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MA in English Language Education Research Report

Title: Investigating relationships between English Home Language curriculum documents and classroom practice.

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Chapter 1 – Introduction

1.1 Introduction

South Africa is a country in which, since 1994, change has been 'all embracing' encompassing 'social, political and educational change' (Adler, 2002:2). Since the country's first non-racial democratic elections, volumes of policy documents have been produced. They are based on a constitution informed by principles of redress, equality, nation-building and democracy (Harley et al,1999:15). Discernible efforts have been made to achieve changes in education, where according to Chisholm, 'the effects of apartheid were most insidious and overt' (2004:1) and where 'cleansing' the curriculum of racist and sexist elements was an urgent priority (Chisholm, 2005: 80). Transformation in all spheres is a key concern of the post apartheid government and education is perceived as having a crucial role to play in bringing about these changes (Joseph, 2005:2). Robinson, cited in Nasson, argues that, 'although education cannot transform the world, the world cannot be transformed without education' (in Chisholm, 2004: 13). Welch (2002) outlines how the majority of South African learners were denied access to quality education, resulting in a need for the government to address issues of both access and quality. Within the framework of national policies, education policy has undergone substantial transformation, as is evident in the National Qualifications Framework (NQF), Curriculum 2005, the Revised National Curriculum Statement Grades R – 9 (2002) and the recent FET curriculum (2005).

Various interim curriculum policy documents were issued until Curriculum 2005 was introduced in 1997. Curriculum 2005 is described by the National Department of Education as 'an innovation both bold and revolutionary in its magnitude and conception,' a curriculum that would 'simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st Century (Department of Education, 2001: 10). This curriculum was reviewed in 2000, and a 'strengthened, streamlined version' of C2005, called the Revised National Curriculum Statement was produced as a result of the review. In section 1.3, the two curriculum documents are discussed in more detail.

Ten years after the ending of apartheid, questions were being asked about what substantive change has been achieved in South African society. As Chisholm states 'where better to look than in education, where the intentions and effects of apartheid were most visible and dramatic (2004: 1).

Some questions that have stimulated many research projects, including this one, are: What has actually changed in practice? How are these changes being interpreted? As Chisholm asks: "What is the relationship of that change in particular areas of education to broader processes of economic and social change?" (2004: 1). Other questions concerning change in education include: If apartheid was immanent in everything about the way education was shaped, practised and deployed, then how does the new society embed contemporary forms of education both as an outcome of, and a factor in, the transition from apartheid? And how does the new education, in turn, influence social development? (Chisholm, 2004: 1).

1.2 Research Aim

Numerous writers have asserted that the key to effective educational reform is in the hands of the educators who mediate the content of a syllabus or curriculum on a day-to-day basis (e.g. Wilson and Berne, 1999; Ball and Cohen, 1999). The aim of this research project is to investigate the relationship, if any, between policy expressed in current curriculum documents for English as Home Language and teachers' classroom practice. The focus of the investigation will be the attitudes and practices of grade 9 teachers of English as home language in two Johannesburg high schools. In particular, the research aims to investigate how, if at all, English teachers in grade 9 use curriculum documents such as the Revised National Curriculum Statement (RNCS). In order to do this I will attempt to address the following questions:

1. What are the attitudes of selected grade nine teachers to the English Home Language curriculum statement for grade nine?

2. What role, if any, does the Revised National Curriculum Statement play in the teachers' construction of the subject English as home language, in their term plans and in their lessons?

1.3 Rationale

Rudduck (1991: 91) argues that professional development can be at its most powerful in a context of change, particularly when teachers understand and are committed to the values that give meaning to the change. In terms of

policy, South Africa's teachers have been constructed as teachers who are part of post-apartheid social transformation. As indicated by a number of South African educationalists (e.g. Adler and Reed (2002); Chisholm (2004)), curriculum reform in South Africa is taking place in a context where there is a great need for redress and repair as a result of the inequities of the past. A number of writers contend that the teacher has a key role to play in bringing about real change or transformation in education that amounts to more than 'superficial tampering' (Cochran-Smith and Lytle, 1999; Wilson and Berne, 1999). Being a grade 9 teacher and having been involved in interrogating the Revised National Curriculum Statement in relation to my teaching practices, I am interested in how other teachers understand and use this policy document and in their attitudes to the new curriculum.

The introduction to the Revised National Curriculum Statement begins with reference to the aims of the constitution of the Republic of South Africa (1996). These aims are:

- to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- to improve the quality of life of all citizens and free the potential of each person;
- to lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South African able to take a rightful place as sovereign state in the family of nations (Department of Education, 2002a:1).

The curriculum and its enactment in classrooms has the potential to play an important part in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa (Department of Education, 2002a: 2). The kind of learner envisaged in the RNCS is one who will be inspired by values very different from those that underpinned apartheid education. This learner will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice (Department of Education, 2002a: 3).

Curriculum 2005 (C2005) was introduced into Foundation Phase classrooms in South Africa in 1998. The first year of implementation in grade 9 was in 2002. Teachers were expected to change from teaching subjects to teaching 'Learning Areas' and to adopt an outcomes-based and learner-centred approach to teaching and learning. For the senior phase (grade 7 to grade 9) there were eight learning areas and English was located in the Learning Area 'Language, Literacy and Communication'. In this Learning Area each of the eleven official languages could be studied as either a Primary Language or an Additional Language.

In Curriculum 2005 the seven Specific Outcomes for Language, Literacy and Communication were:

- SO1 Make and negotiate meaning,
- SO2 Show critical awareness of language usage,
- SO3 Respond to the aesthetic, affective, cultural and social values in texts,

- SO4 Access, process and use information from a variety of sources and situations,
- SO5 Understand, know and apply language structures and conventions in texts,
- SO6 Use language for learning,
- SO7 Use appropriate communication strategies for specific purposes and situations.

Assessment Criteria and Performance Indicators were linked to each of the specific outcomes. These criteria and performance indicators gave more specific guidelines to teachers in regard to the listening, speaking, reading and writing skills that learners were expected to acquire in relation to each Specific Outcome in a particular phase of schooling.

In 2000, Curriculum 2005 was reviewed and the Revised National Curriculum Statement was published in 2002. According to the Department of Education the RNCS is 'an embodiment of the nation's social values and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Outcomes-based education philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy' (Department of Education, 2002c:5). In the RNCS, the name of the Learning Area, 'Language, Literacy and Communication' was changed to 'Language' and within this Learning Area, each of the 11 official languages can be studied as: Home Language, First Additional Language or Second Additional Language. Other changes in terminology include the renaming of the Specific Outcomes in Curriculum 2005 to Learning Outcomes in the RNCS. The Learning Outcomes in the

Revised National Curriculum Statement differ from the Specific Outcomes in the first version of the curriculum. In the RNCS the seven Specific Outcomes have been replaced by six Learning Outcomes. These six are more closely linked to specific 'skills' than was the case in C2005.

- Learning Outcome 1 Listening: the learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
- Learning Outcome 2 Speaking: the learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
- Learning Outcome 3 Reading and Viewing: the learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
- Learning Outcome 4 Writing: the learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
- Learning Outcome 5 Thinking and Reasoning: the learner will be able to use language to think and reason, and access, process and use information for learning.
- Learning Outcome 6 Language Structure and Use: the learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Each of the above Learning Outcomes has a number of Assessment Standards, which describe the level at which the learners should demonstrate

achievement of the Learning Outcomes. Learning Outcomes are the same for all the languages (LO5, 'Thinking and Reasoning' is omitted for Second Additional Language), but Assessment Standards are differentiated according to whether the language is a 'Home' ('first') or 'Additional' ('second') Language. A central principle of the Languages Learning Area Statement is 'the integration of these aspects of language through the creation and interpretation of texts' (Department of Education, 2002c: 22).

One of the most important changes from the curriculum policy that preceded C2005 and the RNCS is what has been described as a shift from content-based education to outcomes-based education. In fact outcomes-based education provides the theoretical framework for both the first and the revised version of Curriculum 2005. Some educational theorists maintain that there are different kinds of outcomes-based education. Malcolm (1999) explains that there is, however, one principle feature common to all outcomes-based education and that is the distinction between inputs and outputs. The outputs are centrally designed and prescribed while the inputs are produced and controlled locally. The South African Qualifications Authority (SAQA) has stipulated the Critical and Developmental Outcomes that underpin all education and training in South Africa, while the Department of Education's Specific Outcomes in Curriculum 2005 and Learning Outcomes in the Revised National Curriculum Statement are derived from these. These stipulate the 'outputs'. Schools and provincial Departments of Education are required to determine the 'inputs'.

A number of writers maintain that teachers have a significant role to play in the extent to which curriculum change and reform are effectively

implemented. Rudduck (1991) argues that change involves the adaptation or the abandonment of practices that are familiar and therefore comfortable. I am interested in whether teachers are engaged in such change and if so in what ways. The understandings that I develop as a result of this research could provide direction for teacher professional development and could also be of interest to those who write curriculum documents and policy.

1.4 Research Context

I selected four teachers from two different schools for this research project. One is a former 'model C' school* in a middle class suburb and the other is a private school which has always been considered to be at the forefront of educational reform. Learners in both schools range from advantaged to disadvantaged in socio-economic terms.

