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JOHANNESBURG



**A REVIEW OF THE SCHOOL-BASED SUPPORT TEAMS (SBST)
EXPERIENCES IN THE IMPLEMENTATION OF CURRICULUM
POLICY (CAPS): CHALLENGES OF READING AND WRITING**

BY

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DECLARATION

STUDENT NAME: THEMBINKOSI MOKOKO

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- **I declare that this thesis, titled “A Review of the School-Based Support Teams (SBST) Experiences in the Implementation of Curriculum Policy (CAPS): Challenges of Reading and Writing is my own work.**
- **It is submitted for the degree of Master of Education, Education Leadership and Policy Studies, at the University of the Witwatersrand, Johannesburg.**
- **It has not been submitted for any other degree or examination at any other university. All sources have been acknowledged and indicated through complete references.**
- **I also understand what plagiarism is and am informed of the University of the Witwatersrand ‘s policy on plagiarism.**
- **I will not allow anyone to use my work as their own.**



Thembinkosi Mokoko

11 November 2023

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ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statements
SBST	School-Based Support Teams
DBST	District-Based Support Teams
SIAS	Screening, Identification Assessment, and Support
SGB	School Governing Body
SMT	School Management Team
ATP	Annual Teaching Plan
DBE	Department of Basic Education
ILST	Institutional Level Support Team
LTSM	Learner Teacher Support Material.

ABSTRACT

This research focuses on the School-Based Support Teams (SBST) experiences in facilitating the Curriculum and Assessment Policy Statements (CAPS) imperatives of reading and writing in two primary schools in Gauteng, South Africa, towards effective curriculum implementation. Research shows that South African learners have low literacy skills, and that impacts negatively on curriculum implementation because the core skills needed in learners responding to the curriculum are being able to read and write. The Education White Paper 6 of 2001 points out that all learners can learn; however, they learn differently, and they should be supported hence, the SBST is established in all South African schools to strengthen support to promote inclusive classroom education practices. The SBST works with various stakeholders who serve as support structures in promoting and enhancing effective curriculum implementation.

This study used qualitative research methodology, which enabled investigative and descriptive inquiry. The purpose of this study was to assist and explore SBST experiences in developing strategies to support teachers and learners in promoting the CAPS Imperative of reading and writing toward an effective curriculum implementation in the classroom. Data was collected through interviews that involved eight SBST members in both schools, one-on-one interviews were conducted.

The collected data was analyzed and categorized into various themes that emerged from the interpretation of the data. Sampling was based on non-probability and purposive sampling. This study made use of thematic analysis, which is a method to analyze qualitative data (Braun & Clarke, 2022). The thematic analysis involves analyzing transcripts, identifying themes within those data, and gathering examples of those themes from the text (Chadwick et al., 2008).

The data revealed challenges SBST faces in facilitating CAPS imperative of reading and writing, which includes workload, lack of parental support, and interference with policy practice. This showed that there is a dire need for SBST to be strengthened and supported to be able to provide curriculum support to both teachers and learners. There are insufficient effective strategies from the interviewed SBST and a lack of skills in facilitating CAPS imperative of promoting reading and writing in the classroom towards effective curriculum implementation.

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

This study explored School-Based Support Team (SBST) experiences in facilitating the Curriculum and Assessment Policy Statements (CAPS) imperative of promoting reading and writing in South African schools. A School-Based Support Team (SBST), Previously known as Institutional Level Support Team (ILST), is responsible for determining support needs that teachers and learners need in a school environment and coordinating support provision within the framework of the Screening, Identification, Assessment and Support Policy (SIAS, 2014). Each school is obligated to have an SBST in which regular meetings must take place to fulfill some of its functions.

The Screening, Identification, Assessment, and Support Policy (SIAS) is a policy document in South Africa that guides teachers and SBST on implementing inclusive education practices. It was developed by the Department of Basic Education; the core mandate of the policy is to ensure learners are supported in the education system. (SIAS, 2014). The SBST is a structure that supports teachers and learners experiencing challenges in teaching practices and implementation of the Curriculum and Assessment Policy Statement (CAPS) amongst various socio-economic and holistic well-being of learners and teachers. These teams should but not be limited to consisting of the school principal, the SBST Co-Ordinator (Which can be a subject head of department), the life orientation teacher, or the senior teacher as chosen by the staff members. The elected teacher per grade, the elected teacher from one of the following school committees: SAT (School Assessment Team), LTSM (Learning and Teaching Support Material), one member of the School Governing body (SGB), and the Therapist should form part of the SBST (Nong, 2020).

The primary role of the SBST has been identified as being able to identify and address barriers to learning within the school environment and extend that to offering support in teaching and learning in the classroom (Department of Education, 2001). Educators who form part of the SBSTs must be competent in teaching methodologies to accommodate learner diversity within the classroom and the engagement of the curriculum. The SBST must also interact with District-Based Support Teams (DBST), who provide more integrated support and if necessary, more specialized support services (Nong, 2020).

The National Curriculum and Assessment Policy Statement (CAPS) is a policy statement for teaching and learning in South African schools with various documents that support or speak to the policy. Which includes approved school subjects as listed in the policy document, the program and promotion requirements, which describes the number of subjects to be offered by learners in each grade and the promotion requirements to be obtained and lastly, the Protocol for Assessment, which standardizes the recording and reporting processes within the framework” (Department of Education, 2012) however, the overall curriculum is largely referred to as the CAPS.

CAPS derived from the Revised National Curriculum Statement (RNCS), which was introduced as a response to strengthen issues of abandoning curriculum content by the National Curriculum Statement (NCS) and to focus on giving teachers direction in terms of what to teach, when and how, reducing too much administration on teachers (Maharajh et al., 2016). According to Du Plessis and Marais (2015), reflections on CAPS by the foundation phase teachers emphasize that CAPS provides uniformity and structure in the basic education system while content clarification is granted making lesson preparation much easier for teachers.

Teachers also expressed that CAPS allows learners to learn in their mother tongue in the early grade education phase, which seems to be more emphasis on reading in the Language for Foundation Phase. Therefore, it aims to improve the nation’s literacy levels (Du Plessis & Marais, 2015). From the interviews in this study, one participant indicated that there is no time for content coverage, the teaching plans are packed, and this causes teachers to fast-track the learning experience. CAPS imposes a challenge to the workload of learners and teachers in the foundation phase with the enormous amount of content coverage that must be done, which encourages teachers to teach fast learners, leaving those who are slower to cope on their own (Du Plessis & Marais, 2015).

Despite the CAPS First Additional Language (FAL) document policy highlighting the process of reading for the foundational phase, encouraging the development of learners’ vocabulary, knowledge of language structures and comprehension skills with emphasis on the time allocation and duration to spend on literacy tasks and different reading activities and skills which are listed in the Annual teaching plans (ATP) (Department of Basic Education, 2011:10-11) Various National and International Studies in this study showed that reading performance in our country remains a challenge.

The Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) suggested that the reading performance of students at South African schools is ranked 14th out of 15 African countries (Taylor, 2011). While The 2023 PIRLS report findings, which are the latest PIRLS reports released in early May 2023 suggest that South African learners achieved an average score of 288, which is below the international average point score of 500. This means that 81% of grade 4 learners cannot read for meaning because they cannot even reach the low benchmark (PIRLS, 2023).

Education white paper 6: Special Needs Education on Building an Inclusive Education and Training System (Department of Education, 2001) highlights that all learners should receive curriculum support regardless of any inability to effectively learn, provided by the SBST established in all South African Schools. One of the observations in the South African context is that the CAPS curriculum is not being effectively implemented, partly due to its demanding nature. Du Plessis and Marais (2015) highlight teacher experiences in CAPS; teachers argue that CAPS encourages teachers to teach fast learners, which has practical implications when learners should be operating at the same level, with the same content at the same time.

There is no time to cover skipped topics, and, as a result, uncontrolled circumstances, like teachers' and learners' absenteeism, led to gaps and some content not being mastered. Another teacher pointed out 'that there is more reliance on content rather than skills and thinking' and that basic requirements for resources were not always given or listed in all subjects, which makes the implementation of CAPS ineffective. Mather and Land (2014) suggest that the underperformance of SA in literacy tests could be attributed to the fact that many teachers focus on developing their learners' decoding skills without giving comprehension the attention that it requires and what this study deemed the lack of effective functional SBSTs towards promoting CAPS imperatives of reading and writing.

According to Nong (2020), the current state of support offered by SBST is very narrow in addressing learning barriers or no support offered at all. This is an important area since the inability to read and write is a major obstacle to effective curriculum implementation. The implementation of CAPS needs intervention by the SBST, particularly in how detailed the reading process in the CAPS policy Annual teaching plans (ATP) and how teachers are overloaded with the demands of CAPS to be able to implement these aspects of reading and writing. Without effective and sustained support, teachers will need to rely solely on CAPS for guidance in their teaching, and, if so, may be at risk of delivering meaningless reading lessons (Marther & Land, 2014), hence the dire need for SBST to provide support in the implementation of the curriculum

where teachers are shortfall, particularly in addressing literacy shortfalls.

1.2 MOTIVATION FOR THE STUDY

In my teaching practices as a Mathematics teacher, I have observed that most of the learners in my class struggle with reading and writing, which results in difficulties in answering questions and engaging in the classroom. This and other teachers' comments on the lack of SBST support in identifying and supporting these learners in the school seemed to be a concern, which made me develop an interest in this study. Teachers also complained of inadequate support, unfunctional SBSTs, and interventions by DBSTs to assist both the SBST and teachers. The lack of literacy support programs from SBSTs seemed to be a common challenge even in other neighboring schools, which affects how they carry out curriculum implementation, especially in challenges of reading and writing.

Furthermore, other challenges included that even when interventions are taking place to support literacy challenges, they are often narrow and inconsistent, leaving both teachers and learners to figure things out on their own during classroom practices. Pienaar and Niekerk (2018) suggest that SBSTs are established in schools but do not function optimally. Shortage of teachers, lack of parental involvement, and negative attitudes from teachers in responding to learners with barriers to learning are hampering the functionality of SBSTs in schools (Pienaar & Niekerk, 2018). Therefore, this study was crucial because it may have contributed to the understanding of SBST and its role in effective curriculum implementation concerning literacy issues. As a result, the findings can be used to contribute to developing initiatives to assist and support SBST with strategies to improve the kind of support that lends towards an effective curriculum implementation in the foundational phase of schooling.

1.3 PROBLEM STATEMENT

The role of SBST in supporting curriculum implementation has come into question since South African learners' inability to read and write has been gauged higher than their average peers globally. From as early as grade 4, learners could not read for meaning, while some were completely illiterate (Howie et al., 2012). The lack of interventional support in reading and writing causes an ineffective response to curriculum implementation for both learners and teachers because the demands of the CAPS curriculum require that many activities be prioritized over the core of the learning instruction, thus compromising the activities of reading and writing to support effective curriculum policy implementation.

Reading is very important in the life of everyone and every school system. The evidence shows that everywhere in the world, reading and writing skills influence improving students' performance in academic subjects and later in life (Kolawale, 2009). Thus, a learner who is unable to read and write and with no support provided would not cope with the demands of CAPS. Which then limits the effectiveness of the implementation of the curriculum for both teachers and learners. One of the aims of CAPS as a curriculum reform is to improve quality teaching and learning, which stems from literacy as a fundamental principle (Department of Basic Education, 2011).

In trying to address this problem, the study seeks to first make the scholars, the education sector, and the public aware of the seriousness of this matter and the urgent focus it needs and to examine and identify effective remedial strategies for SBSTs in their role in literacy in promoting effective curriculum implementation for both teachers and learners, to minimize the current low literacy levels in the schooling level. The importance of SBSTs' collaboration with teachers in achieving improved educational outcomes has resulted in a significant change in the role of SBSTs in schools. In addition, the current focus on inclusive education in South Africa has created a dire need for the support of both teachers and learners (Wium & Louw, 2015), for an effective curriculum implementation.

1.4 AIMS /OBJECTIVES OF THE STUDY

The study aimed at exploring how the School-Based Support Team (SBST) facilitates the CAPS imperative of promoting reading and writing in selected schools in Daveyton Johannesburg towards an effective curriculum implementation (CAPS).

To achieve this aim, the following objectives were identified:

- To understand the establishment of the SBST and its functionality
- To study the role of the SBST in promoting the CAPS imperative of reading and writing in the two schools.
- To illicit research participants' views on how their SBST can enhance their CAPS imperative of reading and writing toward effective curriculum implementation through each role they play in the committee.
- To examine the type of curriculum challenges that affect the implementation of the Curriculum policy from the SBST member perspectives
- To establish the type of training and support given to SBST in supporting curriculum

challenges.

- To investigate ways put in place by schools to support CAPS' imperative of reading and writing.

1.5 KEY RESEARCH QUESTION

In what ways does SBST facilitate the CAPS imperative of promoting reading and writing in selected schools in Daveyton Johannesburg?

1.5.1 SUB-QUESTIONS

- In your view, what are school-based support teams and their function in your school?
- What is your role as SBST in supporting the CAPS imperative of reading and writing?
- Briefly tell me the structure of the SBST in your school and the key role they play in the committee.
- What are some of the common curriculum classroom challenges you often deal with as an SBST that impose on curriculum implementation in the classroom?
- What support or programs are provided by the DBST or the school in supporting the SBST and other teachers?
- What interventions or resources are put in place by the SBST to support reading and writing issues at your school?

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study will assist the SBST in developing strategies to support teachers and learners in carrying out effective curriculum implementation. Ways to improve the functionality of SBST may also be developed for schools that do not have a functional SBST. The findings of this study will also contribute to informing curriculum and SBST policymakers and assist DBST in developing strategies that will support SBST in developing programs to support learners in curriculum challenges in schools. At the same time, the study has observed that there are minimum numbers of sources available with credible information sources relating to the subject area in the previous literature regarding the functionality of SBST in facilitating CAPS imperative of promoting reading and writing thus, the findings of this study will also add to the existing literature on SBST experiences in CAPS implementation and their role in promoting CAPS imperatives of reading and writing. Contributing to the literature on strategies or remedial interventions SBST can take in reducing the low literacy attainment in our country

in providing curriculum support in challenges of reading as we grapple with improving our early grade reading in South Africa.

1.7 DELIMITATION OF THE STUDY

The primary focus of the study was the implementation of Curriculum and Assessment Policy Statements (CAPS) in schools and how SBST assisted in overcoming reading and writing challenges to enhance effective curriculum implementation. The study considered teachers who are part of the SBST to be interviewed for their role in supporting curriculum challenges. The study was limited to 8 participants, which consisted of members of SBST, whose majority are teachers within the school. This was insightful in being able to understand issues of reading and writing within the school. The two primary schools are in the East of Johannesburg Daveyton, Etwatwa Township Gauteng East District Circuit 5.

1.8 STRUCTURE OF THE STUDY

The research study is organized into six main chapters that include an introduction, literature review, research methodology, data analysis and findings, discussion, and conclusion and recommendations.

Chapter 1: Orientation to the Study.

Chapter 2: Literature Review and Conceptual Framework.

Chapter 3: Research Design and Methodology.

Chapter 4: Data Presentation and Discussion.

Chapter 5: Discussion of Findings.

Chapter 6: Recommendations and Conclusion drawn from the whole Study.

1.9 CHAPTER SUMMARY

This Chapter provides the background to the research study with an overview of the reasons this study has been undertaken. The chapter also provided an overview of the rationale, significance, and methodology applied in this study. The next chapter focuses on the relevant literature to the study by exploring an overview of the school-based support team experiences in providing curriculum support towards reading and writing challenges in the South African context and globally.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION AND ORIENTATION TO THE STUDY

This chapter reviews and discusses the literature relevant to the study, which is primarily about inquiry relating to support for curriculum challenges in the classroom toward an effective curriculum policy implementation, with specific reference to SBST and their experiences in facilitating CAPS imperatives of reading and writing. This chapter reviews regional and local literature that explores the role of SBST in facilitating the CAPS imperative of reading and writing and makes comparisons to the South African context. Considering that the study only focused on two primary schools in Gauteng, a broad understanding of the literature becomes necessary. This chapter initially examines the role and formulation of the SBST and CAPS implementation at the foundational school level. I will, therefore, provide an overview of the school-based support team (SBST).

