighteen teachers expressed no changes in their feelings towards the teaching profession. Four teachers expressed positive changes in their feelings. Three teachers expressed negative changes and two teachers expressed positive and negative changes. Perhaps the no change in the nine teachers' feelings can be attributed to the fact that Curriculum 2005 is yet to be fully implemented? Fullan (1992, in Bennett, 1992) spoke of the four phases of any educational change process. Curriculum 2005 is currently in the second phase, referred to as the initiation/adoption phase. It is only when it has been fully implemented (phase three) that meaning of the change becomes clearer.

7) What impact has the introduction of OBE had on teachers' classroom practice?

Ten of the twelve teachers who had not yet implemented OBE, indicated small changes in their teaching practice. Six of the same twelve teachers mentioned changes to the use of groupwork.

The five teachers who currently implemented OBE mentioned only five changes in their teaching practice. None of the OBE Teachers mentioned any changes that concerned outcomes, such as writing outcomes, or creating learning experiences where learners worked towards the attainment of outcomes. This finding relates to the OBE Teachers' understanding of OBE, previously discussed in this chapter. Again, it must be borne in mind that the OBE Teachers had thus far only been working with the new curriculum for two months.

Management, not teaching at present, mentioned small changes related to teachers' classroom management eg. setting changes related to groupwork and an increased noise level.

In the light of the findings presented above, OBE has thus far, resulted in a few small changes to teachers' practice.

B) <u>DISCUSSING AND INTERPRETING OTHER RESULTS:</u>

1. **<u>The Relationship between Schools and the Provincial Education Departments: (Including the role individuals within the Department play during times of curriculum change):</u>**

Within each of the six case studies some reference was made to the relationship that existed between the educators and the Provincial Education Department. This research revealed that teachers' understanding of

Curriculum 2005 and their feelings towards the curriculum change, were often attributed to the influence of a particular person. For the most part these were people within the Provincial Departments of Education. For many teachers the only personal contact they had with those implementing Curriculum 2005 was through representatives of the Department of Education. Some teachers found the Phase Heads/Specialists and Circuit Managers to be a 'lifeline'. They provided guidelines, time for discussion and were easily accessible. (See Case Study 4, Question 9 and Case Study 6, Question 8, for evidence of this.)

The research also revealed that there were other teachers whose minimal contact with the Education Department was soured, due to the interaction that occurred between themselves and a representative from the Department. Management 5 in Case Study 5, explained that a representative from the Education Department had told teachers in a meeting that if they didn't like Curriculum 2005, then they could leave education. In Case Study 3, OBE Teacher 3 spoke of a representative telling them that they would not be spoon-fed regarding the new curriculum. This comment led to increased feelings of angst amongst the teachers.
During the continued implementation of Curriculum 2005 in the years ahead, representatives of Provincial Departments of Education need to ensure that they remain sensitive to what Freire (1987, in Meizerow 1990:368) termed "...the established meaning perspectives..." of teachers. (See related discussion in the literature review.) Those managing the implementation of Curriculum 2005 need to understand what the curriculum change process is like for the teacher in the classroom, so that they may be more powerful helpers to the teachers. (Kean, 1988, in Boud, 1988).

2. **Networking Amongst Teachers:**

The issue of teachers networking in order to help one another with the curriculum changes emerged in all six case studies. Some teachers, who held a good grasp of OBE had taken it upon themselves to run workshops for other teachers (See Case Study 1). Other teachers spoke of the need for teachers to work together and help each other in terms of resources and lesson preparation (See Case Study 2). There were those teachers who mentioned the benefits of interacting with educators from other schools (See Case Study 3). Others had established 'support groups' where teachers met to discuss issues, as well as plan lessons (See Case Study 5).

The idea of networking is one that the Provincial Departments of Education need to develop amongst schools. In the light of the manpower shortages that exist in terms of training teachers (See Case Study 1 and the Design Team responses), networking is an avenue that needs to be explored further. The Senior Primary teachers in State schools countrywide are yet to implement Curriculum 2005. Developing support groups and networks will certainly aid them in understanding and implementing the new curriculum.