Access to the schools was possible due to my involvement with them through teaching. In order to undertake the research while in full time employment, it was necessary to limit the number of research sites and teachers. Further information about the schools and the teachers is included in Chapter 3.

* Previously state schools for "White" learners under the authority of the Transvaal Department of Education. During the late 1980s and early 1990s, the parent bodies at many of these schools voted to admit children of all race groups.

1.5 Overview of the Report

In chapter one I have outlined the context in which the research is situated. Chapter two will review some research findings and some claims of writers and researchers in relation to Outcomes – based Education, Curriculum 2005 and the Revised National Curriculum Statement and review some of the literature on teacher change.

Chapter three outlines the research methodology. Chapter four focuses on a description and analysis of the data obtained from the teacher interviews, classroom observations and artefact collection described in chapter three. Finally, chapter five summarises key findings from the research and outlines some recommendations for teacher support in response to there findings.

Chapter 2 – Literature Review

It is stating the obvious to assert that internationally education has changed dramatically in the last twenty to thirty years. Many important modifications have been made to aspects of education systems. As argued by Kelly:

> the education system is a social institution which should be expected to change along with other such institutions. It is the need to ensure that it continues to develop, and that it responds appropriately not only to other changes in society but also to our increasing understanding of the educational process itself, which is, or should be, the central concern of educational studies and especially of curriculum studies (Kelly, 1989: 1).

Literature in three areas has informed this research project and is briefly reviewed in this chapter under the following headings:

2.1 Policy and practices in South African education prior to 1994
2.2 Changes in education policy and practices post 1994
2.3 Teachers and change.

2.1 Policy and practices in South African education prior to 1994

Since the research is focused on teachers and their responses to policy documents and transformation in education, it is important to understand school and teacher education policies and practices in South Africa pre and post 1994.

Education in South Africa from the early 1900s to 1994 was characterised by increasing segregation, fragmentation and authoritarianism (Welch, 2002). It was segregated even before the official implementation of apartheid in 1948. Separate schooling systems were provided for African (Black), White, Coloured and Indian learners in the early 1900s. By 1936, only 16% of African learners were accommodated by the education system. Many of them were educated in mission schools. The curricula used by these mission schools were shaped by European knowledge systems and emphasised Christian values. In the state system free and compulsory schooling was available for Whites, but very limited provision was made for Blacks. Black learners who went as far as secondary school often became teachers without any formal training to equip them to teach. Their secondary school education was considered to be adequate for the teaching they would be required to do (Welch, 2002). Only White teachers received professional training at post matriculation colleges and universities. Thus the foundations were laid for huge inequities in South African schooling and teacher education.

During the period of institutionalised apartheid (1948-1970), mass schooling was provided for African learners. This, however, was so that they could be trained for their subservient role in society. From the inception of Bantu Education in the early 1950s there was widespread resistance to it but this resistance took on new importance from the mid 1970s when learners and teachers resisted the government's education policies and their language-in-education policy in particular. The protests that began in Soweto in 1976 were followed by even more repression. From the late 1970s some efforts were made to address educational inequalities, but within the segregated

system. By 1986, there were eighteen education departments which catered for different provinces, homelands and population groups. This proliferation of departments was one reason for the widespread inequalities and inefficiencies within the education system (Christie, 1999; Jansen, 1999; Harley and Wedekind, 2004).

2.2 Changes in educational policy and practices post 1994

1994 was when the government of national unity, led by the African National Congress came into power. This was the first non-racial, democratic government and one of its first actions was to begin a reform of education policies and practices. Treating learners as 'empty vessels which have to be filled with knowledge', and regarding learners as passive recipients or rote learners had deprived many learners of adequate opportunities to realise their full potential (Department of Education, 1997d: 56). There was a need to promote the principles of redress, equality, nation-building and democracy. As stated by Harley and Wedekind:

> if the curriculum before the 1994 elections had been used to divide races (as well as men and women within their 'own' racial groups), and to prepare different groups for dominant and subordinate positions in social, political and economic life, its new mission would be that of uniting all citizens as equals in a democratic and prosperous South Africa (2004: 195).

Since 1994, significant change has occurred in the education and training landscape in South Africa. As Chisholm states, eighteen racially-divided departments have been restructured into nine and education has been

decentralised, and schools, colleges, technikons and universities have been opened to all races (2004: 1). It can also be noted that teacher education is now provided under the auspices of the higher education sector and most importantly, curricula have been reviewed and revamped.

Since the mid-1990s Outcomes-based education has triggered the single most important curriculum controversy in the history of South African education. Not since the De Lange Commission Report of the 1980s, has such a fierce and public debate ensued – 'not only on the modalities of change implied by OBE, but on the very philosophical vision and political claims upon which this model of education is based'(Harley et al,1999: 3). It is important to recognise the significance of the early-1990s as a critical turning point in the curriculum debates inside South Africa. Until that time, South African education was characterised by a uniform and predictable curriculum policy environment. As stated by Jansen, the apartheid state managed a centralised curriculum policy system which was variously described as racist, Eurocentric, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory (1999: 4).

One of the aims of a new outcomes-based approach in education is to promote the integration of knowledge, skills and values in all learning programmes (Harley et al, 1999: 16). It was intended that these forms of knowledge, skills and values be closely connected to the academic, occupational and professional requirements that make up the job description of a professional in the workplace.

The change in approach to teaching and learning (the change to OBE) has been described as a shift from a teacher-centred, content-focused curriculum to a learner-centred, skills-focused curriculum (Jansen, 1999). Harley and Wedekind argue that, outcomes-based education promotes a learner-centred pedagogy and has introduced an integrated knowledge system (2004). For Kraak, this learner-centred approach has entailed a paradigm shift in the approach to learning and teaching, away from the traditional syllabus-oriented, content-based transmission model of teaching and learning to one based on outcomes (1999: 43).

This outcomes-based approach is one of the key features of the new curriculum, which has become known as Curriculum 2005. C2005 was launched in March 1998 in grade one and it was to be phased in progressively so that it would cover all sectors of schooling by 2005. Curriculum 2005 had three design features. As mentioned above, the first is that it is outcomes-based. An integrated knowledge system is the second design feature. As stated by Harley and Wedekind, this meant that school 'subjects' became learning 'areas' (three for grades one to three, six for grades four to six and eight for grades seven to nine) (2004: 197). The third dimension of curriculum reform was the promotion of learner-centred pedagogy. Christie argues that Curriculum 2005 was 'an important step away from the content laden, often ideologically distorted, examinations oriented apartheid curricula' (1999: 282). However, she believes that it was justifiably accused of being 'jargon ridden and inaccessible in its discourse' (1999: 283). In order to deal with this problem what was known as 'OBE training' for teachers was introduced. As stated by Harley and Wedekind given the very short time between finalisation of the curriculum and its

implementation, the national Department of Education and its various provincial counterparts had no choice but to provide crash-course training for teachers (2004: 200).

Implementation continued to be a problem because of issues such as a complex discourse and complicated assessment frameworks. The key finding of the curriculum review commissioned by Education Minister Kadar Asmal in 2000 was that the essence of learning and teaching was being lost in deference to a poorly understood Curriculum 2005 and that education in South Africa was distressingly out of touch with school and classroom realities (Mattson and Harley, 2002: 284). For these reasons and others, the Revised National Curriculum was introduced in 2002.

The Revised National Curriculum Statement builds on the vision and values of the Constitution and of Curriculum 2005. These principles include: social justice, a healthy environment, human rights and inclusivity (Department of Education, 2002a: 11). The Revised National Curriculum Statement expects the educator to practise and promote critical, committed and ethical attitudes towards developing a sense of respect and responsibility towards others. The educator is expected to uphold the Constitution and promote democratic values and practices in schools and society (Jansen, 2002: 124). The Revised National Curriculum Statement aims at the development of a high level of knowledge and skills for all. In this curriculum document, the assessment standards in each Learning Area Statement provide the conceptual progression in each Learning Area from grade to grade. An assessment standard describes the levels at which the learners should demonstrate their achievement of the learning outcomes, where the learning outcome is a

description of what knowledge, skills and values learners should have attained. Links are to be made across learning outcomes and Learning Areas (Department of Education, 2002a: 13).

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own learning programmes in their learning areas (Department of Education, 2002b).

2.3 Teachers and Change

The writers referred to in this section argue that for many years schooling has been in a serious crisis which has by no means reached its conclusion. For example, more than a generation ago Durkheim wrote the following:

> Everybody feels that it cannot remain as it is……Everywhere educationalists and statesmen are aware that the changes which have occurred in the structure of contemporary societies, in their domestic economies as in their foreign affairs, require parallel transformations, no less profound, in the special area of the school system (Durkheim, 1977, quoted in Rudduck, 1991: 25).

Writing in the early 1980s, Connell et al claimed that '[I]n a society disfigured by class exploitation, sexual and racial oppression….the only education worth the name is education that forms young people capable of taking part in their own liberation' (Connell et al., 1982, quoted in Rudduck,

1991: 25). Hargreaves expressed the need for change in terms of the self-concept of young people:

> Our present secondary school system exerts on many pupils a destruction of their dignity, particularly but by no means exclusively [pupils] from the working class….When dignity is damaged, one's deepest experience is of being inferior, unable and powerless (Hargreaves, 1982, quoted in Rudduck, 1991: 25).