2.2 SCHOOL-BASED SUPPORT TEAMS (SBST)

School-Based Support Teams (SBST), which were previously known as Institutional-Level Support Teams (ILST), were established by all Department of Basic Education schools in South Africa (Agulhas, 2021). According to the Screening, Identification, Assessment, and Support (SIAS) policy implementation plan for 2015 to 2019, the establishment of SBST and DBST in all 86 districts, all special schools, and 2,000 full-service or inclusive schools took place (Department of Basic Education, 2014). SBSTs are teams established by schools as school-level intervention support mechanisms whose primary function is to ensure and coordinate school, learner, and teacher support in place (Department of Basic Education, 2014).

These teams include special needs teachers, care staff, parental caregivers, teachers, members of District-Based Support Teams, learners, and local community members (Department of Basic Education, 2014). However, they are not limited to this composition. Nong (2020) provides a more structured framework for the committee; he argued that the composition should include the principal, coordinator of the SBST (Head of Department), referring educator, member of the school governing body, the elected educator per grade and phase and relevant stakeholders such as Non-profit organizations and social welfare development.

He further argued that these support teams at all levels of education have a primary role in addressing barriers to learning within the immediate context of the schooling environment, these teams should interact with District-Support Based Team (DBST), which provide integrated support and, if necessary, more specialized services (Nong, 2020) that are not within the scope of practice for the SBST. These teams were established by the Department of Basic Education to facilitate the provision of support within the Screening, Identification, Assessment, and Support policy framework (Department of Basic Education, 2014). In the previous South African political dispensation, support for learners was managed predominately at the district level and was available exclusively for white learners (Makhalemele & Nel, 2021). The support system focused on the medical model perspectives, with a primary focus being on the individualized intervention in which the “deficient-within-the-child” was diagnosed and attempted to be cured (Makhalemele & Nel, 2021).

This approach led to the categorization, discriminatory, and exclusionary practices in the role of school-based support teams. As a result, in 2001, the South African Department of Education introduced an inclusive approach through the Education White Paper 6 (EWP6): Special Needs Education policy aimed at building an inclusive education and training system (Department of Education, 2001). This support model realizes an inclusive education approach and addresses the diverse education disparities of South Africa by accommodating diverse learning needs in both mainstream schools and special schools (Department of Education, 2001). With this approach, support structures to be established include district-based- Based Support Teams (DBST) And SBST. The SBST at the school level is now seen as central in facilitating support processes at school as opposed to the Institutional Level Support Team (ILST), in which the district was seen as central in providing support to institutions (Makhalemele & Nel, 2021).

The SBST coordinates the institutional support of the institution by identifying institutional needs, collectively developing strategies to address needs and barriers to learning, monitoring the availability and use of resources, and assessing the holistic operation of an institution in terms of promoting inclusion (Makoelle, 2014). Hlalele, Jiyane, and Radebe (2020) also revealed that SBST’s primary role is to promote the adoption of blended education and care and bring value to the process. The primary support system at the school level, SBSTs oversee promoting inclusion by identifying and offering support in the teaching and learning process.

According to Du Plessis (2015), foundational phase teachers expressed that CAPS implementation compromises an increased workload and administrative component, which adversely affects the curriculum implementation inefficiency. As a result, the Department of Education advocated for the establishment of SBSTs in schools to assist teachers with challenges relating to the needs of learners experiencing barriers to learning (Department of Education, 2015). This is a crucial need in the South African education context and globally as such support teams are developed worldwide. They are often referred to as School Intervention Teams (SITs) or as learning and support teams (Ramapana, 2015). Both the SBST and SIT have a common mandate to assist and provide support to curriculum challenges for smooth and efficient curriculum implementation in schools.

The main contribution to the formulation of SBST is the inclusive model of South Africa. The introduction of the South African Schools' Act 84 of 1996 (SASA) (RSA 1996), then later the White Paper 6 (Department of Education, 2001) as a legislative and policy framework for the implementation of inclusive education. The model of an inclusive education system, as indicated above, evolved from the previously mentioned constitutional parameters, and its mandate should be carried forward by the National Department of Education, provincial departments, education districts, schools, and institutions of learning. Hence, the establishment of SBST at the school level is to promote inclusive education. The successful functioning of the SBST is essential for ensuring effective learning support in promoting effective curriculum policy implementation and inclusive education practices.

2.2.1 INCLUSIVE EDUCATION

SBSTs are the cornerstone of the development of an inclusive culture within all schools in South Africa (Department of Basic Education, 2001). Since its major role in promoting inclusive education through its inclusive support practices. This section, therefore, seeks to understand inclusive education as stipulated in the Education White Paper 6 policy (EWP6) and the role of SBST in promoting inclusive education. Inclusive education is about acknowledging that all children and youth can learn and that all children and youth need support, it is about enabling education structures, systems, and learning methodologies to meet the needs of all learners, inclusive education practices include maximizing the participation of all learners in the culture, curriculum of educational institutions, uncovering and minimizing barriers to learning (Department of Education, 2001). White Paper 6 addresses inclusive education by also maintaining that schools should accommodate all learners regardless of their learning ability and

social, physical, emotional, and other conditions (Department of Education, 2001).

The United National Educational Scientific and Cultural Organization (UNESCO) also highlights that inclusive education is associated with the mainstream participation of learners with impairments and who are categorized as having special needs education (UNESCO, 2009). Hence, the aspect of this study is about SBSTs' experiences in facilitating reading and writing for mainstream learners as well as those with special education needs. SBSTs play a vital role in driving inclusive education practices, Rampana (2015) argues that school-based support teams are structures in schools with the responsibility to enhance performance at the school level. The purpose of having SBSTs is to provide teacher support, which includes offering personalized and customized education programs for learners perceived to be experiencing barriers to learning.

The Department of Basic Education points out the following key roles for SBST to identify the needs and address barriers to learning, which will assist schools in reaching effective teaching and learning. They should also be able to develop strategies to access resources available within and outside the school, ensure that the support programs and strategies developed will be performed efficiently, and be able to reduce barriers to teaching and learning (Department of Basic Education, 2015). SBST involvement in promoting the CAPS imperatives of reading and writing ensures proximity of reducing barriers to learning because support teams are school-based, and they can deal with the challenge as they surface as opposed to district support teams as they are removed from the source of the challenges at the school level. This ensures that learners who cannot read or write or read and write slower have support and are accommodated in the learning process, thus promoting inclusive education in mainstream school settings.

Pienaar and Niekerk (2018) suggest that it is expected SBSTs to embrace a holistic, proactive approach to learner and teacher support where measures such as structured differentiated curriculum, assisted learning as a form of consultant mentor, and regular consultation sessions with parents to be put in place to prevent possible barriers to learning. Additionally, it is expected that SBSTs arrange regular in-service training opportunities for educators. Good in-service training will enhance the skills and knowledge of educators about learner support and intervention, for example, filling out an SNA (Support Needs Assessment) form in determining the additional support provision needed by the learner, such as referral to a skill school. Growth and development within the SBST are ongoing processes as educators need to develop themselves continuously. New knowledge and skills to address the diverse needs of all learners in all schools need to be acquired in promoting inclusive education (Department of Education, 2001). Barriers to learning impact negatively on curriculum policy implementation.

Challenges of the inclusive education model in South Africa

In 1990, the international community marked a global movement towards providing quality basic education to all children, youth, and adults (UNESCO, 1990) to accomplish this movement, six specific goals were proposed, namely, the provision and expansion of early childhood education, provision of free and compulsory education for all children of school-going age; provision of learning and life-skills programs for adults; improvement of the adult literacy rate by 50% by the year 2015; elimination of gender inequality in education; and improvement of all aspects of education equality education for all (UNESCO, 2000).

With the ongoing changes in the education sector, the Education white paper 6 (Department of Education, 2001) moves the model to focus on eradicating school-level barriers to inclusion by Systematically moving away from using segregation according to categories of disabilities as an organizing principle for institutions, introduce strategies and interventions that will assist educators to cope with a diversity of learning and teaching needs to ensure that transitory learning difficulties are ameliorated, place emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities depending on need and support and Direct how the initial facilities will be set up and how the additional resources required will be accessed (Department of Education, 2001) just to name a few.

However, the inclusive education model does not translate to what is happening in the classroom and what inclusive practices mean For example, learners who cannot read and write the SBST provide support as a form of encouraging the DBST to refer learners to special schools, which contracts the inclusive model as per the white paper six that all learners should be educated in the mainstream education setting, moving away from segregation based on ability or inability. Lebona (2015) argues that SBSTs are generally ineffective. This is because the SBST was designed to identify at-risk learners and address barriers to learning, but they lacked knowledge of policies and guidelines for Inclusive education hence, the teachers and learners did not receive support from the teachers on the SBSTs.

As a result, the SBSTs were unable to fulfill their purpose. DBSTs were created to provide an additional layer of support to teachers in implementing and maintaining the inclusive education system. Lebona (2015) found that the support offered by DBSTs is minimal. The Equal Education Law Centre (2016) found that the lack of implementation of the inclusive education law and policy framework is failing learners, violating their rights to basic education and equality (Lindinhlanhla et al., 2021).

According to Donohue and Bornman (2014), ambiguity in policy is the result of a lack of clarity in a policy document regarding the goals or how such goals will be reached. When goals are not explicitly stated, there is uncertainty and misunderstanding about the purpose of policy. In studying the content of Education White Paper 6, the proposed implementation strategies lack specificity and detail, thereby increasing the policy's ambiguity (Department of Education, 2001). The research found that education officials in South Africa were unsure regarding the goals of inclusive education, with some officials reporting they were unclear about how ordinary and special schools would be transformed into schools more suitable for inclusive education.

2.2.2 CAPS IMPERATIVE OF READING AND WRITING AT THE FOUNDATION PHASE

According to Kanjee and Sayed (2013), the introduction of the Curriculum and Assessment Policy statements (CAPSs) represented a third attempt by the Department of Basic Education to revise the curriculum from the Revised National Curriculum Statement (RNCS) (Department of Basic Education, 2009). This intervention was based on the recommendations of the 2009 ministerial task team to revise the curriculum, the most critical which was to develop one Curriculum and Assessment Policy Statements for every learning area and subject (by phase), which will serve as a definite support for all teachers and help addresses complexities and confusion which was identified in the RNCS curriculum. The RNCS showed vagueness and lack of specification, document proliferation, and misinterpretation (Kanjee & Sayed, 2013). As a result, the introduction of a new curriculum called the Curriculum and Assessment Policy Statement (CAPS) was introduced in 2012 (Department of Basic Education, 2012). While the first two iterations of the curriculum were based on an outcome-based approach, CAPS contained a shift towards a performance-based curriculum focused on the content to be covered (Soudien & Chisholm, 2021).

The Curriculum and Assessment Policy Statement (CAPS) is characterized by the changes that are taught in a curriculum and not the ways it is taught. It is a statement that improvises teaching as well as learning to enhance the skills and knowledge of various learners in South Africa. CAPS is a single and concise policy document that was introduced by the Department of Basic Education to underscore every subject listed in the National Curriculum Statement for Grades R to 12. It gives detailed guidance to the teachers regarding what they need to teach and ways to teach (Maharajh, Nkosi & Mkhize, 2016).

The documents spell out exactly what teachers need to cover in each term and the number of weeks for each topic by providing structured lesson plans that guide teachers in terms of their teaching activities rather than leaving teachers on their own with content, which was the case with the RNCS. Furthermore, with CAPS, implementation of the content was easier, and CAPS provided more uniformity across the provinces, districts, and schools mostly importantly, CAPS promotes principles of active and critical learning, encouraging a critical approach to learning rather than rote and uncritical learning (Msibi & Mchunu, 2013) thus CAPS allows learners to learn in their mother tongue in the early grade education phase which seems to be more emphasis on reading in Language for Foundation Phase. Therefore, it aims to improve the nation's literacy levels (Du Plessis & Marais, 2015). This is stipulated in the CAPS First Additional Language (FAL).

The CAPS FAL policy documents emphasize the reading process, language structures and conversions, and language teaching approaches. The teaching time for the First Additional Language in the Intermediate Phase is 5 hours per week. All language content is provided within a two-week cycle (10 hours), which includes listening and speaking, writing and presenting, and reading and viewing (Department of Basic Education, 2014). These skills and time allocation show greater length in strengthening and promoting literacy as stipulated in the FAL CAPS policy. UNESCO defines literacy as “the ability to read and write, with understanding, a short, simple sentence about one's daily life” (UNESCO, 2006, pg. 26).

UNESCO also maintains the importance of literacy as essential to human existence. “It strengthens the capacity and capabilities of individuals and communities and enhances their participation in economic, social, political and cultural activities” (Department of Basic Education, 2012, pg. 26). Hence, there is a dire need for this study to investigate a need for intervention by the SBST in facilitating CAPS imperative of promoting Reading and writing. As part of its goals to ensure quality education, measurable learning outcomes should be achieved, especially in literacy and numeracy, as this is also the case with the Department of Basic Education Learning Outcomes as stipulated in the CAPS policy (Department of Basic Education, 2012).

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As part of its goals to ensure quality education, measurable learning outcomes should be achieved, especially in literacy and numeracy, as this is also the case with the Department of Basic Education Learning Outcomes as stipulated in the CAPS policy (Department of Basic Education, 2012) in promoting the inclusive education model. Regional assessment regimes such as The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) also conduct cross-national assessments of learners in literacy and numeracy, thus promoting or addressing literacy challenges. SACMEQ carries out large-scale cross-national research studies in member countries in the Southern and Eastern Africa region, and it aims to assess the conditions of schooling and performance levels of learners and teachers in the areas of literacy and numeracy.

This can be established by strengthening literacy and numeracy skills, especially in the Foundational Phase of the schooling environment (SACMEQ, 2010). Policy Concerns for SACMEQ II emphasizes the reading and mathematics achievement levels of learners and teachers (Murimba, 2005). As a result, CAPS has prioritized reading and writing at the primary school level as fundamental skills that learners need. Reading and writing are central to successful learning across the curriculum as such, reading has been allocated 53 hours per two-

week cycle while writing has been allocated 35 hours in the Curriculum Assessment Policy Statement grade 4-6 (Department of Basic Education, 2012). This is because reading skills are to be developed in the foundation phase of schooling, thus promoting quality education. Reading and writing are crucial skills for school achievement because learners access information primarily through reading and writing. Karimupfumbi and Dwarika (2022) argue that the ability to read is used to measure school performance as reading proficiency influences the academic performance of learners. However, this fundamental skill is important beyond the classroom. Reading has a strong social justice imperative; the value of literacy equips learners with the confidence to be actively involved in society (Spaull, 2017).

Children who cannot read are marginalized from engaging with most aspects of the formal curriculum because the curriculum is predominantly presented and taught through reading (Bernstein, 2000, as cited in Karimupfunbiad & Dwarika, 2022). The inability to read and write also contributes to learning poverty, which can lead to early school dropout. By simple definition from the World Bank Group, learning poverty means being unable to read and understand a simple text by the age of 10, children who cannot read it is usually a clear indication that school systems are not well organized to help children learn in other areas such as math, science, and the humanities (Azevendo, 2020). Hence, there is a need for SBST to be placed centrally as a school support system in facilitating the CAPS imperative of reading and writing, which can be an attempt to reduce learning poverty. However, the temporary closure of schools during the global COVID-19 Pandemic has kept nearly about 1.6 billion learners out of school in more than 180 countries, which further complicated the global efforts to reduce learning poverty (Azevendo, 2020).

Furthermore, the World Bank claims that even before, more than half of children (53 percent) in low- and middle-income countries either were out of school or failed to learn to read with comprehension by age ten and so were in learning poverty (Azevendo, 2020). This gives us a more concrete definition of learning poverty as being associated with two deprivations, namely, deprivation of schooling and deprivation of learning (Azevendo, 2020). Thus, addressing the CAPS imperative of reading and writing and reducing learning poverty requires a systematic approach that combines total screening, progress monitoring, teacher professional development, and classroom-based prevention, intervention, and reading and writing support programs. SBSTs play an important role in such support.