This research also revealed there is a need for those teachers who have a 'hands-on' understanding of OBE to aid other teachers who are still learning about the new curriculum (See Case Study 5, Question 9). OBE Teacher 6 was part of a pilot school that ran workshops to help teachers understand OBE. She was personally motivated through her involvement in the workshops and asked if was not possible for her to do more, because "...we have a lot to offer you know..." (See Case Study 6, Question 9). This research recommends that the Provincial Departments of Education incorporate teachers from pilot schools, into the development of a network amongst teachers.

3. **Linking Curriculum 2005 and the Methodology Utilised in some Junior Primary Classrooms:**

This research revealed a close relationship between the teaching methodology inherent in Curriculum 2005 and the methods previously utilised by some Junior Primary (JP) teachers eg. groupwork and continuous assessment (See Case Study 5, Question 2). What does this mean for those whose task it will be to train Senior Primary (SP) teachers, who are perhaps not as familiar with the methods utilised in Curriculum 2005? Will SP teachers find it more difficult to implement the methodology related to Curriculum 2005? This is a consideration the various Departments of Education might well explore.

4. **The Role of the Principal During Times of Curriculum Change:**

This research revealed a number of different roles principals have taken during the changeover to Curriculum 2005. Bearing in mind that Curriculum 2005 is a 'blue print' type of educational change i.e. a large scale, planned change, principals have a specific managerial role to play in schools. They are partly responsible for the dissemination of new data that arrives about the curriculum changes. A principal, as the manager of a school, can hinder teachers' understanding of the curriculum changes. An example of this emerged in Case Study 3, where Management 3 gave away information documents intended for his teachers. Other information on Curriculum 2005 was left lying in the Administration building and teachers complained they had not yet received information, when in fact it arrived at the school. In Case Study 1, Management 1 provided a reminder of the powerful position held by principals during times of curriculum change. He sated that "...if principals don't support it, it doesn't happen, If I don't go with it, the school's not going to go with it." This does not mean that principals have to know more about the curriculum changes than their teachers. Management 1 admitted that

everything he knew about OBE and Curriculum 2005 came from two teachers at the school. Although managing the curriculum change at the school, his role is in contrast to the one mentioned above. Management 1 is receiving his information from the 'grassroots' level of the school and yet the school is coping well with the curriculum changes. His teachers have a good grasp of the changeover to Curriculum 2005.

5. **Teachers Creating Their Own OBE:**

This research revealed that unless teachers are fully trained in outcomes-based education, there was a chance they could end up creating their own OBE. OBE Teacher 2 was particularly vocal in this regard (See Case Study 2, Question 7). Other Teacher 1 alluded to schools moulding OBE to suit their own beliefs about certain educational issues (See Case Study 1, Question 6b). These findings are reflected in the literature review. Grundy (1987) explained that the careful work of curriculum designers could come to naught, unless teachers in the classroom are persuaded to adopt their recommendations. The notion of State schools throughout South Africa implementing a number of 'versions' of OBE, is something the Provincial Departments of Education needs to consider, if OBE is to succeed in South Africa.

6. **The Issue of Resources:**

The research revealed that teachers require a number of resources if they are to implement Curriculum 2005 successfully. Two of the six case studies discussed the issues concerning a library. A place where learners could conduct research or complete groupwork activities (See Case Study 3, Local Context Issues and Case Study 6, Question 2). Concern was raised over teachers having to supply necessary resources themselves (See Case Study 6, Question 6b). Do the Provincial Departments of Education have sufficient financial resources in order to implement OBE successfully? It was discussed

in the literature review that the introduction of a new educational system initially demands considerable resources (Thompson, 1977). It was also revealed that 97% of provincial budgets are spent on personnel related issues. To what extent will the demand for resources diminish, as Curriculum 2005 is implemented in its entirety?

7. **Curriculum 2005 – Who will benefit the most?**

The reasons for the implementation of OBE in South Africa were discussed in the literature review. It was stated that the new education initiatives in South Africa were needed because too many South Africans had been deprived of too much for too long. The research revealed that some educators held the belief that Curriculum 2005 would be difficult to implement in previously disadvantaged schools, where resources were already at a minimum and teachers not always well qualified (See Case Study 5, Question 1). Perhaps those whose task it is to train teachers must focus specific attention on such schools?