Rudduck's proposals for change include allowing learners more opportunity to learn for themselves, to express their own views, and to develop their ideas through discussion.

The ways in which teachers are imagined have also changed. Under apartheid the main requirement of teachers was bureaucratic and political compliance with state education. As Jansen (2002) states, the teacher was an obedient civil servant who executed the well-defined instructional tasks as per an official syllabus and a moderated examination. In the post-apartheid era, teachers according to the democratic ideal, were going to be knowledge-producers. Jansen (2002) maintains that teachers are now expected to take charge of their own classrooms, initiate discussion, empower learners and change the world. However at the same time it also seems that teachers are expected to disappear. Teachers are now expected to move from centre stage into an invisible position on the margins of the classroom, facilitating a learning process in which young minds take charge of their own learning. Jansen states '[T]eachers instead of becoming the dominant force in the classroom that liberates young minds from the evils of apartheid, now become re-imaged to become soft facilitators of a new pedagogy' (2002:121). At the time the first democratic government was elected into

power (April 1994), the images of the teacher as liberator, carried over from the protests of the 1970s, were still traceable in both political rhetoric and policy documents of the mass democratic movement (Jansen, 2002: 121). Teacher education policy was envisaged as creating 'a more liberating, professionally challenging, and invigorating experience for teachers…' (ANC, 1994:38 in Jansen, 2002). In other words, not only were teachers regarded as liberators but liberated environments within which teachers could work had to be created. The image of the teacher as liberator was fundamentally undermined in the curriculum positions associated with outcomes-based education and Curriculum 2005. As stated by Jansen, 'Not only were teachers to withdraw from teaching, they were also to withdraw from the comforts offered by subject matter competence' (2002:122). In other words, content was played down, learner-initiated tasks in which knowledge was to be generated from the environment was played up. Teaching and content were displaced by learning and competences (Jansen, 2002: 122).

Are teachers resistant to such change? Numerous writers have asserted that the key to effective educational reform is in the hands of the educators who mediate the content of syllabus or curriculum on a day-to-day basis (Hargreaves, 1989; Gipps, 1994; Wilson and Berne, 1999; Ball and Cohen, 1999). 'Contexts of change,' are often associated with conflict, anxiety, fear, stress and possibly anger rather than development and growth (Brown, Bull and Pendelbury, 1997). Rudduck asserts that if teachers grasp and embrace the rationale behind change, 'powerful professional development' can occur. However, Rudduck also argues that while change in society has become commonplace, schools remain much as they always were: '….despite huge

efforts, the educational establishment at all levels has shown a remarkable inability to implement and maintain more effective ways of teaching or to create school settings that are productive and exciting learning environments for students' (1991: 26). Christie (1999) has reached similar conclusions. She claims that despite a wide range of policy reforms over the past years, there has been little fundamental change in schools and classroom practice. In other words, it does not seem that policy reform necessarily has an impact on teaching and learning.

A number of reasons have been given for this. Some writers maintain that the isolation and insulation of teachers makes it easy for them to cling to the comfortable and the familiar. For example, Lortie (in Darling-Hammond and Sykes, 1999) maintains that the 'apprenticeship of observation' experienced by teachers during their years in the classroom as learners has a more powerful impact on their teaching practices than their teacher education. Furthermore, Lampert and Ball (1999) maintain that teachers also tend to be more influenced by their colleagues than what they learned at college or university.

Christie argues that in the case of South African schools, both the particular form of outcomes-based education in Curriculum 2005 and its implementation have been highly problematic. She states that '[W]hile the curriculum frameworks for Learning Areas were drawn up by committees on which teachers were represented, most teachers have not been actively engaged with the new curriculum.' (1999). According to Christie (1999) this could be due to the fact that the new curriculum was over-hastily introduced in schools and that teachers were insufficiently prepared for outcomes-based

pedagogy. From their research in schools in Kwazulu-Natal, Mattson and Harley found that the essence of teaching was being lost due to poor understanding of Curriculum 2005. (2002: 284).

Teachers in South Africa are having to engage with a policy system that is not aligned with their personal and professional identities. As stated by Mattson and Harley, 'Teacher education policy and providers reinforce teachers' strategy of mimicry by trying to reform teacher identities in the image of a First World, modern global citizen or 'universal subject' rather than attending to their more pressing and practical needs' (2002:284). In other words, as mentioned by Chisholm and Fuller (1996) in Mattson and Harley (2002), South African teachers, according to policy, must mimic the tools and means of policy implementation from the Western state or run the risk of not looking modern. In this way, '[P]olicy falls into the trap of social meliorism, where commitment to a vision of what should be clouds the ability to seriously consider what is, so that the good intentions of social reconstructionism have more influence on the policy agenda than social and school realities' (Mattson and Harley, 2002: 285). In other words, an information-based, hi-tech, high-skills education system assumes a degree of stability and modernisation that does not exist in the majority of South Africa schools. Christie observes that better resourced, historically privileged schools are more likely to be able to manage the new policies than historically disadvantaged, mainly black schools, and particularly the poor, rural and marginalised among them (1999: 290).

In South Africa, teacher education was, like the schooling system, rooted in apartheid. A racially-stratified teacher education system emerged, with

separate teacher education colleges for White, Coloured, Indian and African students (Sayed, 2004: 247). In other words, each type of college and university trained teachers for specific schools. Teacher education was reconfigured in the mid-1990s in the context of a reshaped national education policy. As stated by Sayed, the reconfiguration of teacher education is arguably one of the most significant policy changes in post-apartheid education (2004: 252). One of the effects of the reconfiguration has been to end the existence of separate teacher education institutions. Teacher education is now localised within universities which are:

> [E]xpected to provide newly qualified teachers with the skills to operate in an outcomes-based framework, to train them to work in a learner-focused, critical and problem-solving environment, and to work on the basis of learning areas (Sayed, 2004: 258).

This change and preparation for C2005 and RNCS therefore should benefit newly qualified teachers, but what about teachers that were teaching before the change came about?

O'Connor and Scanlon (2005) state that the individual's professional identity and philosophy cannot be separated from their active role as a teacher. Therefore identity is implicit in action. For this reason dilemmas result when an individual's actions do not cohere with their reflective philosophy. South African teachers have had to reconstruct their identities in response to the reconstruction of the education system. With reference to the United Kingdom, Woods and Jeffrey (2002), note that control of teachers has become tighter, largely through the codification and monitoring of practices previously left to teachers' professional judegement. From the notion of 'good teacher' based on 'personal qualities' (Broadhead, 1987 in

Woods and Jeffrey, 2002), the emphasis is now on teacher competencies, such as subject expertise, coordination, collaboration, management and supervision. This is the new assigned social identity (Woods and Jeffrey, 2002:96). According to Woods and Jeffrey (2002), teachers do not welcome this change in identity. Teachers in their United Kingdom study stated that new educational policy has attacked their self-esteem, personal philosophies and undervalues exactly what they do. Woods and Jeffrey (2002) also maintain that this change in policy is telling teachers to change their professional identities and it is very difficult to expect a teacher who has been teaching a certain way for many years to change the way they teach. Teachers become demoralised and alienated from their work.

Sykes argues that '[C]urricular change, like all other important changes in education, ultimately relies on teacher understanding, skill and will' (1999: 152). It has been argued that teachers have a key role to play in educational change and their professional development is thus being 'touted as the ticket to reform' (Wilson and Berne, 1999: 173). Adler maintains that

> be it in the context of educational reform in the USA, or in the more all embracing social, political and educational change in post partheid South Africa, in-service professional development is seen as critical to repairing, redressing, professionalising and changing current educational practices (2002: 2).

Teacher development is taking place worldwide to equip or enable teachers to implement curriculum change in their classrooms. Considerable research has been done in regard to different models of in-service teacher

development and the degree of effectiveness of these models (Wilson and Berne, 1999; Hargreaves, 1999).

Wilson and Berne (1999) claim that while teachers' own descriptions of their professional development provide a sense of which learning opportunities they find most worthwhile, little is known about what teachers actually learn from these experiences. Teachers are trained in courses, workshops, or whole school training projects. The lessons learned in these encounters then need to be put into practice in classrooms. 'Effective implementation consists of alterations to curriculum materials, instructional practices and behaviour, and beliefs and understandings on the part of teachers involved in given innovations' (Fullan and Hargreaves, 1992: 1). As such, the process of implementation is essentially a learning process.

According to Shalem (2003) it seems that having an impact on teachers and their classroom practice requires a lot more than changes in a body of knowledge or the techniques for teaching required in the classroom. Yael Shalem asserts that teachers need time to get to a place where they understand change and are able to implement it (2003: 42). She also maintains that 'labour intensive interventions' which are costly and time consuming have been shown to be the most effective in bringing about change in teachers' practice.

Questions and problems of education soon become questions and problems of teacher education. As argued by Pearson:

> it is not uncommon, and it is certainly understandable, that we turn our attention to the preparation of teachers when we are concerned with the

> education of the young and with the quality of the schools. When we begin to look at teacher education the issue of "theory and practice" begins to loom large (1989:54).