The SBSTs work in collaboration with teachers in supporting curricular challenges. Teachers identify barriers learners may face by reflecting on techniques and teaching practices they can utilize to enhance support. Due to the workload, the role has been passed to the SBST, who respond to the needs of the learners by advising teachers on curriculum differentiation. The SBSTs also determine the impact of the aid provided through different assessment techniques. An example is a Consultation/Collaborative model, where a teacher and a member of the SBST are assigned to one classroom to overlook curricular challenges and respond immediately while the teaching is taking place, this often results in a co-planning to discuss and analyze student progress and interventions that might have to be put in place.

The most important component of the SBST is teachers because they form part of the teaching and learning process, and there is an assumption that they would be in a better position to identify and address the CAPS imperatives of reading and writing toward an effective curriculum assessment policy statement. Nong (2020), in his study on the functions of SBSTs and DBSTs in South African Schools, acknowledges that many children are unable to read and write in South African primary schools. There is, however, no empirical research on how SBSTs facilitate CAPS imperative of reading and writing in schools. Despite its narrow intervention of referral to skills schools, research does not provide the experiences of SBSTs in enhancing reading and writing in the classroom towards enhancing effective curriculum implementation as one of their key roles as stipulated in the SIAS policy and the Department of Education (SIAS, 2014).

Since CAPS is a revised version of the older National Curriculum Statement (NCS), NCS was revised due to its perceived inability to provide the necessary detail required by teachers to effectively engage with the proposed curriculum content in a uniform and appropriately timed manner. Du Plessis (2015) also argues that amendments were also made to address complaints of the NCS, teachers who were overburdened with administrations, and the underperformance of learners. CAPS gives teachers more detailed guides regarding what to teach as well as getting assessed grade-by-grade and based on subject by subject. It even gives a clear guide regarding the assessment requirement. (Department of Basic Education, 2012).

Du Plessis (2015) also highlighted that since the introduction of CAPS, most teachers expressed that the curriculum is quite demanding for both learners and teachers, especially at the primary school level. Du Plessis (2015) also argued that CAPS is a “bit ambitious in terms of the amount of content that must be covered each term. This is because each day has its specific work. The teacher-learner ratio in some schools varies from 1:45 to 1:55-59, especially in grades 4-7, this

is problematic due to a high number of learners in one class, which means more teaching and lack of individual attention to learners that are struggling (Mabunda, 2023). This encouraged teachers to teach fast learners, leaving those who are slower to cope on their own, meaning that learners with barriers to learning such as taking time to grasp the content will not benefit from this type of learning instruction (Du Plessis, 2014). making CAPS not inclusive and accommodating of all learning styles.

To implement the goal of an effective curriculum assessment policy statement in South African primary schools, we must strengthen School-based support teams. They play a vital role in supporting curricular challenges as stipulated in the SIAS policy and as per the Department of Education's mandate of promoting inclusive education (Department of Education, 2001). The Department of Education has an essential role in supporting SBST through reading and writing programs and resources to be able to facilitate the CAPS imperative of reading and writing. The above literature review shows evidence that South African primary school learners struggle with literacy.

Evidence that emerged from the previous 3-cycle PIRLS shows that South African study impacts curriculum implementation in the classroom. SBST policies should be clear on the roles and responsibilities for optimal functionality. DBST should provide training programs and in-service training in support of SBST to be able to respond effectively in supporting learners and teachers (Rampana, 2015). Early-grade reading programs were some of the few action research that highlighted the problems surrounding reading and writing in South African schools and how when no support is provided, the problem emerges, With literacy being the most important fundamental skill, we cannot afford to let that happen, Children who cannot read and write are marginalized from engaging with most aspects of the formal curriculum because the curriculum is predominantly presented and taught through reading (Bernstein 2000, as cited in Karimupfunbiad & Dwarika, 2022).

2.2.3 READING AND WRITING IN SOUTH AFRICA AND GLOBALLY

Although reading and writing have been prioritized in the CAPS policy, it is evident from the Progress in the International Reading Literacy Study that reading and writing remain a challenge. (PIRLS, 2016) suggests that South African learners are performing very low on an international assessment of language and literacy. Most learners in South Africa cannot read for meaning by the end of Grade 4. By improving English literacy in the early grades, the likelihood of positive long-term educational outcomes is increased” (PIRLS, 2016).

Progress in the International Reading Study (PIRLS) is an international study that monitors trends in learner achievement in mathematics, Science, and reading, more than 60 countries participate in the assessment, which has been conducted at regular intervals since 1995. While the PrePIRLS is a steppingstone to participating in PIRLS and provides a way to access reading at the end of the primary school cycle for developing countries, it is designed to test basic reading skills that are prerequisites for success in PIRLS (PIRLS, 2011). Both PrePIRLS and PIRLS reflect the same conception of reading. PIRLS is crucial because it gives an important insight in terms of our reading proficiency compared to other countries when they are expected to have learned to read and when they must be reading to learn. The PIRLS international scale has a range that is set from 0 to 1 000, with a center point of 500 and a Standard Deviation of 100 (reading literacy achievement scale) (Howie et al., 2016).

The 2021 PIRLS report findings, which are the latest PIRLS reports released in early May 2023, suggest that South African learners achieved an average score of 288, which is below the international average point score of 500. This means that 81% of grade 4 learners cannot read for meaning because they cannot even reach the low benchmark (PIRLS 2021). Egypt and Jordan were the only two other African countries that also participated in the 2021 PIRLS, achieving 378 and 381, respectively. Singapore, Hong Kong, and Russia are among the top-performing countries (PIRLS, 2021). Despite the significant changes in the results over the past years, the concern remains that South African learners in the foundational phase are struggling with reading and writing because year in and year out, the test results reveal disappointingly low scores in reading literacy, even in the past PIRLS findings. This is a fire alarm for South African education and society.

South Africa's first participation in PIRLS was in the 2016 Cycles, with participation in PIRLS and PrePIRLS 2011 and PIRLS/PIRLS Literacy 2016 (Van Staden & RouxP, 2021) (PIRLS, 2021). The findings of the PIRLS 2006 with a sample of South African grade 4 and grade 5 learners indicated that learners at both grades were struggling to develop the reading literacy competencies to transition from reading to learning (Howie et al.,2007), which is an important element in curriculum implementation. More than 30,000 grade 4 and 5 learners were assessed, The South African Grade 4 and 5 achieved the lowest mean performance scores in comparison to grade 4 learners from other 39 participating countries (PIRLS, 2006). 87% of grade 4 South African learners could not reach the lowest of four international benchmarks on the PIRLS Achievement scale, a benchmark that required proficiency with basic reading skills. (PIRLS, 2006).

Furthermore, the PrePIRLS assessment of 2011 assessed the reading literacy of grade 4 learners, and from the assessment, it also emerged that most learners could not read for meaning, and some learners were completely illiterate (EGRS, DoE, 2017). The PIRLS 2016 results indicated that 78 percent of children could not read for meaning, as evidenced by low international benchmark results (PIRLS, 2016). With PIRLS 2016 results being the most recent, the trend of low reading proficiency persists. A total of 5282 Grade 5 learners were assessed, and 12810 Grade 4 learners were in the PIRLS 2016 study.

South Africa had the lowest score compared to the benchmarking participants; South Africa achieved 406 score points, which is significantly below the PIRLS center point of 500, which they performed above the grade 4 national Sample (Howie et al.,2016) however, it is important to note that there was a significant improvement between 2006 (403) and 2016 (434) but there was no significant difference between 2011 and 2016 nor between 2006 and 2011. These results show a concerning long-term trend, and for that reason, The study may also aid in contextualizing the findings associated with a potential PIRLS 2021 trends study in South Africa.

The Early Grade Reading Study (EGRS) data confirms the PIRLS (2016) findings with their local data that learners in the foundation phase are struggling to master reading and writing. The EGRS is a research study undertaken in South Africa to compare the cost-effectiveness of three different intervention models on early-grade literacy performance (EGRS, 2017). The study tracked 4500 children (20 each from 230 schools) most of these learners were discovered to come from homes that had few books and lacked parental involvement in stimulating reading

activities, which were some of the reasons that influenced their low level of reading and writing skills (EGRS, 2017).

2.2.4 LITERACY STATUS QUO INTERNATIONALLY COMPARED TO SOUTH AFRICA

The literacy scores of the other countries in the 2023 PIRLS study report were much higher than the scores of the South African children of the same age, with England taking the fourth major place. Finland and Poland were amongst the high-performing countries. Singapore topped the league table, followed by Hong Kong the second, and Russia coming in third. Most of the countries that participated in the 2021 PIRLS managed to avoid significant declines compared to South Africa. Finland's score went down from 566 in 2016 to 549, while Poland's dropped from 565 to 549, still well above the international average of 520 and the European average of 524. At the top of the table, Singapore achieved an average score of 587, Hong Kong 573, and Russia 567.

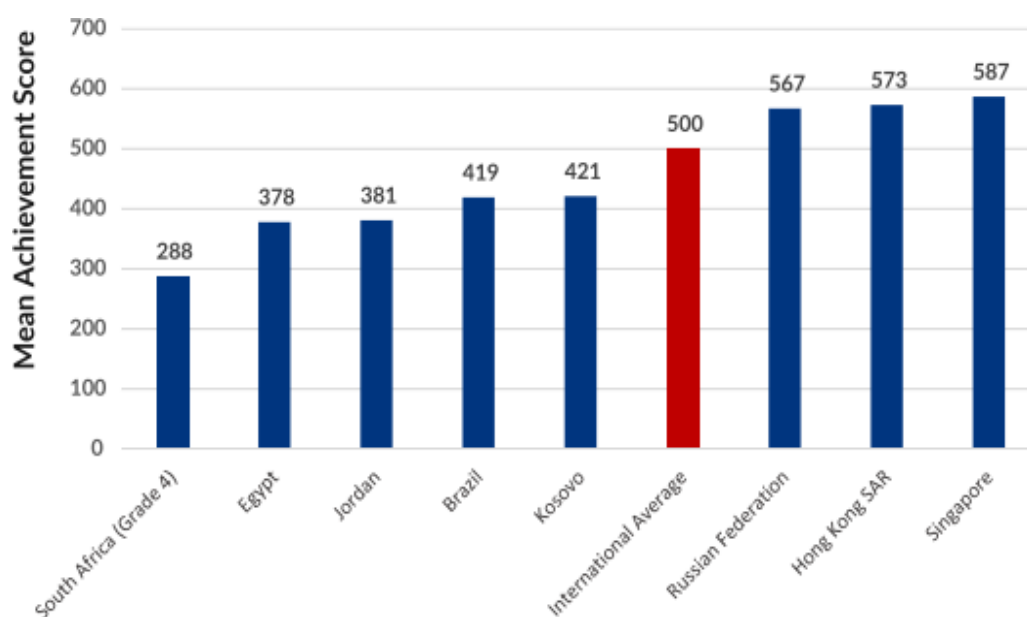


Figure 2.1: Illustration of the results when compared to countries who were closest in achievement to South Africa (PIRLS 2021 overall achievement results)

There were about 61 participants in the PIRLS 2016, which included 50 countries and 11 benchmarking entities, in total, over 580,000 learners participated worldwide (Thompson, 2017) (PIRLS, 2016). Performance at the PIRLS international benchmark across countries showed that some countries achieved above the high benchmark compared to South Africa's performance below the benchmark in the PIRL 2016 (PIRLS, 2016). Thompson (2017) indicated that the average scores of students in the Russian Federation, Singapore, and Hong Kong were above the high benchmark, and Australia was above the intermediate benchmark (the proficient standard) and just under the high benchmark.

Literacy is deemed to be a problem in South Africa and other countries, as evidence has shown that. It is, however, crucial in this study to acknowledge that other countries, in this case, Australia, showed relative strength in literacy reading purposes and performance on all reading purpose and process sub-scales improved between PIRLS 2011 and 2016 (PIRLS, 2016) This significant change and improvement is essential in discovering what factors are associated with Australian student performance in PIRLS which can inform the study's goal of how CAPS imperatives should be facilitated in promoting reading and writing thus improving South African learner's performance in provincial, National Regional and international learner assessment.

The status quo of teaching reading in South African schools showed enough evidence as to why learners struggle with reading and writing, which impacts curriculum implementation in the classroom and throughout their academic life. At the foundational phase, emphasis is placed on the teaching of decoding skills, but this is often done in a superficial, haphazard, and decontextualized way. Children May read lists of syllables or words aloud from the chalkboard. As teachers assume that when learners can decode, they will be able to comprehend, little attention is given to reading comprehension. Therefore, the transition from decoding syllables or words on a chalkboard to meaningful reading activities using extended texts does not happen easily (Pretorius & Currin, 2010).

As learners progressed to the intermediate phase, much did not change, learners reading as a language and information-processing skills developed largely as they can now decode text. The text used changed primarily from first-language narrative formats to English texts with topics and issues that learners are unlikely to be familiar with. Decoding texts in the primary language means that learners who are non-English speakers take time to master reading comprehension skills in their language. This system does not promote the CAPS imperative of reading. It is found to be very narrow and promotes rote learning and verbatim recall (Pretorius, 2002). As a result, learners will not be adequately skilled in literacy in their further primary school education. This study was, therefore, crucial in developing strategies to enhance curriculum implementation through SBST in supporting CAPS imperatives of reading and writing in the two primary schools in Gauteng.

2.2.5 SBST EXPERIENCES IN FACILITATING CAPS IMPERATIVE OF READING AND WRITING

While the core mandate of the SIAS policy (Department of Basic Education, 2014) and the Department of Education on SBSTs and their role in supporting curriculum challenges is clear, there are disparities in terms of the SBST executing their roles in supporting curriculum due to the CAPS curriculum functionality and carrying out such supportive roles towards enhancing curricular challenges. According to Du Plessis (2015), foundational phase teachers expressed that CAPS implementation compromises an increased workload and administrative component, which adversely affects the curriculum implementation inefficiency. The dysfunctionality of the SBST remains a concern that hinders effective support to alleviate curriculum challenges in primary schools, particularly in carrying out the duties that are required in providing support and facilitating CAPS imperative of reading and writing.

Govender and Mpanza (2022) argue that teachers hardly have time to meet and discuss learners' cases, lack training, especially in related policies, and teachers do not follow up with parents to require relevant information for the learner to be able to provide the necessary support. However, it is found that due to a lack of capacity and skills development, teachers are unable to completely support learners with barriers to learning (Mpanza & Govender, 2022). Teachers who are members of the SBST complain about too many classes and administration, which prevents them from effectively being involved in the SBST, thus a key reason for the dysfunctionality of the SBSTs in most schools (Mavuso, 2022).

This is a serious concern because learners who are unable to read and write cannot cope with the demands of the curriculum, such learners will not be able to follow instructions, answer questions, and engage with the learning material. This then contributes to the lower performance that persists and is compounded throughout learners' academic lives. When learners are supported, and their reading and writing skills are enhanced, they are most likely to cope with the curriculum. Enhancing reading and writing helps teachers and learners create many of the conditions for a conducive learning environment. This then encourages learners and motivates learners to become involved in authentic projects and write for real audiences, their peers, instead of merely composing for teachers (Farrah, 2020). This requires the support of inclusive practice. Otherwise, teachers are unlikely to succeed in teaching such classes (Nong, 2020).

The EGRS intervention in supporting reading and writing found that the EGRS reading coaches were successful in encouraging teachers to provide learners with more written tasks, thus enhancing writing skills. (EGRS, Department of Basic Education, 2017) SBST teams can contribute to the curriculum by supporting learners to acquire linguistic skills as foundations for learning (Wium & Louw, 2015). Adopting universal learning design (UDL) principles ensures that the learning material is presented using multiple formats. Farrah (2020) argues that computer-mediated learning can be a key strategy in supporting language and reading challenges because it provides the tools for learners to improve their reading skills and influence communicative skills. Learners enjoy digital learning, thus encouraging them to be interested in reading.