8. **A Final Comment:**

This research project explored how selected teachers had responded to Curriculum 2005. The final comment of the project is directed to all the teachers in South Africa who are presently implementing the new curriculum, or will do so in the future: As part of a pilot school, OBE Teacher 6 received a lot of training and support regarding the new curriculum, yet she still believed that she learnt about it through 'trial and error'. To reiterate the important adult education principle that learning takes place through active involvement, this research project urges teachers to take the new curriculum into their classrooms and to learn about it through 'trial and error'.

APPENDICES

Structure of the NQF

NQF level	Band	Types of Qualifications and Certificates		Locations of Learning for units and qualifications		
8	Higher Education and Training	Doctorates Further Research Degrees		Tertiary / Research / Professional institutions		
7		Higher Degrees Professional Qualifications		Tertiary / Research / Professional institutions		
6		First Degrees Higher Diplomas		Universities / Technikons / Colleges / Private / Professional institutions / Workplace, etc		
5		Diplomas, Occupational Certificates		Universities / Technikons / Colleges / Private / Professional institutions / Workplace, etc		
Further Education and Training Certificate						
4	Further Education and Training	School/College/Trade Certificates Mix of units from all		Formal high schools / Private / State schools	Technical / Community Police / Nursing / Private colleges	RDP and Labour Market schemes / Industry Training Boards / Unions / Workplace, etc
3		School / College / Trade Certificates Mix of units from all				
2		School / College / Trade Certificates Mix of units from all				
General Education and Training Certificate						
1	General Education and Training	Senior Phase	ABET Level 4	Formal Schools (Urban / Rural / Farm / Special)	Occupation / Work-based training / RDP / Labour Market schemes / Upliftment / Community pro-grammes	NGOs / Churches / Night schools / ABET pro-grammes / Private providers / Industry Training Boards / Unions / Workplace, etc
		Intermediate Phase	ABET level 3			
		Foundation Phase	ABET level 2			
		Preschool	ABET Level 1			

APPENDAGE B

INTERVIEW SCHEDULE





WHAT ARE YOUR VIEWS ON CURRICULUM 2005 ?

Brief:

Thank you for giving up your time to complete this short interview. The purpose of this interview is for teachers to have the chance to tell how they feel about Curriculum 2005 and what they know about the new curriculum initiatives. Please answer the questions truthfully. Naturally, your opinions will agree with those of some people and disagree with those of others. Please don't think about that now. Bear in mind that your anonymity is absolutely guaranteed and that there are no right or wrong answers. The data collected from this interview will be used in the completion of a Masters degree in Education.
It is estimated to take 10 – 15 minutes to complete the interview. Your involvement is greatly appreciated.

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1. Curriculum 2005 was implemented in state schools across South Africa, in January 1998. It seems to have had a mixed reaction from the community and its teachers. Some think it is a disaster and others think it is going to save the nation. How do you feel about it?

2. How would you explain to a parent what the principal differences are between the old school curriculum and Curriculum 2005?

3. If a parent asked you about outcomes-based education (OBE), what would you say? (Also, ask respondent to define OBE)

4. Do you support the move towards outcomes-based education? Please complete the statement that supports your view.
Yes, I support the move towards OBE because...
No, I do not support the move towards OBE because...

5. Why do you think the Education Ministry is introducing Curriculum 2005?

6a. What do you think are likely to be the major achievements of the new curriculum?

6b. What pitfalls do you envisage with Curriculum 2005?

7. Have your feelings towards the teaching profession changed in any way since the introduction of the new curriculum?

YES NO

(If respondent answered YES): Please explain what has changed in your attitude towards the teaching profession.

8. How did you come to learn about the new curriculum? Indicate which statements apply to you.
A. Through meetings and/or workshops organised by the Provincial Education Department
B. Through meetings and/or workshops organised by a teacher union eg. SADTU, APT
C. Through written documentation sent to your school by the Provincial Department of Education
D. Through the reading of newspaper articles

E. Please indicate any other source(s) you may have had:

I would now like you to number your sources – Number 1 being the most informative, number 2 the second most informative etc.