In other words, 'the challenge in teacher education is to enable prospective teachers to take what they have learned about teaching and use it on their own in the teaching situations in which they find themselves or, to put this in terms of this work, to engage in practical reasoning as teachers' (Pearson, 1989: 154).

Adler (2002) argues that what 'accounts for quality teaching and learning is the depth of conceptual understanding teachers hold.' Adler maintains that in South Africa, in-service professional development is critical to 'repairing, redressing, professionalising and changing current educational practices' (Adler, 2002: 2). Rudduck argues that teachers must come to feel that they recognise as significant the problem or situation that is defining the agenda for change, and that they are partners in the planning of change (1991: 31).

There are numerous questions around what constitutes effective teacher learning and development. These include questions such as what teachers need to know, how this knowledge can best be acquired, where, when, for what length of time and from whom. Wilson and Berne argue that professional development should 'immunise teachers against the conservative lessons that most have learned from practice' (1999: 4). Adler raises the question as to whether the in-service professional development (INSET) that has been part of the educational landscape in South Africa since the mid 1980s has fulfilled its promise of educational change (2002: 2).

With reference to professional development (INSET), various writers maintain that there are certain elements that can contribute to the quality of learning. First of all, teachers need time to learn (Cochran-Smith and Lytle, 1999: 258). Teacher development is a slow process and changing teachers' knowledge, beliefs and norms of practice requires long term learning opportunities (Darling-Hammond and McLaughlin, 1999: 380). Hawley and Valli maintain that the ideal approach is to 'think big, start small and approach change in a gradual and incremental manner' (1999: 143).

Learning in a professional development programme can also be enhanced if it is directly related to classroom issues and concerns (Wilson and Berne, 1999; Darling-Hammond, 1999; Ball and Cohen, 1999). The programme can be school- based or at an institution like a college or a university. School-based programmes, according to Adler, provide teachers with the opportunity to 'see or at least imagine what new kinds of classroom practice look like', while institution-based initiatives allow teachers the opportunity to look at and critique practice (2002: 6). School-based initiatives can prove to be very costly and labour intensive. However, research has shown that school-based initiatives are effective in promoting changes in teachers' practices (Shalem, 2003: 31).

Much has been written about educational change and reform worldwide. Profound and rapid changes have been mandated for education in South Africa since 1994. This research project aims to investigate to what extent the mandated changes in the school curriculum and pre and in-service training teacher education programmes have impacted on the attitudes and

classroom practices of four grade nine teachers of English as Home Language in two schools in Johannesburg.

Chapter 3 – Research Methodology

At the beginning of the 1980s Hook noted that changes in classrooms and schools have often been attempted through prescriptions and solutions that are suggested or imposed by outside 'experts' and that are inappropriate or inadequate for specific settings. He argued that the only task which educational research can legitimately pursue, is to develop theories of educational practice that are intrinsically related to teachers' own descriptions of what they are doing, that will illuminate their practices, improve the quality of their involvement in these practices, and thereby allow them to practice better (1981: 23).

3.1 Choice of Case Study

I have chosen to undertake a case study of cases (Alder and Reed, 2002: 48). Four grade nine teachers located in two schools constitute the individual cases for the overall case study. The following are key features of a case study:

- it is conducted within a localised boundary of space and time;
- it is an enquiry into interesting aspects of an educational activity;
- it is an enquiry mainly in its natural context and within an ethic of respect for persons;
- it is done in order to inform the judgements and decisions of practioners or policy-makers;

- it is an enquiry in such a way that sufficient data are collected for the researcher to be able to explore significant features of the case, to create plausible interpretations of what is found, to test for trustworthiness of these interpretations and to construct a worthwhile argument or story (Bassey, 1999: 58).

Nunan describes case studies as 'examining a facet or particular aspect of the culture or subculture under investigation. Case studies attempt like ethnography, to provide a portrait of what is going on in a particular setting (1992: 77). Cohen and Manion state that the advantage of case studies is that they are 'strong in reality' and their 'strength lies in their attention to the sublety and complexity of the case in its own right' (Cohen and Manion, 1994: 123).

The case I investigated is that of selected grade nine teachers of English as home language: their attitudes to the curriculum documents in particular the Revised National Curriculum Statement, and their classroom practice in terms of outcomes-based education.

3.2 Choice of Research Sites

The two schools selected are a private school (School A) widely regarded as innovative in terms of educational practices and a former model C government school (School B) in a middle income suburb. These schools are very different from one another in terms of the ethnicity of the learners; the

resources available in the classroom; the funds available for teacher professional development.

School A has good resources and the majority of the learners at the school come from middle income families. English is taught as Home Language even though for many of the learners it is a second or even third language. Senior certificate pass rates at this school for the past ten years have been one hundred percent. The average class size is about twenty-five to thirty learners.

School B is a former ‘model C’ school with adequate resources. It includes learners from the various ‘townships’ in the vicinity of the school, as well as learners from middle income families. The demographics of this school have changed significantly over the past ten years to reflect more closely the diversity of the South African population. English is taught as a Home Language although for many of the learners it is an additional language. The senior certificate pass rate at this school has ranged from ninety to one hundred percent for the past ten years. The average class size is thirty to thirty-five learners.

Two grade 9 teachers from each school were invited to take part in the research. In the Gauteng province, grade nine teachers are required to attend ongoing in-service education and training development (INSET) courses through ‘clusters’ determined by the Gauteng Department of Education. Schools that are reasonably close geographically are grouped into a cluster. Cluster meetings take place once a month. A teacher from each cluster is nominated to be the cluster leader and this person is responsible for the

administrative work for their cluster. The purpose of these cluster meetings is to provide teachers with an opportunity to discuss their learners' portfolios of work and to get help if they need it. They are also useful in that the teachers can discuss the policy and curriculum and exchange ideas. All the teachers who participated in the research attended INSET programmes on the new curriculum and attend the monthly cluster meetings – in the case of School A, cluster meetings under the auspices of the Independent Examination Board (IEB) in the case of School B, cluster meetings organised by the district office of the Gauteng Department of Education.

3.3 Choice of Research Instruments

A range of instruments for data collection was chosen for this research in an attempt to ascertain the attitudes and understanding of selected teachers towards the policy documents, as well as to discover if these policy documents shape classroom practice.

- One semi-structured interview with each of the teachers was audio tape- recorded with their permission.
- Five classroom observations took place with each of the teachers, where field notes were taken.
- Artefacts were collected. These included teachers' term plans and examples of learners' work.

Once the principals and teachers had agreed to being part of the research and all ethics requirements were met, I began the data collection with individual teacher interviews. (See Appendix A: Subject Information Letter for Interview and Consent Form for Interview. See Appendix B: Subject

Information Letter for Observation and Collection of Artefacts and Consent Form for Observation and Collection of Artefacts. (See Appendix C: Letters of Permission and Subject Information Sheets for Research Sites and Consent Form from Research Sites). The reason for this choice of starting point is that I hoped to gain information from the interviews which would help me structure my observations and give me ideas about what to look for in the classrooms.

Denzin and Lincoln (in Fontana and Frey, 2000: 645) state that interviewing involves individual, face-to-face verbal interchange, but can also take the form of face-to-face group interchange and telephone surveys. It can be structured, semi-structured or unstructured. The "closed situation" of a tightly structured interview allows the researcher very little freedom to make modifications (Cohen and Manion, 1989: 309) and was therefore rejected for my study. I chose to use the individual, face-to-face, semi-structured interview which would allow me the flexibility of structured questions, some of them open-ended prompts, and follow-up questions. As stated by Fontana and Frey, semi-structured interviewing can provide a greater breadth of data than the other types of interviewing (structured and group interviews), given its qualitative nature (2000: 652). They also maintain that interviewers are seen as active participants in interactions with respondents, and interviews are seen as negotiated accomplishments of both interviewers and respondents that are shaped by the contexts and situations in which they take place. As Schwandt (1997) notes

> It has become increasingly common in qualitative studies to view the interview as a form of discourse between two or more speakers or as a linguistic event in which the meanings of

> questions and responses are contextually grounded and jointly constructed by interviewer and respondent (in Fontana and Frey,2000: 663).

The interviews took place at the beginning of the fourth term, as this is when permission from the university's ethics committee to the conduct the research was received. Being the last term, the teachers had limited time available so it was only possible to do one interview with each teacher. It might have been of value to talk to teachers again to allow for further information gathering, but this was not feasible. However, approximately 45 minute interviews were fruitful for the research and provided a framework for the classroom observations.

Before beginning the interview, the teachers were reminded of the voluntary nature of participating in the research and asked if they would permit the interview to be tape-recorded. Only once they agreed did the interview begin. I attempted to phrase questions that were clear and non-offensive (see Appendix D: Interview Questions). The main questions in the interview focused on teachers' understanding of the policy documents, starting with Curriculum 2005 and continuing with the Revised National Curriculum Statement. These were followed by questions about how the teachers use these policy documents in designing their lessons.