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An international study on Enhancing the reading and writing skills of Palestine provided an overview of teacher support experiences in facilitating reading and writing (Farrah, 2020). The use of Internet communication helped both teachers and learners in creating an optimal learning environment. They made use of what they referred to as Computer Assisted Language Learning (CALL), which is an area in the educational field that investigates the role of information and communication technologies in language learning and teaching (Farrah, 2020).

CALL allows an opportunity for learners to interact with others. The online environment also enhances communication between teachers and learners. Computer-based communication technology also provides tools for language learners to improve their language skills. The use of technology in foreign language learning also appears to influence the development of communicative skills (Ferrah, 2020). This type of support is given to both teachers and learners to ensure an effective curriculum implementation in the classroom. Similarly, there was a clear relationship between the achievement of Australian students and principals' reports of school discipline problems, with fewer discipline problems associated with higher achievement (Thompson, 2017), and sixty-four percent of students attended schools where reading instruction was not affected by resource shortages.

However, Snilstviet et al. (2015) argued that the use of technology has relatively large negative effects observed in some cases. There are several factors that all face process and implementation issues. Firstly, several programs faced technological issues, including insufficient, damaged, and dysfunctional equipment, lack of internet access, and software not being compatible with hardware in countries such as Nepal, Mexico, and Chile. Secondly, in both Peru and Nepal, it was reported that teachers did not receive sufficient training in delivering the CALL programs. Looking at the South African landscape, evidence suggests that the support offered to schools by education district offices is unsatisfactory and inadequate, and this negatively impacts teacher development and their implementation of curriculum policies (Mabunda 2023) Considering that CALL programs require LTSM resources such as technological learning devices is concerned. Lack of integration of the CALL technology into existing learning approaches, with the use of laptops and relevant software reported to either be minimal or unrelated to the curriculum. At the same time, it is not clear that the overall effect of CAL on children's learning is beneficial. All average effects are small, for several outcomes, they are negative and include negative effects that are quite large in magnitude. Qualitative

evidence suggests technological issues, lack of sufficient training for teachers, and low use of laptops Remain a challenge (Snilstveit, 2015).

Average reading scores were significantly higher in schools where instruction was not affected by reading resource shortages (Thompson, 2017), which resulted in improving reading performance in Australia, while in South Africa, more than half (57%) of the Grade 5 learners were in schools where the principals reported that there are Minor to Moderate problems with the teachers and achieved 41 points less than those in schools with Hardly any problems. None of the principals indicated that they experience serious behavioral problems with teachers. A total of 20% of school principals in KwaZulu Natal indicated that teachers fail to complete the curriculum and lack reading resources (Howie et al. 2017), which results in poor reading proficiency.

2.3 THE STUDY 'S THEORETICAL FRAMEWORK

Bronfenbrenner's (1979) Ecological System Theory (EST) model or Bioecological model was used to frame this study. In this study, Bronfenbrenner's (1979) model "posits that an individual's development is influenced by a series of the interconnected environmental systems, ranging from the immediate surroundings (e.g., family) to broad societal structures (e.g., culture)" and as such offers a suitable visualization of the effect of the child environment on their achievements (Bronfenbrenner, 1979). It is hereby used to conceptualize the child or young person's environment (ecology) as a multi-layered set of nested and interconnected environmental systems. The model consists of five environmental levels, namely, the Micro-system, Mesosystem, Exosystem, Macro-system, and chronosystem (Bronfenbrenner, 2005). This model is an evolving theoretical model for the study of human development over time, the human development theory was designed as a phenomenon of continuity and change in the biopsychological characteristics of human beings both as individuals and as groups (Bronfenbrenner & Morris, 2006).

This is a multidimensional model of human development where the levels of interacting systems can demonstrate the results of changes, growth, and development between the different systems as they evolve. This theory looks at a child's development within the context of the system of relationships that form his or her environment. This means that different systems influence the child's development. The interaction between factors in maturity, his immediate family/community environment, and the societal landscape fuels and steers the child's

development (Morris, 2006). As a result, this model was used to demonstrate the relationship between the learner's ability to read and write as it relates to the support offered by the SBST in the two mainstream primary schools in Daveyton. What happens in one system affects and is affected by other systems (Bronfenbrenner, 2005). The following diagram shows links to their implication in this theory and the explanations that follow this study.

Bronfenbrenner 's Ecological Theory

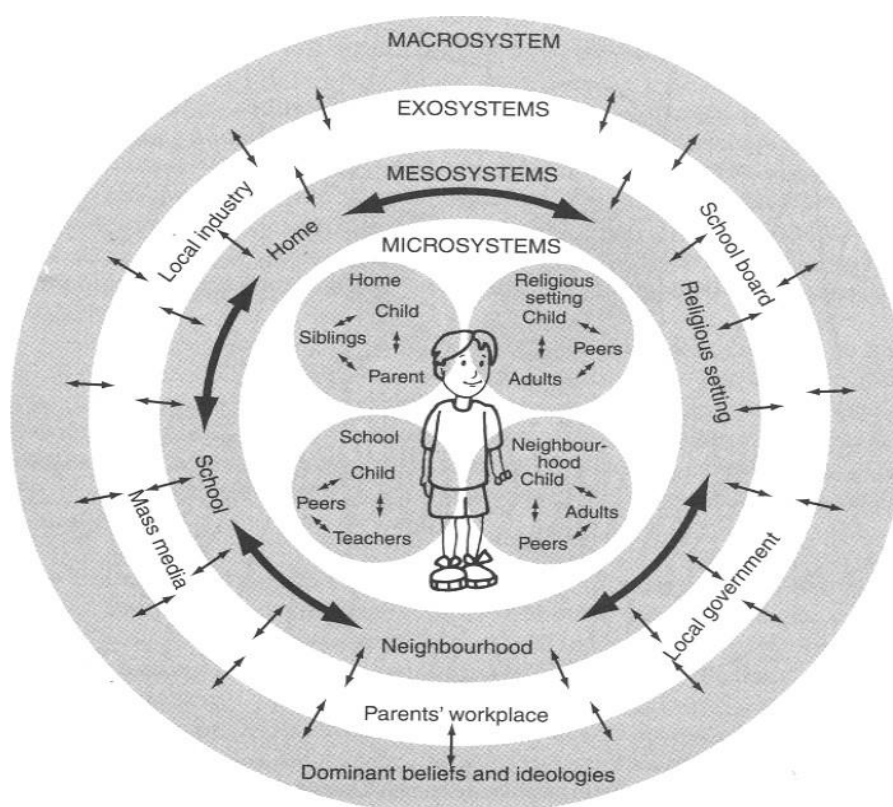


Fig 2.3.1: Urie Bronfenbrenner's Ecological Theory (Bronfenbrenner, 1979:9)

In this proposed model, the Micro-system denotes the relationship between the learner and the immediate environment. This is the layer closest to the child and contains structures with which the child has direct contact. Structures in the micro-system include family, school, neighborhood, and child-care environments (Berk, 2000). At this level, the relationship has an impact in two ways, both from the child and toward the child, which can be referred to as bi-directional influences (Bronfenbrenner, 1979). Which are the strongest influences and have the greatest impacts on the child, Bronfenbrenner further asserts that when learners experience learning difficulties as part of their development, the environment should be able to respond to that, if the school is overcrowded and SBST cannot be able to provide immediate support, the learners are already at a disadvantage, and the challenge will persist thus learners will struggle to read and write throughout their schooling life which then will affect their development and eventually the other systems. In addition, this means that support for both learners and teachers should start in this central structure because the development of the learner can also be affected when the adult- the SBST- is not supported by other relevant professionals in his or her attempt to facilitate CAPS imperative of reading and writing. The school is also part of the learner's microsystem, and this includes school interaction with other learners or teachers in his class (Agulhas, 2021).

The mesosystem provides the connection between the structures of the child's microsystem. (Galut, 2001). With regards to learners, this refers to the connection between the environment, such as the church, peer group, and the community. Interaction between these key structures or role players is important in offering support that will impact the learners reaching their fullest learning ability in reading and writing. The exosystem defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structures in her microsystem (Berk, 2000) The micro-and mesosystem are suited to the Exo-system.

Bronfenbrenner and Morris (2006) further argue that the exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing child, but in which events occur that indirectly influence process within the immediate setting in which the developing child lives "(Bronfenbrenner, 1993 p.24). The exosystem that this study undertook to investigate was the different role players in the SBST in supporting SBST to promote CAPS imperative of reading and writing, which ultimately affects the development of the child, in this case, the ability or inability to read and write.

Schools that are actively being supported by the DBST, in this regard, can have a more positive perception of their competencies in supporting teaching and learning. The coordinator and the school principal's role in fostering certain traits in the school environment is to direct the child towards a particular way of thinking. For example, some schools have a drop-all and read culture. All stakeholders and staff read any piece of writing for about 30 minutes, this can direct the learners to value reading as an essential tool in navigating the world, which affects their development, enhancing their reading skills.

The macrosystem may be considered the outermost layer in the child's environment. It focuses on how cultural elements affect a child's development, such as socioeconomic status, wealth, poverty, and ethnicity (Guy-Evans, 2020). While not being a specific framework, this layer is also comprised of cultural values, customs, and laws (Berk, 2000). It can also refer to policies and international agreements/ treaties that make us part of the Global community and global market where we produce Human capital (learners) to grow our economy and contribute to the global community. Guy-Evans (2020) emphasizes that the macro-system differs from the previous ecosystems as it does not refer to the specific environment of one developing child but the already established society in which the child is developing. For example, a public policy such as the SIAS policy can impact the development and the behavior of the learner because it determines properties of the other three systems happening in everyday life (Bronfenbrenner, 1979).

The chronosystem encompasses the dimension of time as it relates to a child's environment. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the development of a child. As children get older, they may react differently to environmental changes and may be more able to determine how that change will influence them (Berk, 2000). Each of these systems works to influence each other to impact and be impacted by the child. Geldenhuys and Wevers (2013) argue that Several systems can impact the child simultaneously, but systems do change to new ones. Post-apartheid, many changes took place in the education system of South Africa, i.e., SIAS policy (DBE 2014), Education white paper 6 (EWP6, DoE, 2001), and CAPS as a revised curriculum. All these changes and others and their demands demonstrate a critical need for support because they affect learners and teachers. The support from the SBST will influence how learners cope with reading and writing toward an effective curriculum implementation

In Schools. This means that it is important to take note of both teachers' and learners' changing needs when providing support because children react differently to environmental changes.

If these five systems do not work together, then schools will not be able to have an effective functional school-based support team and thus be unable to facilitate effective reading and writing attainment. Hence low reading proficiency in our country as shown in the PIRLS study and relevant literature discussed in this section. There is an interconnection between teachers, schools, SBST, and DBST in working together to support learners experiencing barriers to learning. The mesosystem is the support structure for South African schools, learners, teachers, and DBST. DBSTs should use their ability and authority to establish the multi-layered, multidisciplinary support structure needed for learner support and intervention (Rampana, 2015) The first level of support for learners and teachers in the school is the SBST. According to Nong (2020), SBST plays a primary role in identifying and addressing barriers to learning in their immediate context by interacting with DBST providing integrated and if necessary, more specialized services.

To provide support to both teachers and learners within the education system, three different levels of support, The DBST, The SBST, and the Department of Education need to collective in sharing expertise, strategies, and knowledge. When this is done learners can reach their full potential thus becoming prominent members of society. However, if they are not supported, they are likely to experience academic difficulties which can cause failure in life. Ecological system theory promotes the vision of inclusive education as it emphasizes the full development of learners (Mpanza & Govender, 2022).

2.4 CONCLUSION

This Literature Review was aimed at highlighting the role and experiences of SBST within the Curriculum and Assessment Policy Statement (CAPS) implementation in promoting literacy within the South African and global context since it has been shown in this study that literacy remains a concern for most parts of the world. Several studies were explored which highlight the teachers and SBST reflections of CAPS as a curriculum reform and challenges experienced in promoting literacy and the research available on the literacy performance of learners in South Africa compared to other countries internationally as measured by an international assessment which monitors reading performance and development of learners.

Lastly, The role and formulation of SBST and their experiences in facilitating CAPS imperative of promoting reading and writing was also explored which is a structure at a school level that speaks to the attributes of inclusive education as per the SIAS (SIAS, 2014) and the education white paper 6 (Department of Basic Education, 2001) Even though reading teaching practices are explored in this literature review, South African studies do not fully examine and identify effective remedial strategies for the SBST in supporting reading and writing. Given the lack of evidence of any publications elucidating instructional practices for SBST in supporting reading and writing in depth. It is crucial to investigate what SBST is doing to support literacy development in schools. Bronfenbrenner's (1979) Ecological System Theory (EST) model or Bioecological model was used to frame this study.

In the next Chapter, Chapter Three, the Research Design and Methodology for the study is presented.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this study, a qualitative research design is used to investigate and explore the role of school-based support team experiences in the implementation of curriculum policy (CAPS) concerning challenges of reading and writing that showed to be a concern in effective curriculum implementation in schools. A qualitative research study suited the purpose of this study which was to explore the school-based support team experiences in facilitating CAPS imperative of reading and writing by gathering data from the SBST committee, documents policies and teachers who are members of SBST employing interviews.

Using qualitative methods made it possible to obtain an in-depth understanding of the role of SBST in supporting teachers and learners in the implementation of the curriculum policy which was established during the data collection of the answers given by the participants. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds (Fossey et al, 2002) which allowed the researcher to develop a meaningful relationship with the participants during the interviews. The research design and methodological undertaking that address the research questions posed for this study are outlined together with the paradigm discussed. The methodological norms are considered, and the ethical undertakings were considered throughout all the aspects of this research study.

3.2 RESEARCH PARADIGM

Paradigms describe a system of ideas, or worldview, used by researchers to generate ideas. it involves a set of assumptions, research strategies, and criteria for the rigor that are shared, even taken for granted (Fossey, 2002) There are various research paradigms which include the empirical-analytical, interpretive, and critical research paradigms. Reviewing the aim of this study an interpretivism paradigm was used in understanding how the SBST constructed their realities. Willis (2007) argues that interpretivism usually seeks to understand a particular context and its beliefs that reality is socially constructed. This was important to the study because it allowed different perspectives. The more people engage and have different opinions, the more we understand the situation (Morehouse, 2012). This for me was also critical in analyzing how experienced SBSTs and the novices had different arguments on the functionality and its core

mandate in facilitating reading and writing. Therefore, choosing an interpretivist paradigm aligned well with the qualitative research method, which has been selected for this research. It is the most suitable paradigm that can help in understanding how SBST can contribute to effective curriculum implementation in schools.

3.3 RESEARCH DESIGN

This study seeks to investigate and explore how SBSTs facilitate the CAPS imperative of promoting reading and writing in selected schools in Daveyton, Johannesburg. Towards effective curriculum implementation, the main research question is to establish ways that SBSTs promote and facilitate CAPS' imperative of reading and writing in primary schools. Therefore, the research design of this study addresses the research questions posed. Morehouse (2012) argues that Research design is a procedure that assists researchers in making combined research elements to generate research inferences. This study made use of a qualitative research procedure. Qualitative research involves the collection, analysis, and interpretation of data that are not easily reduced to numbers. These data relate to the social world, the concepts, and the behaviors of people within it. Qualitative research can be found in all social sciences and in the applied fields that derive from them (Anderson, 2010).

The qualitative research approach best addresses the aim of the research because it is concerned with the interpretation of subjective meaning, the description of social context, and the opportunity to lay knowledge (Fossey et al, 2002). Making use of a qualitative approach was essential in understanding the state of teaching and learning currently in our schools which helped in discovering the necessary support, SBSTs should administer. The qualitative study helps researchers to elucidate the situation, uncover practices, and develop cultural awareness and sensitivity (Hancock, 2001) thereby ensuring that all learners learn when reading and writing support is given to them. One of the advantages of using qualitative research is that the data based on human experience that is obtained is more powerful and sometimes more compelling than quantitative data.