9. If you think you need or would like more information about Curriculum 2005 where would you go to get it?

10. I will read to you a list of words that could be used to describe Curriculum 2005. Which **two** words do you believe describe Curriculum 2005 most closely.

- innovative - needed - frightening - exciting
- problematic - unwanted - motivational - tedious

Explain in two sentences – one for each word, why the words you have chosen best describe Curriculum 2005.

11. (This question is only for those teachers teaching Grades 2 – 7 and principals who teach, as well as administer the running of the school.) Has OBE made any difference to the way you teach in your classroom?

YES NO

a. If you answered YES, explain what these differences are.
b. If you answered NO: (i) Do you think it will make any changes to your practice in the future? (ii) What kinds of changes do you think might arise?

12. (This question is only for teachers directly involved in OBE implementation.)
How has OBE changed your classroom practice thus far?

13. (This question is only for principals who do not engage in any classroom teaching.)
How do you believe OBE changes teachers' classroom practice?

The information gained from the following questions will be used only to help account for differences in opinion, there will be no attempt to identify respondents.

What grade(s) do you teach?	How many years have you been teaching?
Grade 1?	1 – 2 years?
Grade 2?	3 – 5 years?
Grade 3?	6 – 10 years?
Grade 4?	more than 10 years?
Grade 5?	
Grade 6?	
Grade 7?	

Thank you for giving me your time.

Date this interview was completed: _____

APPENDAGE C

CONTACT SUMMARY SHEET

INTERVIEW...

Date:
Site:
Respondent:

Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?

2. Validity: Summaries and checks – did any discrepancies arise?

3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice?

4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?

5. What proved successful in this interview?

6. What are my strengths and weaknesses as an interviewer?
Strengths:
Weaknesses:

7. What could have been done differently in this interview?

8. What changed from the previous interview?

APPENDAGE D

EXAMPLE OF DESIGN TEAM QUESTIONNAIRE

Fax

To:	**From:** Megan Williams
Fax:	**Pages:** 2
	Date:
Re: Curriculum 2005 questionnaire	

Dear

Thank you for agreeing to complete this questionnaire for me. I know that you are an extremely busy person and that your time is precious. I really do appreciate it.

As mentioned in our conversation, the questionnaire is for the completion of my Masters degree and consists of nine questions about Curriculum 2005. I estimate that it will take about 15 - 20 minutes to complete. Thanks for agreeing to fax your response back to me.

To begin with, I would like to give you a bit of background to my research. The title of the study is 'Outcomes-Based Education: How have selected teachers responded to Curriculum 2005?' The research explores how teachers in the Western Cape and Gauteng Provinces have responded, thus far, to the implementation of a new curriculum. The research also explores the feelings, thinking etc. of a group of individuals who have been involved in some way or another with the 'design' aspect of the curriculum change. I have included you as part of this group.

I guarantee that your responses to my questions will remain anonymous. There are nine questions that I would like you to answer. These may be written on a separate piece of paper; I didn't want to put a limit on your responses by using a typed questionnaire format. The nine questions are as follows:

1. How would you define Outcomes-Based education?
2. What do you believe are the principal differences between the old curriculum and Curriculum 2005?

3. Why do you believe Curriculum 2005 – an outcomes based education system, is being introduced in state schools across South Africa?

4. What do you envisage the major achievements of Curriculum 2005 being?

5. What role do you play in informing teachers about Curriculum 2005?

6. What do you have to say about some schools not receiving books for the new curriculum, at the beginning of 1998? What do you believe went wrong?

7. Do you have any doubts regarding Curriculum 2005?

8. Below is a list of words that could be used to describe Curriculum 2005. Which **two** words do you believe describe Curriculum 2005 most closely?

   innovative, problematic, needed, unwanted, frightening, motivational,

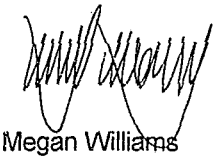
   exciting, tedious

   Briefly explain why the words you have chosen best describe Curriculum 2005.

9. How do believe Outcomes-Based education will change teachers' classroom practice? Briefly explain the most significant changes you believe will take place.

Thanking you again

Best regards



Megan Williams

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