While the interview initially seemed the ideal way to understand the teachers and to discover their attitudes towards policy reform and change in South African education, there were limitations to this method of data collection. For example some of the research participants tended to adopt 'avoidance

tactics' (Cohen and Manion, 1994) when they felt uneasy for various reasons. They were possibly unsure of how to answer the question or possibly did not know the answer at all. Rather than taking notes while the teachers were being interviewed, I chose to audio-tape record the interviews and to transcribe the recordings in full. While the initial transcription process was very time consuming, repeatedly working with the recordings enabled familiarization with the data.

In case study research, the researcher is able to pick and choose tools and methods from a wide range of field research methodologies (Knobel and Lankshear: 1999, 96). One of the tools I chose was observation. Observation enables access to degrees of 'insider' understandings and practices. The researcher actually takes part to a greater or lesser extent in the observed context. As I was not an active participant in the observation I was able to take field notes. My observations focused on the research questions under investigation. I was interested to see whether or not teachers are implementing the learning outcomes defined in the RNCS. I was also interested to see whether teachers integrate the constitutional aims which are outlined in the Revised National Curriculum Statement (see Appendix L: Constitutional Aims from the RNCS), in their lessons and if so how do they do this.

Since I observed classroom practice more than once, I started by making notes of what I observed and my feelings about the observations and then devised an observational schedule for more structured note taking. I designed the observational schedules , in the form of a table for each subject. I feel that there are strengths and limitations to classroom observation as a

research tool. Observing teachers while they were working allowed me to supplement the data from the interviews. I was also able to see whether responses to interview questions were confirmed or disconfirmed by what the teacher was doing in the classroom. A limitation, is that as a grade nine language teacher myself, I was observing the teaching through the lens of my own experiences. Teachers in School A are former colleagues and teachers in School B are presently my colleagues. This fact could also impact on both observations and understanding.

I observed five lessons in the grade nine classroom of each of the four teachers. I chose not to video tape the lessons for several reasons. Firstly, when video taping, it is necessary to get permission from the teachers and from each of the learners in the classroom - a time consuming requirement. Secondly, not all teachers are comfortable with being video taped and if they do agree to be video taped they may be inhibited by the camera and they may change their normal practices.

I chose to collect two types of artefacts: firstly examples of learners' work which are the material traces of their learning, and secondly, the teachers' term plans, worksheets, choice of text books and other teaching materials that they used. As noted by Knobel and Lankshear (1999: 98), artefacts such as student-produced texts, drawings or magazines that students read add useful contextual dimensions to other forms of data.

3.4 Data Analysis

To analyse the data collected I used two methods. Firstly, I used Thematic Content Analysis also known as grounded theory methodology for analysing data. This approach, first developed by American sociologists Glaser and Strauss, involved looking for patterns in the data within and across the interviews, the classroom observations and the artefacts and then interpreting these patterns (Patton, 2002: 452). For example, I noted the similarities and differences in teachers' responses and then considered whether these could be attributed to the school in which they work or to their years of teaching experience. Thus, rather than using 'a priori categories', codes and patterns coming from outside the data (Freeman, 1998: 100) categories emerged from the data itself. The data from the observation and artefacts were then compared with the teachers' responses in the interviews.

Secondly, I used one aspect of systemic functional linguistics, known as 'appraisal' in the analysis of the interview data. Systemic functional linguistics is concerned with the semantics of discourse. In systemic functional linguistics, discourse analysis interfaces with the analysis of grammar and the analysis of social activity (Martin and Rose, 2002: 3). The systemic functional linguistics model of language in social context recognizes three general social functions for which language is used. As stated by Martin and Rose (2003), these three functions are: the interpersonal (to enact our social relationships); the ideational (to represent our experience to each other); the textual (to organise our enactments and representations as meaningful text). Appraisal is linked to interpersonal meanings and with evaluation. As stated by Martin and Rose (2003), the

focus of appraisal is on attitude – the feelings and values that are negotiated with readers. In this research report I have analysed the attitudes of four teachers towards new policy documents and change in education.

Yin (1994: 92) states that any finding or conclusion in a case study is likely to be more convincing and accurate if it is based on several different sources of information. In the analysis, I triangulated data from observations, artefacts and interviews in order to address the two research questions and in order to enhance the validity of the findings.

Chapter 4 – Description and Analysis of Data

4.1 Introduction

The previous two chapters outlined literature relevant to the research project and described the methods used to collect data for this study. In this chapter, I describe and analyse data collected from the interviews, classroom observations and artefacts in order to address the two research questions:

1. What are the attitudes of selected grade nine teachers to the English Home Language Curriculum Statement for grade nine teachers?
2. What role, if any, does the Revised National Curriculum Statement play in their term plans and in their lessons?

The data gathered from the interviews is described first. Teachers' responses are presented question by question. I attempt to allow the teachers to speak for themselves by including quotations from their responses. This presentation is followed by an analysis of the interviews.

Secondly, data gathered from the classroom observations and the artefacts are presented and analysed for each teacher. This analysis of data for each teacher is followed by a comparative analysis of four 'cases.'

4.2. Description and analysis of responses to interview questions

Each of the teachers provided information about their academic and professional qualifications and their teaching experience. This is presented as contextual background to their responses to the interview questions.

4.2.1 Biographical Information

Teacher A

Teacher A's qualifications are a B.A in Afrikaans and English, an Honours Degree in English and a Teacher's Diploma. She obtained these qualifications at Stellenbosch University and the former Rand Afrikaans University, now the University of Johannesburg. She has attended an Independent Examinations Board (IEB) training course in relation to Curriculum 2005 which was organised by the school where she teaches. She has been teaching for a total of twenty one years, nineteen of which have included the teaching of English. She has been teaching grade nine English for four years in a school where English is taught as home language. She teaches in School A, a private school in a middle class suburb in Johannesburg. It is a multi-cultural school which has been at the forefront of educational change and innovation, especially in regard to social justice, for many years even before the democratic government came into power in 1994. There are about thirty learners in each of her classes.

Teacher B

Teacher B's only qualification is a Higher Diploma in Education which she obtained at what was then the Johannesburg College of Education (J.C.E.). J.C.E is now part of the University of the Witwatersrand. She also attended the same IEB course in relation to Curriculum 2005 as Teacher A. She has twenty years of teaching experience and sixteen years of English teaching experience. She also has sixteen years of experience in teaching grade nine English as home language. She teaches in School A. There about thirty learners in each of her classes.

Teacher C

Teacher C's qualifications include a degree in English and Fine Arts which she received from the University of South Africa (UNISA). She has been teaching for fourteen years but has been teaching English as Home Language for only three years. All three of these years she has been teaching grade nine. Teacher C has attended one course in relation to Outcomes-based Education which was organised as a whole-staff training course when OBE was first introduced. She teaches in School B, which is a former Model C school in a middle class suburb in Johannesburg but which draws learners from the surrounding 'townships'. She has approximately thirty five learners in each of her English classes.

Teacher D

Teacher D's qualification is a Bachelor of Arts in Education which she attained at the University of the Witwatersrand (WITS). She has been teaching for three years, two of them in grade nine English as Home Language classes. She has also attended the grade ten FET course which was organised by the school where she teaches. She teaches in School B. She has approximately thirty learners in her grade nine English class.

4.2.2 Responses to interview questions related to research

Question 1: If you had to choose a few words to describe the Revised National Curriculum Statement for English Home Language, what would those words be?

Question 2: Why do you choose those words?

Teacher A

Well they would sort of contradict themselves cause on the one hand I would say cumbersome and difficult and not that well informed. The people that made them I don't think really know what happens in a classroom. On the other hand I do think that…that the Revised National Curriculum Statement in so far as it forces you to focus on assessment is excellent cause it actually forces you to look at teaching practice and at goal setting and that sort of thing, I think it's a bit like communism, it's a good idea but it needs to be redesigned.

Teacher B

Okay…um I think there is a lot of reading matter which you need to read through and spend time with, I don't think we have time to do that and sometimes the expectations are unrealistic and I think the administrative side of it is taking away from the teaching and also there is so much emphasis on the skill that people have somehow left the content by the wayside and that's a little bit sad because things that children should have known of the world because it keeps on coming up in the literature isn't happening, they cannot make the connection, they miss out on general knowledge, they don't know.

Teacher C

Um.. I can't say in one word. I don't think it is working. I really don't think it's working because the learners are jumping on each other's backs and especially in group work. Group work does not work in a classroom situation for me, the classes are too big…um and I think the level of education has gone down a lot to cater for those who are too slow, or not learning or not working.

Teacher D

I would say it's confusing. It is not focused enough. They take forever to say the same thing. What could be said in one sentence, they elaborate and repeat themselves too much. It needs to be more focused. I find it vague and….yes, confusing. Oh yes and it overlaps.

As stated by Martin and Rose (2003), a way of introducing voices into a text is via modality. Halliday (1994) in Martin and Rose (2003) describes modality as a resource which sets up a semantic space between yes and no, therefore between the positive and the negative. I have described polarity by setting up tables in which the positive and negative are discussed. These tables are used to present the data throughout the analysis of the research.

Martin and Rose (2003) argue that one way of introducing voices into a text is via modality. Halliday (1994) in Martin and Rose (2003: 48) describes modality as a resource which sets up a semantic space between yes and no and there is a cline running between the positive and negative poles. In their responses to many of the interview questions the polarity was marked with the majority of the attitudes expressed being strongly negative. These responses are presented in a series of tables.