This study adopted an interpretative research paradigm which is concerned with an understanding and accounting of human experiences and actions, which is critical in understanding social life and how participants constructed social meaning while the methodology chosen for this study is underpinned by epistemological and ontological assumptions. Fossey et al (2002) argue that good evidence is embedded in the context of fluid

social interactions in which meanings are assigned. This is evident in the data collection of this study in making use of interviews as a means of the data collection method. (Morehouse, 2012). Qualitative research interviews aim to elicit participants' views of their lives (Fossey et al, 2002) Semi-structured interviews are used with open-ended questions allowing me as a researcher to facilitate a more focused exploration of the research study while allowing participants to fully immerse themselves in the study. Only members of the SBSTs are selected which range from a teacher to member of the school management teams.

Semi-structured interviews ensured that the participants never derailed from the focus of the research study. Interviews are not restricted to specific questions and can be guided/redirected by the researcher in real time (Anderson, 2010). This made choosing the approach to data collection advantageous in ensuring participants feel valued and privileged in their knowledge. This design ensured that gathering additional information was useful in the findings of this study. Especially in discovering strategies SBST can use to support issues of reading and writing toward effective curriculum policy implementation.

3.4 RESEARCH METHODOLOGY

The methodology chosen for this study is underpinned by epistemological and ontological assumptions. Al-Sadiid (2014) argues that ontology is a concept concerned with the existence of different aspects of society such as social actors, cultural norms, and social structures. Is the assumption we make about the kind of reality and nature of reality and what exists (Richard, 2003). Epistemology provides a philosophical background for deciding what kind of knowledge is adequate and legitimate, it is a way of looking at the world and making sense of it (Richard, 2000). While epistemology attempts to establish what it means to know ontology is the nature of existence.

The epistemological assumptions underpinning this research were that knowledge is created through social interaction with reality. Knowledge of SBST's role in facilitating CAPS imperative of reading and writing can be obtained by exploring how the participants interact with their social world. Participants had different, yet similar experiences in their interviews, meaning that they constructed different and multiple realities. Willis (2007) argues that interpretivism seeks to understand a particular context and its beliefs that reality is socially constructed. This is concerned with how knowledge arises. it is believed that multiple realities are constructed on the belief that reality is constructed through personal experience which varies from one participant to the next (Grotty, 1998). In this study, the assumption of knowledge construction was based on

how the participants in the study constructed knowledge about SBST's role in curriculum implementation. The multiple realities of the participants' experiences were captured and are presented as quotations from the interviews.

3.5 RESEARCH POPULATION/ SAMPLING

This Study used interviews as a data collection method, sampling was based on non-probability and purposive sampling. Purposive sampling was essential in the selection of appropriate participants wherein this sampling was chosen to help researchers easily search for the best-fit participants for systematic investigation (Fouché & Delport, 2010). The participants interviewed were all members of School-based support team committees. Four participants were selected from each of the two schools. The two primary schools are in Daveyton, Etwatwa which is one of the poorest townships with most parents having no formal education hence they cannot provide literacy support to their children. The sample included the Head of the department (PL 2 staff member), the two teachers who are members of the SBST, and the Co-Ordinator of the SBST in each school (PL 1 staff members).

The SBST teachers were selected due to their role in navigating circular challenges in class and how they mediate them, and principals were selected due to their role in managing the SBST committee and managing curriculum. The SBST coordinators were selected for the key responsibility and role they play in supporting teachers and learners and programs established in schools. This sampling allows the researcher to be closer to the collected qualitative response which leads to better insights and provides more precise results for the research.

3.5.1 DATA COLLECTION INSTRUMENTS

The data was collected through means of an interview, the sessions were audio recorded using the researcher's cell phone to ensure that everything the participants said was captured. After recording the interviews, the data was transcribed. The taped interviews were transcribed as accurately as possible to ensure that the participant's version was authentic, and that the researcher did not misinterpret what was said to avoid and minimize bias. From the audio-recorded tapes, everything was typed word-for-word to develop data generation schedules. Sense of findings was evaluated through the interview transcripts to obtain an overall meaning to also identify themes that were emerging from the data by probing into the ideas, collecting field notes, observing, and engaging with participants through some of their official documents and policies related to the SBSTs and curriculum implementation.

3.5.2 Interview

One of the more popular areas of interest in a qualitative research study is the interview protocol. Interviews provide in-depth information about participants' experiences and viewpoints on a particular topic (Daniel & Tuner, 2010). This interview allowed open-ended probing questions which ensured clarity and depth. The researcher ensured that participants did not deviate from the research topic by employing standardized interview questions and being in control of the interview process. The interview was audio recorded with my device and the data was stored in a safe Google Drive and iCloud. Since open-ended interviews call for participants to fully express themselves in as much detail as desired, it can be quite difficult for the researcher to extract similar themes and codes from the interview transcript (Daniel & Tuner, 2010).

Some participants felt unsafe sharing information thinking it was going to be used against them while others deviated from the research topic itself. However, participants were assured that not even their names would appear on the research study. The study used both English and isiZulu which is spoken by most members of the SBSTs ensuring that language was not a barrier. A translator was not used because the participants expressed that they were able to translate between the two languages successfully as did the researcher. This paradigm was useful in getting in-depth information from SBST since they are responsible for providing support daily in schools and for better analysis of the research topic it also helped in data generation which can be essential in providing a foundation as well as direction for future research study.

3.5.3 Documentation Analysis

Documents analysis involves skimming (Superficial examinations) reading and interpretation of materials (Bowen, 2009). Content Analysis was used to analyze official documents and policies related to the SBST and curriculum. Content analysis is a process of organizing information into categories related to the central questions of the research, this method is useful in providing an overall picture of the material being reviewed. The data from the documents were examined and interpreted, and thereafter meaning was identified to gain understanding and develop empirical knowledge.

In this study, the researcher examined official documents like the screening, identification assessment, and support policy (SIAS, 2014) which emphasizes the processes used to identify learners with circular barriers or who experience difficulties that impact their response to the effectiveness of the curriculum. The SIAS policy responds to individual needs by providing

relevant procedures for providing support. primary sources that were used included minutes of the meetings, SBST handouts from districts, intervention plans, and other supporting documents such as school policies on identifying and assessing learners that have barriers to learning, government gazettes, and memos issued by the DBST. All these forms of communication could shed light on the phenomenon under investigation. Lastly, SNA forms and evaluation reports were examined to see the kind of support and strategies SBST members use to facilitate the CAPS imperative of reading and reading. Documents Analysis was used in combination with interviews in this research study as a means of triangulation, these two methods of data collection provided a confluence of evidence.

3.6 DATA ANALYSIS

There are mainly two types of data analysis which include inductive and deductive data analysis wherein this study made use of use of inductive data analysis that gathered meaning and understanding from the data (Guccione & Wellington, 2017). This study made use of thematic analysis which is a method to examine qualitative data (Braun & Clarke, 2022). The thematic analysis involves analyzing transcripts, identifying themes within those data, and gathering examples of those themes from the text (Chadwick et al, 2008). Thematic analysis was the best choice for me because it allowed flexibility and accessibility when analyzing the data by focusing on holistic meaning across the data set which allowed me to see and make sense of shared meaning and experiences on SBST and the implementation of CAPS. Themes were important in my data because the patterns of meaning from the themes allowed me to identify important findings about the research topic and the research questions explored. The themes identified were understanding the role of the SBST, the CAPS imperative of reading and writing, the type of support given by SBSTs, and available support programs for SBSTs. These themes were essential in finding richer and more useful insights and helped in organizing the data into manageable bites which made it possible to interpret the data with ease. There was a total of 5 themes identified and these themes are discussed in the findings chapter (chapter 4).

Step 1: The researcher began by listening to the audio records of interviews and transcribing the data. from the transcribed data a varied understanding of the experiences of SBST in curriculum support was established.

Step 2: The data was then coded to get the initial codes. the codes were then grouped into categories and finally, categories were merged into broader themes.

Step 3: The researcher reviewed potential themes, developed themes reviewed the coded data and the entire data set, and then defined and named Themes. And finally producing the report based on the themes.

3.7 ISSUES OF TRUSTWORTHINESS

This study complied with the standards of ethical practice by adhering to standards for acceptance and competent practice by focusing on data trustworthiness which possesses four components that include credibility, transferability, confirmability, and dependability. Credibility was maintained by appreciating the participant check process which verifies their statement and fills gaps in interviews. This was done by transcribing the researcher's interview word by word to ensure that what had been said by the participants was not misinterpreted. Participants were given the interview transcripts to verify accuracy and interpretation. Transferability in qualitative research is stated as the degree to which research results could apply or transfer beyond project bounds (Akins & Wallace, 2021).

The results of the research done with teachers who are part of SBST in a particular school did not necessarily have transferability to the context of other schools. And that did not make the research findings any less valid or useful (Atkins & Wallace, 2021). In ensuring that transferability took place I gave the in-depth duration of the study and a detailed description of the school where interviews were conducted. This ensured that the reader was able to relate the study to his/ her situation concerning circular support. Transferability is essential in seeking understanding from other systematic qualitative inquiries (Stahl & King, 2020).

To determine dependability, peer debriefing or peer scrutiny are critical communication habits that create trust (Stahl & King, 2020). Making use of another researcher to read and react to field notes, with their embedded researcher interpretation confirms a tacit reality for the researcher. The scrutiny provided an insider analysis before the report was finalized. A detailed record of the chosen participants was kept, for potential future follow-up interviews and was analyzed and verified. Confirmability in qualitative research is the degree to which results could be confirmed by other people, accuracy was determined through the involvement of other researchers. The findings of this research study have led to a better understanding of the role of SBST in curriculum implementation regarding the challenges of reading and writing in schools.

3.8 ETHICAL CONSIDERATION

Wallace and Atkins (2015) suggest that all education research should be ethical. An ethical approach to this study was essential because a part of being an educator demands a moral approach. This study carried out all the research activities by considering ethical implications. During the interviews, none of the participants were harmed. Each of the participants was provided with a consent form and participant forms wherein none of the participants were included in the research forcefully. In addition to that, participants were given the full right and freedom to voluntarily withdraw from the interview at any time in the research work. All the data is stored in a safe Google Cloud storage.

Adherence to confidentiality was obtained by ensuring that the names of participants were only known to the supervisors. The findings of this research were only used for the study. Secondary data was also collected in this study from only authentic sources wherein there were no chances of plagiarism. All necessary measures were taken to avoid any form of harm to the participants throughout the interviews. Atkins and Wallace (2021) argue that what constitutes harm to the participants can be the distress they experienced at the time of the interview, and possibly in the future when they reflected on the implications of what they had said.

3.9 LIMITATIONS OF THE STUDY

The study was limited to two primary schools in Daveyton, Etwatwa. Other SBST members in other schools with different school environment contexts might have different experiences and views of how they facilitate CAPS's imperative of promoting reading and writing. The findings of this study cannot be generalized to other primary schools even if they experience the same challenges because of their different backgrounds. Other limitations were that the participants were limited to SBST members only and there were only a few members in the committee that were language teachers hence they would have been experts in issues affecting linguistics in such a case with reading and writing. A small population of the school was interviewed. A greater population would have provided more insight into the study.

Since participants were based in primary school only, this meant that participants in middle and high school may have different experiences in how they are facilitating the CAPS Imperatives of promoting reading and writing. The data was collected using interviews and checking some of the documents related to SBST such as policy and minutes of meetings. I relied entirely on SBST members' responses. Working as a mathematics teacher and having to observe SBST

members in my school, the insights of the researcher may have influenced me while collecting and analyzing data. A neutral person conducting the exact research could have limited bias and yield different perspectives and results.

3.10 CONCLUSION

This Chapter has outlined the qualitative research methodology with the qualitative method which can also be referred to as the usage of field research designs. These fields encompassed a variety of interpretative processes that included interviews for this study. Open-ended interviews were the choice of data collection and observation in some of the SBSTs-related documents. The study also described an interpretive/constructivist epistemology that underpins certain assumptions in this research study. Qualitative data collection and data analysis methods were used. Sampling and identification procedures have been provided. The validity and reliability of data were also highlighted, and ethical considerations that ensured the confidentiality of the participants were discussed. In Chapter 4, the research findings are given, and they emanate from the information provided by all the participants' interviews and observation of official SBST-related documents.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The purpose of this study was to explore how SBSTs facilitate the CAPS imperative of promoting reading and writing in primary schools in Daveyton. The study was undertaken in two primary schools which are in one of the poorest communities of Etwatwa. The study considered teachers who are part of the SBST committee. The school is non-fee-paying, and most learners come from disadvantaged homes. School A uses isiZulu as a medium of instruction and communication while School B uses Xitsonga. The data collected from the sampled schools is used to bring insight into how SBST members support curriculum implementation, especially in reading and writing which is the foundation of this study, and how SBST promotes CAPS imperative of reading and writing. The previous Chapter explored the interpretative and qualitative methods under the research design and methodology chosen for this appropriate study. This chapter discusses and presents the information extracted from the interviews. The two schools were referred to as schools A (IsiZulu-speaking school) and B (Xitsonga-speaking school) as illustrated in table 1 below.

Table 1: Participants Profiling and Description

Schools	Participants	Biography
A	Participant 1	Female (PL 1 teacher) SBST member (PL 1 teacher). Experienced teacher 18 years. Age group: 35-50
A	Participant 2	Female (PL 2 teacher) SBST member: coordinator Experienced teacher 18 years. Age group: 40-50

A	Participant 3	Male (PL 1 teacher) SBST member experienced teacher 18 years Age group: 40-50
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B	Participant 4	Male (PL 1 teacher) SBST member Novice teacher. Age group: 22-35. 3 years
B	Participant 5	Female P2 teacher SBST member: Co- Ordinator. Experienced teacher 18 years
B	Participant 6	Female (PL1 teacher) Novice teacher 3 years SBST member. Age group 22-35
B	Participant 7	Female (PL 2 teacher) SBST member Experienced teacher 15 years. age group: 40-50
B	Participant 8	Female (PL1 teacher) SBST member Experienced teacher of 15 years. Age group 40-50

4.2 DATA PRESENTATION AND DISCUSSION

Data was collected employing interviews with the SBST committee which included the SBST coordinator and teachers (who are members of the SBST committee) some of the teachers are responsible for the intermediate phase (Grades 4-6) and foundational phase (Grades 1-3) both schools' employees are part of the Gauteng east district department of Education. Participants responded in English while two responded in Isizulu (Which the researcher translated as a native isiZulu speaker) in clarifying some concepts. The findings showed similar trends in

understanding the problem that is imposed on curriculum implementation amongst all the SBST members who were interviewed. The analysis of the interview data conducted with the two selected schools and participants was transcribed verbatim. The data was coded and then categorized the codes to identify the following themes from the data that answered the research questions.

4.2.1 Theme one: Understanding the role of SBSTs.

In exploring how participants expressed their understanding of the role of SBST, participants 1, 5, and 7 acknowledged that they understood the role of the SBST by highlighting the relevant structure and the key role they play in the committee in their different schools. Participants believe that SBSTs are the key drivers of the school and that all learners require support. In their response, as indicated by participants 1, 7, and 5 responses:

Participant 1a:

“The school-based support team provides support required to the learners, educators, and all the staff towards effective teaching and learning. We have different categories within the SBST where we help with various issues including curriculum, governance, and social welfare of the learners and we have systems put in place to provide support in each category...”

Participant 5b:

“The school-based support team is to support those learners who are vulnerable it can be socially, economically, and emotionally.”

Participants 7b:

“The school-based support teams help learners to read and write, those who are struggling, to adjust learning materials according to their learning level and to help them to go to other schools where they are going to be supported further”.