Table One: Attitudes towards the Revised National Curriculum Statement.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Cumbersome. 2)Difficult. 3)Not that well informed. I don't	1)Excellent. 2)Good idea but needs to be redesigned.	1)I don't think we have time to do that. 2)Unrealistic.	

think they know what happens in a classroom. 4)Forces		3)It is taking away from the teaching. 4)Left the content by the wayside. 5)Sad. 6) Cannot make the connection, they miss out on general knowledge, they don't know.	
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Don't think it's working. 2)Learners are jumping on each other's backs. 3)Group work does not work., 4)The classes are too big. 5)education has gone down a lot.		1)Confusing. 2)Not focused enough. 3)Take forever to say same thing. 4)Elaborate and repeat themselves too much. 5)Vague. 6)Overlaps.	

In response to the first two questions, there are just two positive statements and even these are linked to a negative comment. Teacher A says that although it is excellent that the Revised National Curriculum Statement focuses on assessment, teachers are being forced to do this. It seems that all four teachers have a generally negative attitude towards the Revised National Curriculum Statement.

Question 3: We are all going through change in our teaching. What changes have you been through in the past few years?

Teacher A

Well I have been forced to focus more on assessment. I have also been faced with a lot more paper work. I don't think my teaching has changed cause I don't really agree with all the rules and regulations of the Revised National Curriculum Statement. I still teach like I always did.

Teacher B

The biggest change for me has been less actual teaching and more learner-centredness. I'm not sure this is really working though. As I said before, the learners lack general knowledge which they got from teaching. I also feel the administration has changed for the worse.

Teacher C

The greatest change has come in on the assessment side. I think now there is a lot of administration and unnecessary stuff that we do and it never gets looked at. Although, one part of administration that I find quite useful, is writing the LOs on the report card. I think that it is good particularly in English, you know I mean there might be a learner that has very low listening skills but they might have very high language skills, so it shows not only the teacher but the pupil as well, where they are.

Teacher D

Well there has not been much change for me in my teaching as I have always taught this way. I do have the experience of when I was at school of being taught differently. I would like to teach the way I was taught.

Table Two: Attitudes towards change in teaching.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Forced. 2)A lot more paper work.		1)Less actual teaching. 2)Not really working. 3)Learners lack	

		general knowledge. 4)Administration has changed for the worse.	
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)A lot of administration. 2)Unnecessary stuff that we do and it never gets looked at.	1)One part of the administration that is useful is writing the LOs on the report card.	1)I would like to teach the way I was taught.	

It seems that all four teachers are generally negative about the change that is underway in education. Only one positive comment was made and this was on certain assessment practices. It is evident that Teacher A is resistant to change and maintains that she still teaches the way she used to before the introduction of Curriculum 2005 and the outcomes-based approach to teaching and learning. She feels that she does not agree with all the aims_and requirements of the Revised National Curriculum Statement and therefore has not changed the way she teaches. O'Connor and Scanlon claim that

> if a teacher is able to resist the philosophy of the school in accordance with their subversive personal philosophy, then they will be able to clearly define and identify the connection between their

identity and their enacted role as a teacher' (2005: 7).

It could be argued that Teacher A resists the 'philosophy' of the new curriculum because it is in conflict with her established professional identity. The individual's professional identity and philosophy cannot be separated from their active role as a teacher. Therefore identity is implicit in action. For this reason dilemmas result when an individual's actions do not cohere with their reflective philosophy (O'Connor and Scanlon, 2005: 8).

Teacher B expressed the view that the change in the new curriculum has brought about less teaching and more learner-centredness. Brodie, Lelliott and Davis (2002) argue that the substance of learner-centred teaching involves the selection and sequencing of tasks in relation to learners' current knowledge and providing for the required conceptual development in a subject area, or across subject areas. In their view, as in the view of Taylor and Vinjevold (1999: 230), there is still a central role for teachers who need to anticipate learners' strengths and difficulties when planning tasks and learning programmes and to scaffold learners' current knowledge in order to develop new knowledge. The teacher is therefore shaping the learners in particular ways to serve particular outcomes. On the other hand, Jansen states '[T]eachers instead of becoming the dominant force in the classroom that liberates young minds from the evils of apartheid, now become re-imaged to become soft facilitators of a new pedagogy' (2002: 121). It is this latter view of the new curriculum that Teacher B describes and to which she responds negatively.

Question 4: We both know that the curriculum is based on an outcomes-based approach to teaching and learning. Could you tell me what you understand to be the essential features of an outcomes-based approach to teaching and learning?

Question 5: And what are your views on this approach?

Teacher A

Well it was the outcomes-based approach that I was talking about before. I think it is a really good thing, what it has done to assessment um…as far as the idea of assessment goes it is good but in practice I think it is not great. Ja, it is a very good idea but not so good in practice.

Teacher B

I don't really know but I don't really think it is as great as it is made out to be. I think it means teaching reading, writing etc. I know it talks about learner-centredness and less teacher teaching. Like I said before this for me does not work. Children need to be taught in order to learn.

Teacher C

I know that everything is based on outcomes. I think some of these outcomes are ideal, in other words they, especially in the Arts and Culture, which I taught for a long time, they are so vague, they are not specific enough, and it's an ideal child that we are bringing out, we think

we are bringing out and it's not going to be like that. It is an ideal but in reality it is not working.

Teacher D

It means that we have to follow outcomes. It does help us think about where we are going and it seems to help the not so bright learners. The clever learners are being disadvantaged. In fact the outcomes-based approach is out dated. It has been proven not to work and yet we are still using it.

Teachers' understandings of an outcomes-based approach to teaching and learning and their responses to this approach.

Apart from mentioning the assessment practices Teacher A does not describe any features of an outcomes-based approach. She expresses ambivalence about changed assessment practices: good idea, but not so good in practice. Teacher B makes reference to one key point of outcomes-based education which is its learner-centred focus but indicates a limited understanding of it. Teacher C mentions the outcomes of two different learning areas. However, she does not have a positive attitude towards them. She contrasts the ideal learner with those she encounters. Her choice of words suggests an orientation to teacher as responsible for the learning while acknowledging that the outcomes can be a useful guide. Teacher D seems to have mixed views on the Learning Outcomes. She says that they help her think about where she is going therefore they guide her teaching but she also feels that the outcomes-based approach is

not ideal for the clever learners as they are being disadvantaged. Teacher D expresses a lack of agency: ‘we have to follow outcomes,’ followed by a series of high modality assertions about outcomes-based education.

As in their responses to earlier questions, the ‘pattern’ indicated in the table below is more negative than positive, and some positive comments are qualified by negative ones.

Table Three: Attitudes towards the outcomes-based approach to teaching.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)It is not great. 2)Not so good in practice.	1)It is a really good thing, what it has done to assessment.	1)It is not great. 2)It does not work.	
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Vague. 2)Not specific enough. 3)Not working		1)We have to follow the outcomes. 2)The clever learners are being disadvantaged. 3)It is out-dated.	1)It helps us think about where we are going. 2)It helps the not so bright learner.

		4)It has been proven not to work.	

Question 6: Is the outcomes-based approach different to the way you taught before?

Question 7: If so in what ways?

Teacher A

Well in a way it is. I have more to think about now in terms of assessment standards and what I'm teaching. So I suppose it has got me thinking more.

Teacher B

It is very different in terms of the way we assess. The terms have changed but the expectations, but what you are teaching remains the same, so you are still teaching writing, you are still reading literature, but it is just put under a different heading or outcome. The names have changed but I'm still doing the same thing. Have we changed anything?

Teacher C

Yes it is different and I think in essence the outcomes-based approach is better. It is learner-centred whereas before it was teacher-centred. I just find that difficult to put into practice, in fact it is impossible.

Teacher D

Like I said earlier, I have never taught in any other way. I do feel though that the way I was taught when I was at school was better. It seems to me that the level of education has gone down to accommodate the weaker learners.

How an outcomes-based approach differs from the way the teachers taught before.

All four teachers have experienced some change. Teacher A, Teacher B and Teacher D have negative attitudes towards the change. Teacher B is resistant to the change and claims that she is still teaching the way she used to before the new curriculum was implemented. As stated by Woods and Jeffrey (2002), it is not easy for a teacher who has been teaching a certain way for many years to be told she cannot teach as she did before. Teacher D reiterates the idea that she would prefer to be taught the way she was taught when she was at school. While Teacher C has a positive attitude towards the change, she claims that it is impossible to implement the changes.

Question 8: Which do you prefer working with, the first version of the new curriculum or the Revised National Curriculum Statement? Why?

Teacher A

Um… definitely more conscious of what I am testing now and how I'm testing now. I'm more conscious of the validity of my testing and that sort of thing. What's bad for me is that both have robbed me of a lot of sort of confidence that I had about the stuff I knew in my head of the curriculum which was very clear and very precise. I don't like the way it has eroded my power and other sort of funny things.

Teacher B

People become comfortable with what they know and by changing it all the time causes distress and they feel confident with what they used to know and they unconsciously fall back on the old habits and accommodate. I think I preferred working with what I felt_comfortable with before both versions. In some instances there are aspects that I enjoy, like being more systematic about how you mark.

Teacher C

Um…I think they are both better than what we had before but there are aspects of the old curriculum which could be combined to the latest two. For example um….the way we assess.

Teacher D

I think they are both essentially the same. The only thing that changed was the terminology but they both expect the same from us.

Table Four: Attitudes towards the change from Curriculum 2005 to the Revised National Curriculum Statement.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Have robbed me of my confidence in teaching. 2)It has eroded my power.	1)I'm conscious of the validity of my testing.	1)Change causes distress. 2)I preferred working with what I felt comfortable with.	1)More systematic about the way I mark
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEAGTIVE	POSITIVE
1)Some aspects of old curriculum could be combined to the new curriculum.	1)Both better than before.		

Their responses suggest that the four teachers do not find any significant difference between Curriculum 2005 and the Revised National Curriculum Statement. They were not asked whether they had studied

both documents in detail but it is interesting that the 'streamlined features and simplified language' recommended by the Review Committee (Department of Education, 2002b) and incorporated in the Revised National Curriculum Statement appear to have had no real impact on these teachers. This is interesting as the Review Committee was formed in 2000 due to complaints by the teachers themselves that Curriculum 2005 was not working for them. The brief of the review was the structure and design of the curriculum, teacher orientation, training and development, learning support materials, provincial support to teachers in schools and implementation time-frames. The Review Committee recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement. What is important is that Teacher A and B use this question to reiterate feelings of loss of agency and distress about change, while Teacher C reiterates her positive attitude to outcomes-based education.

Question 10: Do you think the Revised National Curriculum Statement lays the foundations for a democratic and open society which heals the divisions of the past?

Question 11: If so, in what ways?

Teacher A

No, no I really, really do not think it is helpful to people teaching in township schools. I think a lot of people are paying lip- service to the idea but they are not doing it. I think that a lot of people that were

disadvantaged previously are now even more disadvantaged because they are not even getting the talk and chalk that they used to get.

Teacher B

I cannot give an educated answer to that because I do not come into contact with the disadvantaged, but what I do see is children that I do see the school take in that come from that disadvantaged background, they battle. Maybe it is the school that they are at but I think that they missed out something, somewhere before they came here, so the language and vocabulary takes some time to develop and be at the same level as the other learners. It is not that they are stupid or anything, it is just that they missed out quite a chunk and making it up is not easy and only fills holes sometimes.

Teacher C

Yes, yes I do. I definitely think it is catering for the less advantaged. Yes, very much so. It is giving everyone, whichever ethnic group, a fair chance to an education. It is also much easier so even the struggling are given the opportunity to succeed.

Teacher D

I suppose the group work helps with that, but actually not really because they stick in all the black kids go together and all the white kids go

together. I suppose it does help the less advantaged or the struggling learners. It is definitely easier than when I was at school.

Table Five: Attitudes to the 'nation building' goals of the Revised National Curriculum Statement.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)Not helpful to teachers working in township schools. 2)People are paying lip-service to the idea but they are not doing it. 3)The previously disadvantaged are now even more disadvantaged. They are not even getting the talk and chalk that they use to.		1)Children from disadvantaged background, battle. 2)They miss out quite a chunk.	

Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
	1)It is catering for the less advantaged. 2)Every learner has a fair chance to an education. 3)It is much easier so even the struggling have the opportunity to succeed.	1)The group work does not help.	1)Helps the less advantaged as it is easier.

What is significant about the teachers' responses is that they focus on one 'category' of learner: the 'disadvantaged,' which is mentioned by all four teachers. There is no reference to new orientations to knowledges, skills and values or new ways of thinking or behaving that apply to all learners. With reference to disadvantaged learners there is a division of opinion between the private and government school teachers, with the former perceiving a gap between 'rhetoric' and 'reality' and the latter suggesting that the new curriculum is less demanding than its predecessors and thus better suited to less 'able' learners.

Question 12: The Revised National Curriculum Statement envisages a lifelong learner whose identity is built on values very

different from those that underpinned apartheid education. What kind of learner are you trying to 'create'?

Teacher A

A learner that will cope in the real world that learns as much as she can while at school.

Teacher B

I want my learners to leave school with as much knowledge as possible. They must understand the importance of giving of their best to achieve success. They must also understand equality and justice which is different to the apartheid education.

Teacher C

I want my learners to be able to use what they have learned in my classroom in the real world, outside of the school environment. They must be able to cope on their own and without the support of us teachers. I would like all my learners to achieve the best they can.

Teacher D

I am trying to create a well-rounded learner. A learner that can use his skills learned at school, in life. I suppose in this way outcomes-based approach does make sense as the learners are being taught skills to make it in the real world.

The learner the teachers are trying to 'create.'

All four teachers focus on equipping learners to cope and succeed in the 'real world.' Teacher A, B and C refer to learners who achieve the optimum at school – 'learn as much as they can, give of their best to achieve success, achieve the best they can.' Teacher B refers to two elements of the Constitution which are included in the Revised National Curriculum Statement (see Appendix L: Constitutional Aims in the RNCS) – 'equality and jusitice.'

Question 13: How do you think the Revised National Curriculum Statement constructs the subject English?

Teacher A

It does not really matter what you call it, the speaking, reading, writing etc. in the outcomes are all the same.

Teacher B

I do not pay too much attention to the learning outcomes and when it comes to the assessment standards we have taken a look at them and decided that we do not really need them as such, maybe use them as a guide, myself I do not actually use them.

Teacher C

Well, I think the outcomes are a guideline to develop the lesson plans. I'm not quite sure what else.

Teacher D

Well it helps to divide the English language into various groups. For example, reading, writing, speaking and listening. It helps us teachers understand the differences and then teach them accordingly.

Understanding of the construction of subject English in the Revised National Curriculum Statement.

The Revised National Curriculum Statement states:

> 'The focus of the grade seven to grade nine phase is on the consolidation and extension of language and literacy. By the end of grade nine learners should be:
>
> - able to read and write for a wide range of purposes – formal and informal, public and personal;
> - keen, flexible readers who can find and evaluate information for themselves;
> - active, critical listeners and confident speakers of the language, sensitive to their audience; and
> - able to analyse language, understand how it works, and use it for their own purposes (Department of Education, 2002a: 91).

From the above responses it appears that all four teachers with the possible exception of Teacher D, have very limited knowledge of how the curriculum constructs the subject English. The limitations of the responses support the idea that these teachers have a narrow understanding of the Revised National Curriculum Statement. It is possible that the teachers interpreted 'constructs' as 'divides' (see Teachers A and D's responses). However, the very limited responses, with Teacher B referring only to assessment standards and Teacher C only to outcomes as guidelines for planning, suggest very little engagement with the Revised National Curriculum Statement.

Question 14: What is your view of the assessment standards for English Home Language in the Revised National Curriculum Statement?

Question 15: Do you use them?

Question 16: If so, in what ways?

Teacher A

I do use the assessment standards but I do not follow them very closely. I actually summarise them onto a single page because they do run according to main lines. I think they're good at offering a guideline.

Teacher B

As I mentioned before I do not really use the assessment standards.

Teacher C

We have to follow them because it is policy. In English they are easy to follow as they are quite vast. In Art and Culture, they are not at all easy to use as they are too vague.

Teacher D

The assessment standards are even worse then the outcomes. We have to use them but I find it monotonous and time consuming. They tell us not to abbreviate them. You have to rewrite them every time you use them on a mark sheet or a worksheet and it is too long. I find that there is too much administration and less teaching happening.

Table Six: Attitudes towards the Assessment Standards.

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)I do not follow them very closely.	1)They are good at offering a guideline.	1)I do not use them.	
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)We have to		1)The assessment	

follow them because it is policy. 2)They are not easy to use because they are vague.		standards are even worse than the outcomes. 2)They are monotonous and time consuming. 3)You have to rewrite them and it is too long. 4)Too much administration and less teaching happening.	

From the above responses it is interesting to note that Teacher A and Teacher B who teach in School A, the private school say that they do not use the assessment standards. Teacher C and Teacher D, work in School B, the government school and say they use the assessment standards, but only because they are forced to do so. This might be because there is less surveillance in private schools than in government schools which are routinely visited by departmental officials. It seems that three of the teachers have negative views on the assessment standards while Teacher A who says they are a good guideline, does not use them. Teacher D's response emphasises the distinction between 'us' and 'them.' The former

referring to the Department and the latter to the teachers. She is a young teacher who is sounding already disillusioned.

Question 17: Do you use the Revised National Curriculum Statement to plan your term's teaching?

Question 18: If you do, how do you use it? If not, what do you use to structure your planning?

Teacher A

Well those things were planned earlier on. We did use it as a guide when we planned originally ja, that is sort of sorted, but I want to say something else about the assessment standards. I do not know who made them up, but they are so idiotic, that if you make-up rubrics using some of those assessment standards, they are utterly useless and vague and non-sensical and cannot have been done by anyone who: a) knows anything about teaching; b) knows anything about the subject and; c)knows anything.

Teacher B

I do use the outcomes as a guide to work on my term plans. I don't sit… and it also depends what subject. For example English has six or seven outcomes, whereas another subject has two or three. What I mean also is that there is too much bulk when it comes to English

Teacher C

We develop our term plans according to what is expected of us in the curriculum, Well to a certain extent. We also add a bit of our own thing. But mainly we use the outcomes to guide us.