Participants 1a, 5b, and 7b identified similar classifications for the function of the SBSTs. So, in general, all 8 participants understand what SBSTs are, their role, and the core functions that they need to carry out, which is to support teaching and learning amongst various factors affecting curriculum implementation. Even though one respondent showed an impression of being clueless about the hierarchy of the SBST committee in their schools which possibly explains a bit of dysfunctionality. Respondent 6 asserted that *“am not sure about the structure.”*

4.2.2 Theme Two: CAPS Imperative of reading and writing

One of the key research questions that underpin this study was to explore ways that SBST facilitates the CAPS imperative of promoting reading and writing in schools. In the two selected schools, the SBST alluded that writing and reading contribute to challenges in the teaching and learning processes with Respondents indicating that the majority of the learners cannot even construct a sentence which imposes on effective curriculum implementation in the classroom, lack of Reading and writing skills in this case is barrier to learning because it impose on learners attaining quality education by limiting their involvement and engagement. Furthermore, Respondents complained that the Department of Basic Education puts them under pressure in terms of covering the annual teaching plans as a result they do not have time to facilitate writing or reading for meaning (Respondents 2 and 6) SBST members who participated in the interview related to the following:

Participants from the two different schools both seemed to have a challenge in the effective implementation of the SBST's role and responsibilities in supporting the curriculum.

Participant 6b and Participant 2a respectively alluded to the following:

Participant 6b:

“Am speaking based on teachers and SBST, learners not being able to read and write. it is not because of teachers or learners, but the curriculum itself that is introduced by the Department of Education, we were on GPLMS now we are on CAPS. CAPS has an SBA to be completed, and teachers are unable to teach, for example, multiplication to learners for understanding but we fast-track the content, and there is not enough time. when officials come for visits, they look at several activities in the book, they do not care if learners understand or comprehend the work. This causes learners to be non-readers because teachers do not have time to give learners individual time with reading”.

Participant 2a: *“Most of the learners struggle with reading and reading which imposes on curriculum implementation.”*

The above responses seem to show a common concern that imposes on curriculum implementation in schools, learners not being able to read and write. SBST as a support structure in facilitating reading and writing is not so efficient due to the workload and time. Respondents are all aware of reading and writing challenges in their different schools and how

that affects curriculum implementation.

Participant 2a indicated that: *“Learners do not just come to the SBST, it first starts with a referral from the teacher by using the SIAS policy to identify the problems, when a teacher cannot succeed in supporting the learner, you consult other teachers when everyone fails. then the child is referred to the SBST. Our role is to provide teachers with intervention strategies and programs for teachers to try but before we give strategies as the SBST our role is to sit down and discuss the problem and develop programs designed especially for that child. If the child does not improve, we, therefore, refer the child to the DBST for further assistance. Sometimes we are unable to implement those intervention strategies of reading and writing due to time.”*

Addressing the CAPS imperative of reading and writing requires a systematic approach that combines total screening, progress monitoring, teacher professional development, classroom-based prevention, intervention, and reading and writing support programs (Karimupfumbi, & Dwarika, 2022). The researcher also wanted to find out from the SBST teacher participants in what ways they facilitate the CAPS imperative of promoting reading and writing. This is how they responded:

Participant 5b:

“We do extra classes to support learners if they are identified early which is the procedure that needs to be followed and then we have a support program and the support plan, how are we going to support the learners, some learners, for example, can talk but they cannot write that means a scribe must be appointed so that whenever the child tells you the answer you write for him or her. Those are that slow, we give them an extension of time. Those without clear vision we place them at the front. Make sure letters are bold in class handout information or activities.”

Participant 6b: *“We provide strategies that will help learners who cannot read or write by providing interventions, for example when a learner cannot write, we appoint a scribe who is also appointed by the district so that when the learner talks, the scribe helps to write for the learner.” We present strategies for teachers to implement in their teaching.”*

The SBST structure that supports teachers and learners with challenges of reading and writing seems to be knowledgeable about the development of intervention strategies to facilitate CAPS’s imperative of reading and writing. Although some participants Indicated various challenges that impose on the efficiency of providing support and facilitating CAPS imperative of promoting reading and writing. Participant 8b indicated: *“In our school, there*

is a challenge, We identify those issues and report them, But there is no proper structure in place, the protocol is not user-friendly, there are no systems in place, and at the end of the day we are unable to provide support, instead learners are progressed from grade to grade due to school regulations policy that learners should not repeat a phase, till they get to grade 12 they still cannot read or write because the problem is that we do not deal with literacy properly, there are no systems in place”

While challenges of reading and writing from the respondents were shown to be the number one factor contributing to ineffective curriculum implementation, the role, and responsibilities of the SBSTs, however, are also compromised in providing support, there seems to be an element of SBST policy implementation challenges and carry out their role in facilitating CAPS imperative of reading and writing. Various factors from Respondent 8 include a lack of proper school systems to report and deal with literacy issues and protocol not being user-friendly.

4.2.3 Theme three: Type of support given by the SBSTS to learners.

The responses from the SBST about the type of support given to learners in promoting the CAPS imperative of reading and writing were as follows:

Participant 2a: *“Learners do not just come to the SBST, it first starts with a referral from the teacher by using the SIAS policy to identify the problems, when a teacher cannot succeed in supporting the learner, you consult other teachers when everyone fails. then the child is referred to the SBST. Our role is to provide teachers with intervention strategies and programs for teachers to try but before we give strategies as the SBST our role is to sit down and discuss the problem and develop programs designed especially for that child. If the child does not improve us, therefore, refer the child to the DBST for further assistance. Sometimes we are unable to implement those intervention strategies of reading and writing due to time.”*

Participant 6b: *“We provide strategies that will help learners who cannot read or write by providing interventions, for example when a learner cannot write, we appoint a scribe who is also appointed by the district so that when the learner talks, the scribe helps to write for the learner, we present strategies for teachers to implement in their teaching.*
“Participant 4a: *“Making sure that teaching and learning take place daily, ensuring that all educators attend to learners, ensuring that staff meetings occur daily to share the progress of learning whether challenges or support needed to give the learners.”*

From the responses, it is acknowledged that SBST puts more pressure on teachers being the ones that provide support in reading and writing issues by providing interventions to teachers to administer to learners. Meanwhile, teachers complain about the workload of the learners in the foundational phase of learning. Du Plessis (2015) argues that CAPS IS a bit ambitious in terms of the amount of content that must be covered each term. This is because each day has its specific work. While Mabunda (2023) argues that LTSM is a crucial part of the implementation of the curriculum such as textbooks that are prescribed for usage, however the teacher-to-learner ratio in some schools range from 1:40 AND 1:65, shortage of textbooks and overcrowding makes CAPS guidelines a bit unrealistic. Therefore, teachers might not have time to execute strategies given to them to support learners.

4.2.4 Theme four: Available support programs to SBSTs

The participants seemed to know what support should be given to teachers and learners in promoting the CAPS imperative of reading and writing but the only problem most participants complained about was their workload and too much paperwork they had. The researcher wanted to discover the support SBSTs receive from the DBST to alleviate such disparities toward the efficient functionality of the SBSTs. This is how they responded:

Participant 1a:

“DBST officials do visit the school, after we have screened the learners, she will come. depending on the required learner support. Sometimes we are told that due to the learner’s age, the learner cannot be transferred which is a challenge because we are stacked with learners that cannot read and write. DBST also organizes counseling sessions for free for our learners with academic distress”.

Participant 6b:

“The DBST gives us programs and books” that were provided to us so we can help with phonics and side words so that they can be able to read, for learners that are really struggling with writing, we also have afternoon classes, where learners practice reading and writing. The district comes with its own reading and writing programs to see where the actual problem with the learner is, they give them to SBST and SBST provides the programs to teachers, so they support learners. If the programs are not working, they also come to test the learner, if they fail, learners can be transferred. “However, there is a general feeling that the DBST also does have a detrimental impact on the efficiency of the SBST functionality towards supporting learners in the curriculum. One Participant had a different view compared to the others.

Participant 8b said:

“Those are worse. As an SBST member and a teacher, I can attest that They just bring documents and policy, there is no follow-up, sometimes they come to assess learners, and after that, they are no longer effective, the government should consider hiring enough DBST specialists because I think the reason for their inconsistency might be because they are understaffed. Although they do provide us with training”. evidence suggests that the support offered to schools by education district offices is unsatisfactory and inadequate and this impacts negatively teacher development and their implementation of curriculum policies (Mabunda, 2023)

4.4 CONCLUSION

All participants interviewed in this study have an insight into what school-based support teams are and their role in supporting the CAPS imperative of reading and writing. Participants acknowledged that they understand what the SIAS policy means and that they are using it in their school by referring to it when identifying and assessing learners that require support. The school SIAS policy was also found in the school files and documentation. School-based support teams is an important school committee that addresses various social and curricular challenges that impose on effective curriculum implementation in schools. However, SBSTs face several disparities in their functionality in schools.

One of the key factors is time to monitor and implement support programs for both teachers and learners. Several ways can be used to facilitate CAPS’s imperative of promoting reading and writing in schools such as reading camps, debates, and reading and mathematics programs which require commitment from both the DBST and SBTS. Appropriate support and strengthening of the SBST in curriculum implementation can ensure success in the SBST facilitating the CAPS imperative of reading and writing which is deemed to be a concern in this study. Most of the learners cannot read or write, which impacts effective curriculum implementation in the classroom. Education white paper 6 supports the education and human rights of all children, and that all learners should be given support where necessary towards building an inclusive education system (Department of Education,2001).

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The purpose of this study was to investigate how school-based support teams (SBSTs) facilitate CAPS's imperative of promoting reading and writing in two selected schools in Daveyton Johannesburg, towards effective curriculum implementation namely the Curriculum Assessment and Policy Statement (CAPS) (DBE, 2012). This study is underpinned by Bronfenbrenner's Ecological Systems Approach (1979), and it is therefore pertinent to position the findings and their suggestions within this specific approach. Support structures such as SBSTs and DBSTs are mainly situated in the micro-system, the meso-system and the macro-system. Data collection was conducted by the SBST committee which includes teachers as members of the SBST under thorough investigations by using a series of open-ended interviews to examine answers to the following key research questions.

In what ways do SBSTs facilitate the CAPS imperative of promoting reading and writing in the two selected schools? What are some of the common curricular challenges you often deal with as an SBST that impose on curriculum implementation in the classroom? What is your role as SBSTs in supporting CAPS's imperative of reading and writing? What support programs are provided by the DBST or the school in supporting the SBSTs and other teachers? In seeking to answer these 'key research questions, the selected Participants for this study were teachers (SBST members) from the Gauteng East district Department of Education. The participants interviewed included the SBST coordinators, Heads of departments (PL 2 staff), and teachers who are members of the SBST (PL1 staff).

Views and experiences on SBST in curriculum Support, the CAPS policy, and challenges of reading and writing in South Africa were shared by the participants. Emphasis was made on policy ineffectiveness from the DBSTs in providing support to the SBSTs to be able to implement the support to the learners. A concern was also about the workload and pressure stipulated in the CAPS policy which allows inefficiency for SBST in providing support due to lack of time to administer the support required. To achieve the main aims of this study, it was necessary to observe official SBST documents or policies which include minutes of meetings, SIAS, and SBST policy to measure the functionality of the committee.

This approach allowed the researcher to be fully immersed in the SBST committee's daily experiences, challenges, and intervention strategies in facilitating the CAPS imperative of promoting reading and writing. Findings on Lack of Practical Classroom Support or strategies by the SBST in promoting CAPS imperative of reading and writing concerning the PIRLS study that showed reading and writing to be a challenging factor amongst South African learners highlighted a dire need for support thus a critical need for this study to have taken place.

5.2 DISCUSSION OF FINDINGS

Understanding the role of SBST

All Participants are fully aware of the roles and functions they need to carry out in supporting curriculum implementation as the SBSTs. Participants have a clear description also based on policy what are SBST and understand that their role is to identify challenges that impose on curriculum implementation, to liaise intervention strategies, and ultimately provide support in the teaching and learning process. Pienaar and Niekerk (2018) emphasize that SBST is the cornerstone of the development of an inclusive culture within all schools.

Its role and function include embracing a holistic approach to learner support where measures are in place to prevent possible barriers to learning. SBST is also expected to arrange regular in-service training for educators which will be critical in enhancing the skills and knowledge of educators about learner support and intervention (Pienaar & Niekerk, 2018). The respondents indicated their roles and functions as indicated in Chapter 4 “We provide strategies, by providing intervention and support to teacher and learners.” Similarly to the findings of this research study, a study conducted by Nong (2020) regarding the functions of SBST and DBST in South African primary schools revealed that support teams at all levels of education play a primary school in identifying and addressing barriers to learning in their immediate context.

The investigation further revealed that these roles, responsibilities, and functions are not carried out to their optimal strength and that speaks to the functionality and the implementation of the SBST policies and structure in the two schools. Some Participants revealed there is a lack of professional development workshops in the SBST committee. One Respondent indicated “*am not pretty sure about the structure, but we have the coordinator, we have members that go to the teacher to ask what is happening ...*”

Despite the Guidelines on the functionality of the SBST provided to me by the school detailing that SBST should be the one providing support to teaching and learning by collectively identifying school needs and barriers at learner, teacher, and curriculum level and not leave the responsibility to the “Teacher” However, the hesitation of knowing the structure and key roles they played seemed to be a concern to the functionality of the SBSTs in the two schools. Pienaar and Nierkerk (2018) argue that SBSTs are established at schools, but the teams are not functioning optimally. It is further explained that SBSTs can grow into effective teams with the necessary guidance and support.

Participant 8 indicated that “the school dynamics results in the committee not being as effective as it should, there is no structure and protocol “Brown and Buthelezi (2020) asserted that the SBSTs must uphold their functions and responsibilities to ensure that the team is functional, reliable and visible at school level. However, one of the challenges that SBSTs face in schools is the fact that most educators have negative views or attitudes towards the implementation of inclusive education in schools, while many are not trained in this role as also indicated by the participants that they not fully informed and aware of their role and the structure of the SBST in their school. which means training was not done.

The SBST coordinator, Grade head, A member of the School Management Team (SMT), and the principal were most often mentioned as key components of the SBST structure. According to Nong (2020), the structure of the SBST is crucial in playing a primary role in identifying and addressing barriers to learning in their immediate context. As stipulated in the SIAS policy (Department of Basic Education, 2014). The structure of the SBST for its optimal functionality should be included.

1. The principal of the school
2. The Co-Ordinator of SBST, head of department for life orientation or any chosen staff, senior educator with more than ten years of working experience
3. The referring educator – any educator who is referring the learner to the SBST
4. School Governing Body (SGB) either from parent or teacher component
5. The scribe (who will write minutes during meetings)
6. The elected educator per phase and grade
7. The elected educator from any of the following committees LTSM (learning and teaching

support materials), SAT (School Assessment Team), sports, etc.

8. lastly Stakeholders such as therapists, educational psychologists, etc.

These teams are meant to interact with the DBST and provide integrated if necessarily more specialized services (Nong,2020).

CAPS imperative of reading and writing

The Study findings from the interview and investigations showed strength in reading and writing as a consistent contributing challenge in the effective implementation of the curriculum, all the interviewed participants both in School A and B acknowledged that learners in their school struggle with reading and writing. SBST experiences in providing support usually have to do with learners' inability to read and write in both schools. The latest international results from the PIRLS study revealed the same findings. South African learners achieved an average score of 288, which is below the international average point score of 500. This means that 81% of grade 4 learners cannot read for meaning because they cannot even reach the low benchmark. (Mullis, 2021). South African learners at the foundational phase cannot read and write and those who can, cannot read for meaning and that negatively impacts curriculum implementation. All participants showed a common contributing factor toward ineffective curriculum implementation as discussed above.

Children who cannot read are marginalized from engaging with most aspects of the formal curriculum because the curriculum is predominantly presented and taught through reading (Bernstein 2000, as cited in Karimupfunbiad & Dwarika, 2022). This according to the World Bank Group contributes to learning poverty (Azevedo, 2020) because the inability to read and write is a learning loss, furthermore, the recent global pandemic (Covid-19) which resulted in the closure of schools contributed to learning poverty because children were kept out of school for a long time with no intervention plans especially in the most disadvantaged communities.

Learning poverty is a new synthetic indicator launched by the World Bank and UNESCO based on the concept that every child should be in school and be able to read an age-appropriate text by age 10 (Azevedo, 2020). Both School A and B caters to learners ranging from 7 to 13 years and all participants indicated that most learners are unable to read and write in their schools. Having conducted this research at a primary school, where the foundational phase of learning is supposed to take place, it raises a concern as to why learners struggle with reading and

writing at a phase where they are supposed to grasp and learn the skills. According to existing empirical research, Teacher competency is a challenge in implementing the National Reading Strategy as set out by the Department of Education (Department of Education, 2008b) Therefore, the next paragraph speaks on the role and experiences of the SBST in promoting reading and writing and strategies put in place in supporting learners.

SBST role in facilitating caps imperative in promoting reading and writing and the type of support given to learners.

SBST's role and its function are clearly understood by the participants, however, its role in facilitating CAPS imperative of promoting reading and writing as curricular support seemed not to be efficient when it comes to the implementation. "It is beautifully structured on paper" The SBST shifts the core duties of facilitating reading and writing to teachers as opposed to presently intervening and promoting reading and writing or even engaging in curriculum challenges because of poor reading and writing skills.

The issue of SBST not being efficient in facilitating reading and writing toward curriculum implementation was also examined by Govender and Mpanza (2022) who argue that teachers hardly have time to meet and discuss learners' cases, Lack of training, especially in related policies, and teachers not following up with parents to require relevant information on the learner to be able to provide the necessary support. Teachers who are members of the SBST complain about too many classes and administrative work, which prevents them from effectively being involved in the SBST (Mavuso, 2022).

when giving support SBST members need to first observe how the child grasps words and then provide reading and writing programs that will suit the child's learning style, as a result, SBST is unable to facilitate CAPS's imperative of reading and writing because that takes time. Du Plessis (2015) argues that CAPS is a bit ambitious in terms of the amount of content that must be covered each term. The annual teaching plan (ATP) is quite packed, this is because each day has its specific work. All language content is provided within a two-week cycle (10 hours). Which includes listening and speaking, writing and presenting, and reading and viewing (Department of Basic Education, 2014). These skills and time allocation show greater length in strengthening and promoting literacy as stipulated in the FAL CAPS policy. Therefore, teachers might not have time to execute strategies given to them to support learners. Addressing the CAPS imperative of reading and writing requires a systematic approach that combines total screening, progress monitoring, teacher professional development, classroom-based prevention, intervention, and reading and writing support programs (Louw, 2015).

From the interviews, it is acknowledged that SBST puts more pressure on teachers being the ones that provide support in reading and writing issues by providing interventions to teachers to administer to learners. Meanwhile, teachers complain about the workload of the learners in the foundational phase of learning. Interview respondent 2 indicated that *“we fast track the content and there is not enough time when officials come, they look at the number of activities in the book, they do not care if learners understand or comprehend the work. this causes learners to be non-readers because teachers do not have time to give learners individual time with reading.”* It is key to note that at the school level, the SBST compromises professional teachers' bodies, meaning that members of the SBST are teachers.

From the interviewed respondents, SBST's role in facilitating the CAPS imperative of promoting reading and writing is more specific to the diagnostic model and providing interventions rather than prevention, promoting reading and writing within the classroom environment or in the implementation of the curriculum. SBST should be the key element in the successful implementation of reading and writing practices in the classroom. From the SBST experiences in promoting reading and writing are very limited and do not speak on classroom instructional practices in promoting reading and writing.

Although School B alluded to extra afternoon and morning classes as reading programs established at their school. There is still a lack of evidence of any publications and from participants' experiences elucidating instructional practices and schooling conditions for promoting reading and writing in South Africa in depth. Hence it was crucial to investigate how SBST facilitates CAPS's imperative of promoting reading and writing and what they ought to be doing. Dwarika and Karimupfumbi (2022) argue that structural literacy approaches are essential and recommended as an evidence-based practice for learners with reading and writing challenges or even dyslexia.

These approaches “Involve explicit, systematic, and sequential teaching of literacy at multiple levels, phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph, and text structure. These are taught directly and logically by the teacher, ensuring that the essential pre-requisite skills are taught first, practiced by learners to achieve success before moving forward to next-level skills, built-in cumulative practices, and includes an ongoing review to support learners to retain the skills and building- in automaticity. Uses carefully chosen examples, decodable text, and prompt, corrective feedback. Includes a high level of learner–teacher interaction.

which is direct instruction by the teacher, learner engagement with the materials, and relevant feedback timeously provided by the teacher” (Dwarika & Karimupfumbi, 2022, pg. 3).

Available support programs to SBSTS

The district support teams (DBSTs) as per the SIAS policy and the education white paper 6: building an inclusive education framework policy (DBE, 2001) (SIAS, 2014). Acknowledges that DBST is meant to provide support to the SBST in terms of policy regulation guidelines and implementation, resources, funding, and support programs for the functionality of the SBSTs in schools. DBSTs were created to provide an additional layer of support to teachers in implementing and maintaining an inclusive education system (Lindinhlanhla et al, 2022) some participants acknowledge the role DBSTs play in supporting SBST in facilitating CAPS imperative of promoting reading and writing in the classroom practices while others mentioned more general usual support they provide. Participants indicated that DBSTs provide them with training, intervention plans, and SBST guidelines in providing support and facilitating Caps imperative of reading and writing, and DBSTs are used as referrals in instances where the SBSTs cannot provide support.

Respondent 6 (School B) indicated the support received from the DBST in supporting and facilitating CAPS imperative of promoting reading and writing: *“The DBST gives us programs and books” that were provided to us so we can help with phonics and side words so that they can be able to read, for learners that are really struggling with writing, we also have afternoon classes, where learners practice reading and writing. The district comes with its own reading and writing programs to see where the actual problem with the learner is, they give them to SBST and SBST provides the programs to teachers, so they support learners. If the programs are not working, they also come to test the learner, if they fail, learners can be transferred.”*

However, there was a general feeling that DBST contributes to policy failure, SBST functionality, and curriculum implementation as discussed in Chapter 4 by the respondents. Too much paperwork from the DSBT and the workload from the CAPS itself cause inefficiency. Policies that the SBSTs are not clued about to put in implementation, a lack of follow-up sessions on support reading programs. Respondent 8: *“... They just bring documents and policy, there is no follow-up, sometimes they come to assess learners, and after that, they are no longer effective....”* Lebona (2015) argues that both SBSTs and DBSTs are generally ineffective, the support offered by DBSTs is minimal, and the lack of implementation of the

inclusive education law and policy framework is failing learners.

Furthermore, his study on the implementation of inclusive education in the Lejweleputswa education district indicated that SBSTs were designed to identify learners “at risk” and address barriers to learning but they lacked knowledge of policies and guidelines for inclusive education from the DBSTs hence the teachers, support teams and learners did not receive support from the teachers on the SBSTs. As a result, the SBSTs were unable to fulfill their purposes.

5.3 THROUGH THE ECOLOGICAL LENS

Bronfenbrenner’s (1979) Ecological System Theory consists of five theoretical systems that influence the development of the child. The ecological model in this study positions the school, family, and teachers at the micro-level of the child’s education. This Study showed that the SBST puts pressure on teachers being the one to provide support by providing them with interventions, however, teachers complain about the workload. Therefore, the implementation of these strategies becomes ineffective thus affecting the opportunity to provide reading and writing support to the child. The findings also suggest that a lack of parental involvement and cooperation when administering support affects the outcome of the reading improvement and proficiency of the child.

This study showed that the SBSTs and teachers are central to the child as their immediate environment because the SBST has direct contact with the child thus affecting the meso-level of the developing child’s education. If SBSTs are not optimal in their functionality they will in one way, or another affect the type of support offered to the child thus influencing reading and writing proficiency. Findings have alluded that the school does not have a proper school system to report and deal with literacy issues and the protocol not being user-friendly. This influences the type of support and direct relationship with the child when providing support. The different role players in the SBST committee influence the operations thus indirectly affecting the child. According to the findings, the DBST does regular visits, provides reading programs and books, and the coordinators ensure partnerships with the DBST as a resourceful stakeholder, therefore the DBST is central to the exosystem -level of the child’s education

According to the findings, the ability of the learners to read and write has a longer-term effect on their development and prospect of attainment and the caliber of employment thus affecting the macro system. Already established education policies such as the SIAS, white paper 6, and the Caps policy decide the nature and quality of education and support administered to children thus influencing the type of economic participation. The findings suggested that some learners who struggle with reading and writing are referred to skills schools as per SIAS policy thus influencing them to a specific type of employment.

The linkage between the mentioned structures does not necessarily affect the development of the child, but indirectly influences the SBST role and responsibilities thus impacting their functionality in providing support which impacts the child and affects the exosystem. This causes learners to be non-readers which contributes to learning poverty (Banks, 2010). And ultimately impacts wealth, socio-economic status, and access to opportunities as mentioned throughout the study. Curriculum reforms impact the chronosystem level of the child's education. The sudden changes in the curriculum and having learners adapt at a fast rapid pace influence the reading

5.4 CONCLUSION

The findings of this study established that SBST's role in facilitating CAPS's imperative of promoting reading and writing is crucial in alleviating reading and writing challenges in the foundational phase toward effective curriculum implementation. Reading and writing as a contributing factor towards curriculum failure in primary schools was discovered in this study and a dire need for curriculum support through the SBSTs was also discovered. Both the CAPS policy and the SIAS policy were discovered to be contributing factors toward effective curriculum implementation and the role of SBSTs in providing support effectively. Despite the strategies, interventions, and filling out the SNA forms. DBSTs involvement in providing support to the SBSTs and programs put in place to support reading and writing is minimal. The findings showed that SBSTs do not have effective immediate literacy approaches in promoting reading and writing in the classroom to prevent learning poverty and most support is provided by the teacher. The findings also showed a broader range of factors that influence curriculum implementation. In the last chapter of this research study, recommendations are made based on the findings

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This study sought to investigate the SBSTs' ability to facilitate and support reading and writing by learners as a core function. It investigated the types of strategies available to the SBST. Using semi-structured interviews, the study was able to map the structure of the SBST and its function based on the responses of the participants. It also enabled the researcher the ability to identify the challenges in the current curriculum and its implementations. The previous Chapter discussed the findings that emanated from the interviews. The findings were categorized into four themes derived from the data analysis in Chapter 4. This final Chapter of the study discusses recommendations to be made to inform policy decision-making, practice, and deficiencies exposed in the findings lastly the study develops. Future potential research to investigate the scope of school-based support teams in enhancing curriculum support, especially about issues of reading and writing. Closing remarks are also made to this report.

6.2 RECOMMENDATIONS

Recommendations of this research study are based on the findings and results of the study. The findings of this study have highlighted the challenges that participants experienced in the two schools. The study aimed to explore how school-based support teams facilitate the CAPS imperative of promoting reading and writing, especially in the foundational phase of learning. Even though participants were deemed to be knowledgeable about the kind of support they offer what seemed to be a concern was the challenges that were imposed on the effectiveness of those interventions and strategies in facilitating reading and writing towards effective curriculum implementation. According to Bronfenbrenner's ecological model (1979) and the findings of this research study, the relationships that should exist between the learners, teachers, and the SBST at the microsystems level should emerge within an accommodative and supportive learning and teaching environment (the mesosystem).

Therefore, it is recommended that the comprehensive progress of the learner, be completely reliant on proximal relationships that exist between the learner, school, peers, and the family (microsystems). Meaning that at the school level any remedial strategies, support, or interaction should benefit the developing learner. Findings from the interviews revealed that SBSTs were found not to be well-trained and not fully aware of the SBST framework therefore the speculative

beliefs of the model are compromised. DBST and DBE need to ensure that SBST is fully trained and supported at the ecosystem level by providing adequate guidance and follow-up on interventions provided to the SBST on challenges of reading and writing found in the classroom. In ensuring that inclusive education is implemented effectively. This entails the chronosystem in Bronfenbrenner's socio-ecological model (1979), which relates to the periods during the progression of the learner. Furthermore, findings showed that policy implementation is a concern from the implementation of CAPS to educational policies such as SIAS, education white paper 6, and the inclusive education model that needs to support and regulate the SBST framework.

Teachers and SBST at the school level (Micro-system) are affected by the Department of Basic Education (Macro-system) to implement these inclusive policies however there is a gap between advocating for such policies and the implementation. For example, it is found that the learner-to-teacher ratio ranges from 1:40 and 1:65 (Mabunda, 2023) making it almost impossible for effective CAPS implementation and SBST leasing support due to overcrowding. This will affect the micro-system because SBSTs are left with frustrations. After all, policymakers work in isolation to what is happening at the school level. As a result, recommendations are made in three identified areas.

6.2.1 Recommendations for SBSTs practice

It is recommended that.

- SBST members should work in close collaboration with the school principal and SMTs to ensure the provision of resources to implement some of the reading and writing programs.
- SBSTs Should recruit a parental component in the team, ensuring parental involvement in the curriculum
- SBSTs should organize enough in-service workshops and training for other teachers who are not part of the SBST in carrying out some of the intervention plans proposed by them.
- SBSTs should encourage a culture of literacy that embraces reading and writing and encourage both learners and teachers on the importance of regular reading.

6.2.2 Recommendations for DBST Practice

It is recommended that.

- DBSTs should keep regular contact with the SBSTs.
- DBSTs should use their authority to establish a multi-layered, multidisciplinary support structure needed for learner support and intervention.
- DBSTs and school management to inform SBSTs about their role and responsibilities.
- DBSTs Should provide training and capacity reading and writing-building sessions with the SBSTs, educators, and SGBs.

6.2.3 Recommendations on curriculum practice

It is recommended that.

- SBSTs should not only provide strategies and interventions to teachers but ensure they monitor teachers and ensure that everything is effective.
- Provision to adjust curriculum and curriculum differentiation to ensure that all different circular challenges are catered for, and it is not a size fit all “
- SBSTs should be visible in the classroom to assist with immediate support.

6.2.4 Recommendations for further research

It is recommended that.

- Research into intervention strategies that teachers in the foundation phase can use to improve reading and writing skills.
- Research can be conducted in rural primary schools to obtain similar and different views about how SBSTs facilitate the CAPS imperative of reading and writing.
- Research into monitoring policy implementation and its effectiveness.

6.3 THE IMPLICATION OF THE STUDY

The findings of this research study are important for policy and practice. When the SBSTs refer to SIAS policy to make referrals for learners who struggle to read and write. A challenge arises from parents who are in denial that their children require support which makes the policy ineffective and the SBST's functionality weakens. The role of the SBSTs in how they facilitate the CAPS imperative of promoting reading and writing informed the study, however, a need for research in the implementation of the SIAS policy and practice is also crucial. Overall, the outcome of the findings was that learners in both schools struggle with reading and writing, which is a concern towards curriculum implementation which was the initially expected outcome of this research.

It was also discovered that the SBSTs experience challenges in facilitating the CAPS imperative of reading and writing however the study provided developing strategies for SBSTs in supporting and facilitating reading and writing which was also the significance of this study to promote ways for SBSTs in better facilitating CAPS imperative of reading and writing. Ways to improve the functionality of the SBST were also developed in the study. District personnel and the DBE must investigate ways in which teachers, particularly SBST members, could be supported more effectively. The provincial and national departments of education also need to explore ways of facilitating closer cooperation between SBSTs and DBSTs. This will ensure that the SBSTs function optimally, which will enable them to support the learners and the teachers more efficaciously (Agulhas,2021).

6.4 CONCLUSION

The study explored how SBST facilitates the CAPS imperative of promoting reading and writing in ensuring effective curriculum implementation in the two primary schools in Daveyton. This study collected data through a means of semi-structured interviews. The study revealed the challenges encountered by the SBSTs in facilitating CAPS imperatives of reading and writing and how that impacts curriculum delivery in schools. The SBSTs felt that the DBST is also imposing a workload on them, such as a lot of paperwork which then imposes on the efficiency of their functionality in supporting teachers and learners in curriculum implementation due to not having time.

The school support-based teams have the power to support teachers with intervention strategies in promoting reading and writing but teachers do not have the same training and sufficient skills to implement those strategies effectively they rely mostly on the guidelines which are provided by the SBSTs. It has also been shown in this study, that reading and writing remain a challenge, participants indicated that learners are unable to even construct a sentence, that imposes on the curriculum, a dire need for effective functional SBST is crucial in supporting reading and writing challenges that results in poor performance of learners in foundational phase and later in life.

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APPENDIXES

APPENDIX 1- ETHICAL CLEARANCE CERTIFICATE



SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: 2022ECE171M

PROJECT TITLE

A review of the school-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): challenges of reading and writing

INVESTIGATOR

Thembinkosi Mokoko

SCHOOL/DEPARTMENT OF INVESTIGATOR

WSoE

DATE CONSIDERED

18 NOVEMBER 2022

DECISION OF THE COMMITTEE

Approved unconditionally

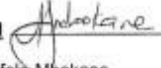
RISK LEVEL

MINIMAL RISK

EXPIRY DATE

Date of submission of the Research Report

ISSUE DATE OF CERTIFICATE

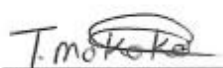
CHAIRPERSON 
Dr. Batseba Mofolo-Mbokane

cc: Dr. Glodean Thani

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.


Signature

Date 22, 11, 2022

APPENDIX 2 – PROPOSAL APPROVAL LETTER



FACULTY OF HUMANITIES
POSTGRADUATE OFFICE

19 December 2022
Student Number: 1707741

Thembinkosi Mokoko
33- 15TH Avenue John-brant Alexandra
Johannesburg 2090 Gauteng South Africa
By Email: 1707741@students.wits.ac.za
Cc: Supervisor

Dear Mr. Mokoko,

RESULTS FOR THE DEGREE OF MASTER OF EDUCATION PROPOSAL

I am pleased to be able to advise you that the readers of the Graduate Studies Committee have reviewed your corrections for the proposal entitled “***A review of the school-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): challenges of reading and writing***” and recommended that the research proposal can pass.

I confirm that **Dr. Glodean Thani** has been appointed as your supervisor in the School of Education.

The research report is normally submitted to the Faculty Office by 15 February, if you have started the beginning of the year, and for mid-year the deadline is 31 July. All students are required to RE-REGISTER at the beginning of each year

Please note that should you miss the deadline of 15 February or 31 July you will be required to submit an application for extension of time and register for the research report extension. Any candidate who misses the deadline of 15 February will be charged fees for the research report.

Note: All MA and PhD candidates who intend graduating shortly must meet your ETD requirements at least 6 weeks after your supervisor has received the examiners reports. **A student must remain registered at the Faculty Office until graduation.**

Yours Sincerely

Faith Herbert

Faith Herbert
Senior Faculty Officer
Faculty of Humanities
Tel: +27 11 717 3018
Email: Faith.Herbert@wits.ac.za

Private Bag 3, WITS 2050, South Africa | T + 27 11 717 3018 | E help.humanities@wits.ac.za | www.wits.ac.za/humanities

APPENDIX 3 – GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	06 October 2022
Validity of Research Approval:	06 October 2022 – 10 October 2022 2022/472
Name of Researcher:	Thembinkosi Mokoko
Address of Researcher:	33 – 15 th Avenue, Alexandra Township, Johannesburg, Gauteng 2090
Telephone Number:	078 196 9298
Email address:	Thembinkosi.mokoko@moov.life
Research Topic:	Strengthening school-based support teams (SBST) towards and effective curriculum Assessment policy statement (CAPS) implementation in school
Type of qualification	M.Ed by course and research project
Number and type of schools:	02 Primary School
District/s/HO	01 District

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Y. Tshabalala 06/10/2022

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

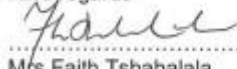
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mrs Faith Tshabalala
Director : Education Research and Knowledge Management

DATE: 06/10/2022

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX 4 – SCHOOL PERMISSION LETTER TO CONDUCT RESEARCH

School A



University of the Witwatersrand,
+27(0)11 717 1000
1 Jan Smuts Avenue
Braamfontein 2000
Johannesburg
South Africa

29 September 2022

Dear Sir/Madam,

Re: Permission to conduct research at Thopodi Primary School

My Name is Thembinkosi Mokoko

I am studying for a master's degree in education with the main area of focus in educational leadership and policy studies at the University of the Witwatersrand. I am seeking permission to conduct research at Thopodi Primary School.

I am conducting research on the Education curriculum policy with an emphasis on the Curriculum Assessment Policy Statement (CAPS) and the enhancement of effective School-based support teams (SBSTs) experiences towards driving the effectiveness of the curriculum implementation on challenges of reading and writing. SBSTs' perceptions of CAPS include the workload, and the one-size-fits-all approach, and do not cater to all different learning needs

especially in the foundational phase of learning. This is a concern because it hinders the effectiveness of the CAPS implementation hence a dire need for school-based support teams as a support structure for effective curriculum implementation.

My research titled: A REVIEW OF SCHOOL-BASED SUPPORT TEAMS (SBSTs) EXPERIENCES IN THE IMPLEMENTATION OF CURRICULUM POLICY (CAPS): CHALLENGES OF READING AND WRITING

My research intends to provide knowledge about the CAPS curriculum challenges that teachers experience which results in the ineffectiveness of the curriculum implementation especially in the foundational phase and how the school-based support teams can alleviate those challenges.

Conducting this research also comes from my personal experience as a mathematics teacher in driving the curriculum and how it can pose very serious challenges in the classroom which results in poor performance especially when no support is provided to learners. SBSTs play an important role in the advancement of the curriculum to ensure that all learners can learn without any hindrance. This research is a tool towards realizing that we need to prioritize the functionality of school-based support teams (SBSTs) in schools.

The research will entail collecting data from SBSTs, which is not limited to teachers who are also members of the SBST and School Management Team (SMT). I will also request permission to get access to the school-based support team's learner assessment files that have been done.

I will invite SBST members from your school to participate in this study by an interview session. If they agree, the interview will take place at your school and can also be done online through WhatsApp or Zoom call should teachers have no time after school or before morning class. The interview session will be audio-recorded.

Participants will be asked to give their written or verbal consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the organization) will be anonymous unless otherwise indicated by participants. Individual privacy will be maintained in all published and written data resulting from the study.

The results will be communicated in the form of a research report, sent to your school email, should it be required.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their participation at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be kept for a year and destroyed after a year.

I therefore request permission in writing to conduct my research at your school. The permission approved letter should be on your school-headed paper, signed and dated, and specifically referring to me by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Thembinkosi Mokoko
Wits Masters Candidate
1707741@students.wits.ac.za
078 196 9298

Dr Glodean Thani (**PhD**)
084 404 0156
Glodean.Thani@wits.ac.za

School B



University of the Witwatersrand,
+27(0)11 717 1000
1 Jan Smuts Avenue
Braamfontein 2000
Johannesburg
South Africa

29 September 2022

Dear Sir/Madam,

Re: Permission to conduct research at Kgolagano Primary School

My Name is Thembinkosi Mokoko

I am studying for a master's degree in education with the main area of focus in educational leadership and policy studies at the University of the Witwatersrand. I am seeking permission to conduct research at Thopodi Primary School.

I am conducting research on the Education curriculum policy with an emphasis on the Curriculum Assessment Policy Statement (CAPS) and the enhancement of effective School-based support teams (SBSTs) experiences towards driving the effectiveness of the curriculum implementation on challenges of reading and writing. SBSTs' perceptions of CAPS include the workload, and the one-size-fits-all approach, and do not cater to all different learning needs especially in the foundational phase of learning. This is a concern because it hinders the effectiveness of the CAPS implementation hence a dire need for school-based support teams as a support structure for effective curriculum implementation.

My research titled: A REVIEW OF THE SCHOOL-BASED SUPPORT TEAMS (SBSTs) EXPERIENCES IN THE IMPLEMENTATION OF CURRICULUM POLICY (CAPS): CHALLENGES OF READING AND WRITING

My research intends to provide knowledge about the CAPS curriculum challenges that teachers experience which results in the ineffectiveness of the curriculum implementation especially in the foundational phase and how the school-based support teams can alleviate those challenges.

Conducting this research also comes from my personal experience as a mathematics teacher in driving the curriculum and how it can pose very serious challenges in the classroom which results in poor performance especially when no support is provided to learners. SBSTs play an important role in the advancement of the curriculum to ensure that all learners can learn without any hindrance. This research is a tool towards realizing that we need to prioritize the functionality of school-based support teams (SBSTs) in schools.

The research will entail collecting data from SBSTs, which is not limited to teachers who are also members of the SBST and School Management Team (SMT). I will also request permission to get access to the school-based support team's learner assessment files that have been done.

I will invite SBST members from your school to participate in this study through an interview session if they agree. The interview will take place at your school and can also be done online through WhatsApp or Zoom call should teachers have no time after school or before morning class. The interview session will be audio-recorded.

Participants will be asked to give their written or verbal consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the organization) will be anonymous unless otherwise indicated by participants. Individual privacy will be maintained in all published and written data resulting from the study.

The results will be communicated in the form of a research report, sent to your school email, should it be required.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their participation at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be kept for a year and destroyed after a year.

I therefore request permission in writing to conduct my research at your school. The permission approved letter should be on your school-headed paper, signed and dated, and specifically referring to me by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Thembinkosi Mokoko
Wits Masters Candidate
1707741@students.wits.ac.za
078 196 9298

Dr Glodean Thani (**PhD**)
084 404 0156
Glodean.Thani@wits.ac.za

APPENDIX 5- SCHOOLS APPROVAL LETTERS

School A and School B

GAUTENG DEPARTMENT OF EDUCATION THOPODI PRIMARY SCHOOL	
 Emis no: 311555 Tel: (011) 962 7555 Email: thopodi@webmail.co.za Enq: Molekwa E Date: _____	 3564 23 rd Street Edendale East P.O.Box 311 DAVEYTON 1507
Dear Sir/Madam	
Date January 2023	
Name of Researcher: Thembinkosi Mokoko Student Number 1707741 Email address: thembinkosi.mokoko@moov.life Cell phone number: 078 196 9298 Research Topic: A review of the School-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS) : Challenges of reading and writing	
This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study as indicated above, permission was granted by the school principal and participants. The researcher was here for a period of two days in January 2023.	
 Principal	 SBST Co-Ordinator
Date : January 2023	



KGOLAGANO PRIMARY SCHOOL

Reg no.916041

Emis No. 311811

Gauteng East

8572 Albatross Street, Extension 9, 1519
P.O. Box 6533, Etwatwa, 1519
Tel/Fax: (011) 962-6565



Dear Sir/Madam

Date January 2023

Name of Researcher: Thembinkosi Mokoko

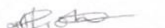
Student Number: 1707741

Email address: thembinkosi.mokoko@moov.life

Cell phone number: 078 196 9298

Research Topic: A review of the School-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): Challenges of reading and writing

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study as indicated above, permission was granted by the school principal and participants. The researcher was here for a period of two days in January 2023.


Principal

Date: January 2023




SBST Co-Ordinator

APPENDIX 6 -QUALITATIVE INTERVIEW SCHEDULE

A review of the school-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): challenges of reading and writing

Master's Candidate – University of Witwatersrand

The questions included in this interview address aspects of the school-based support teams in schools with an emphasis on their role in facilitating the CAPS imperative of Promoting reading and writing in schools. A consent form will be provided and participants to give consent to their participation in the interview. You will be asked for the time that best suits you to be interviewed. After the interview is completed, the researcher will transcribe the interview and you will be asked to verify if everything written is exactly what you said during the interview and that the researcher can use the information for this study.

The following questions will be asked during the interview conducted with you. The questions consist of two sections and all questions will be asked during the interview. All interviews will be recorded with a voice recorder to ensure that the correct version of your interview is transcribed.

Key Research question: In what ways does SBST facilitate the CAPS imperative of promoting reading and writing in selected schools in Daveyton Johannesburg?

Section A – School-Based Support Teams

- In your view what are school-based support teams?
- Briefly tell me the structure of the SBST in your school and the key role they play in the committee.

Section B – School-Based Support Teams (SBST) and Enhancing Curriculum.

- What are some of the common curricular challenges you often deal with as an SBST that imposes on curriculum implementation in the classroom?
- What is your role as SBST in supporting CAPS's imperative of reading and writing?
- What support or programs are provided by the DBST or the school in supporting the SBST in your school and other teachers?
- What interventions are put in place by the SBST to support reading and writing issues at your school?

APPENDIX 7 – PARTICIPATION INFORMATION SHEET (PIS)



Participant Information Sheet (PIS)

Dear Sir / Madam

My name is Thembinkosi Mokoko I am a master's student in education at the University of the Witwatersrand, Johannesburg. My research degree focuses on educational leadership and policy studies which is something am very passionate about. My supervisor is Dr. Glodean Thani, who is also an exceptional lecturer and academic in the field of educational policy studies. Am conducting a research study about Curriculum education specifically the curriculum assessment policy statement (CAPS) implementation in South African schools and the effectiveness of the school support-based teams (SBST) towards enhancing curriculum support for learners in promoting CAPS imperatives of reading and writing.

Research Title: A Review of the school-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): Challenges of reading and writing.

I am humbly inviting you to take part in this research study using an interview If you decide to take part, your participation in this research study will last about 60 minutes. The interview will take place in your school for convenience in the staff room or during school holidays should that not be a problem.

With your permission, I would like to audio record the interview. This data will be stored in my safe iCloud or drive for 1 year and deleted after a year. The researcher will have access to the data. The findings will only be used for this study.

During the research activity, I will need to ask for some personal information about you, including the number of years you have been working in the education field.

The interview findings will be confidential and anonymous. When I share the results of the research study, I will not include your name or anything else that could identify you. With your permission, other researchers may use the data collected from this research study, but your name and any personal information will not be used or passed on.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits, or rights you would normally have if you decided not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study.

The risks for this research study are no more than what happens in everyday life. OR Some of the questions asked may make you feel sad or upset. If this happens, I will stop the interview session and continue another time. If you need some support or counseling services following the interview session, relevant counseling centers may be suggested. This research study will be written up as a research report. The report can be sent to you If you would like to receive a summary of this report.

If you have any questions during or afterward about this research study, feel free to contact me or my supervisor at the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), by telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,

T Mokoko

Researcher: Mr. Thembinkosi Mokoko, thembinkosi.mokoko@moov.life 078 196 9298

Supervisor: Dr. Glodean Thani, glodean.thani@wits.ac.za 084 404 0156

APPENDIX 8 – PARTICIPANT CONSENT FORM



Consent_____Form

QUALITATIVE RESEARCH

Title of project:

A review of the school-based support teams (SBST) experiences in the implementation of curriculum policy (CAPS): challenges of reading and writing.

Name of researcher: Thembinkosi Mokoko

Name of institution: University of Witwatersrand

Teachers' perceptions of the curriculum assessment policy implementation in schools have several disparities while the functionality of school-based support teams is not strengthened to alleviate CAPS challenges of reading and writing. The focus of this research is on SBST experiences in the implementation of CAPS, as a result, to promote an effective curriculum assessment policy statement implementation in schools, especially in the foundational phase of learning regarding challenges of reading and writing.

I, _____ agree to participate in this research project.

I agree to the following:

(Please circle the relevant options below)

- | | | |
|---|-----|----|
| 1. The research study was explained to me. I understand what this study is about. | YES | NO |
|---|-----|----|

- | | | |
|---|-----|----|
| 2. I understand that I can volunteer to take part in the study. | YES | NO |
| 3. I agree that the interview session may be audio recorded in case where I disagree notes can be written down by the researcher. | YES | NO |
| 4. I agree that direct quotations from my interview and audio recordings may be used by the researcher in their research report, manuscripts, or diary. | YES | NO |
| 5. I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report. | YES | NO |
| 6. I agree that other researchers may use the information I provide in my interview and audio recordings (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on. | YES | NO |

_____ (Signature)
 _____ (name of participant)
 _____ (date)

T. mokoko (Signature)
Thembinkosi mokoko: (name of researcher/person seeking consent)
29 September 2022 : (date)

APPENDIX 9 – TURNITIN REPORT

CORRECTIONS TURNITIN REPORT AND INITIAL REPORT

Final 1707741 Mokoko

ORIGINALITY REPORT

19%	11%	6%	17%
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