Teacher D

I suppose it is all about what you have to cover. I suppose we do use it but not as much as we should. I think all the outcomes overlap. For example, when teaching writing we are also teaching reading. So we really always use all the outcomes.

Use of the Revised National Curriculum Statement for planning purposes.

As with responses to the previous questions about the Revised National Curriculum Statement the teachers' responses suggested limited engagement with and use of the RNCS. The document seems to be backgrounded and used mainly as an occasional reference point.

Question 20: Given that there is an expectation of you to generate some of your own materials, do you do this?

Question 21: If so, could you describe the materials that you are most pleased with?

Teacher A

Up to now we have actually been doing our own stuff, but always with text book as a guide. In fact I think it is easier to just use the text book as it is actually very good. Right now we are using English in Context.

Teacher B

Yes, with grade nine we were using the text books and our own materials like in literature which we take from various text books. We are using English in Context, which is very good as far as text books go.

Teacher C

We work from several text books, yes because we find that just one, for instance if it does not focus enough on for instance grammar, so we add worksheets and our own materials. And we have also developed our own text book which is a combination of all the teachers' own materials. Our text book does not focus on group work, it is a lot of individual response to whatever it is we are doing. It is much easier to work from this because you generally know what you are doing and where it is going and what the aims are, because some of the text books are vague, very vague.

Teacher D

We have put together our own grade nine text book. This text book has our own worksheets, our own lesson plans, our own materials. It is much

easier to work with this than it is to work with the prescribed text books. I mean the kids were buying text books and were only using a third of them. Some of it was too easy and some of it was too difficult and you have to go with what your kids are capable of. So now, it is perfect, we use everything that we made in the text book. It is also much cheaper.

Teachers as designers.

The Revised National Curriculum Statement states that teachers will be responsible for the development of Learning Programmes and materials (Department of Education, 2002b: 16). As stated by Taylor and Vinjevold, the development of own learning materials allows teachers to be in control over the knowledge circulating in the classroom (1999:232). All four teachers work with both their own materials and with text books. Teacher A and Teacher B prefer working with the text books as they say certain text books are very good. Teacher C and Teacher D use the work book they developed together more then text books. They say that it works very well as everything that they have planned to teach can be found systematically in the work book. Teacher D also mentioned that the text books are either too easy or too difficult whereas their work book is just right for the level of their learners. Teachers C and D's responses suggest attention to what they perceive to be learners' interests and needs. Teachers A and B use the new version of the text book 'English in Context,' which outlines all learning outcomes and assessment standards and therefore accommodates the aims of Curriculum 2005 and outcomes-based education.

Question 22: Do you use other education department documents (CTA, portfolio development) to guide your teaching?

Question 23: If so, what are they?

Teacher A

Yes we use CTA Section A and Section B. We also do portfolio work.

Teacher B

We do portfolio work and have cluster meetings around the portfolios. We have moderations where every school brings five or so pieces and we moderate each others. We use the document which says how many pieces we have of creative writing etc. and then the CTAs, we use them religiously.

Teacher C

Yes portfolio work and CTAs, which I feel are ridiculous. The level and the standard is pathetic. The portfolio requirements we follow very strictly but only because we have to. It is not that difficult to do as we just add work done during the year into the portfolios. It is just time consuming. There's also so much administration involved that it takes away from the teaching.

Teacher D

The CTAs used to play a big part but not anymore because we do not know what is going on. Section B has been removed and now it is Section A which is only relevant. Who knows. Every week there is a new circular telling you something has changed. Portfolio requirements we follow quite closely, but there is still scope to do what you want. Cause you need so many short pieces, so many long pieces. What those pieces are is up to you.

Additional Department of Education documents used by teachers.

All four teachers respond to using documents related to CTAs. CTA is the Common Task for Assessment which is done at the end of grade nine, the final year in the General Education and Training band in South Africa. It is an external summative assessment instrument which was deemed by the Department of Education to be necessary in order to provide information on the 'validity and reliability and the firmness of continuous assessment and to contribute to the credibility and public confidence in the General Training Certificate (GETC)' (Department of Education, 2002d: 4). It is interesting to see how Teacher C has a very negative view on the CTAs. She uses words like: ridiculous and pathetic to describe them.

All four teachers conform to the portfolio requirements. Teacher C mentions that this is not a difficult task as it is work done throughout the year. She does maintain though that the portfolios do increase the

administrative aspect of her work and are quite time consuming. Teacher D also expresses her negative views towards the CTAs by saying they are always changing which confuses teachers and seem to have become irrelevant. However, Teacher B uses the word 'religiously' which could be considered a positive comment. She is emphasising the fact that she uses the CTAs every year and places a lot of importance on them.

Question 24: Is there anything else you would like to comment on?

Teacher A

Yes. I used to be such a good teacher but now I design little forms one half of the time and the other half of the time I fill them in. There is too much administration. I also find that it has led to a very superficial learning curve because anything goes for the learner. Everything is good enough. It is very difficult to find excellence in the present system and I find that dreadful, I cannot say the words I am thinking, it is against the law. It is just dreadful.

Teacher B

I would just like to say that the administration is killing me and there is a lot of marking, but I suppose in English there always has been.

Teacher C

Nothing really.

Teacher D

Well, I would just like to say that I do not like the idea that the curriculum policy changes so often. Just as you are getting use to it, it has to change. Like this new FET. Because of the FET, we cannot design our grade ten text book because no one knows exactly what is going on. We have developed text books for all the other grades but who knows we might have to change these too.

Table Seven: Additional comments

Teacher A		**Teacher B**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
1)I used to be such a good teacher but now I just design little forms one half of the time and the other half I fill them in. 2)Superficial learning curve. 3)Difficult to find excellence in the present system.		1)Administration is killing me.	

4)It is dreadful.			
Teacher C		**Teacher D**	
NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
		1)I do not like the idea that the policy changes so often	

According to Martin and Rose, appraisal is 'a huge resource for constructing communities of feeling, and a great deal of it is realised through lexis as well as grammar….' (2003: 58).

In response to the invitation to express further comments, the words chosen by three of the four teachers such as: "used to be such a good teacher; dreadful; administration is killing me; who knows," suggest disempowerment, demotivation, exhaustion and exasperation. Their generalisations such as: "it is very difficult to find excellence in the present system" and "no one knows exactly what is going on," suggest that they see themselves as part of a wider community of disaffected teachers (whether or not such disaffection really is the case).

4.3 Recurring Themes.

4.3.1 Understanding of the Revised National Curriculum Statement

The responses of the teachers to the Revised National Curriculum Statement are broadly similar: more negative than positive and for the most part expressed in very general terms. Christie argues that

Curriculum 2005 was ‘an important step away from the content laden, often ideologically distorted, examinations oriented apartheid curricula’ (1999: 282). However, she believes that it was justifiably accused of being ‘jargon ridden and inaccessible in its discourse’ (1999: 283). All four teachers had very limited responses on how the Revised National Curriculum Statement constructs the subject English. They appeared to not have understood the question relating to the construction of English and all answered by describing the Learning Outcomes: speaking, writing, reading and listening. Teacher A states that the new curriculum is like communism, in that it is a good idea but does not work in reality. At various points in the interview the other teachers expressed similar views. They all mentioned how they do not see the Revised National Curriculum Statement working in South African schools. Teacher B reiterated this view by saying that she feels that the learners are missing out on content as the focus has changed to skill acquisition and therefore the learners are failing to acquire general knowledge.

As mentioned in Chapter Two, the Revised National Curriculum Statement begins with reference to the aims of the constitution of the Republic of South Africa (1996). One of these aims is to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights (Department of Education, 2002a). As noted above, the teachers’ responses to the constitutional values addressed in the RNCS was a very narrow one. All responded with a focus only on disadvantaged learners with two of them expressing concern about a lowering of standards. Teacher A and Teacher B maintain that the Revised National Curriculum Statement is not

promoting the aim of social justice. They believe that the disadvantaged learners are worse off then they were before. They feel that these learners are not getting the knowledge that they need to succeed in a mainstream school. As indicated by many South African educationalists (e.g. Adler and Reed (2002); Chisholm (2004)), curriculum reform in South Africa is taking place in a context where there is a great need for redress and repair as a result of the inequities of the past. Teacher C and Teacher D do not believe that the Revised National Curriculum Statement is healing the divisions of the past as in their view, the level of education has just decreased and the emphasis on group work does not benefit those learners who were affected most negatively by the apartheid curriculum.

4.3.2 Understanding of Outcomes-based Education

Teacher A, Teacher B and Teacher C did not articulate very clear understanding of an outcomes-based approach to teaching and learning. Each teacher spoke about one aspect of the approach. Teacher A spoke about the change in assessment practices but did not say what the change was. Teacher B mentioned that it requires a learner-centred approach as opposed to a teacher-centred approach. Teacher C spoke about the differences in the outcomes in two learning areas. Outcomes-based education provides the theoretical framework for the Revised National Curriculum Statement. It seems that the three teachers are conflating the Revised National Curriculum Statement and the outcomes-based approach to teaching and learning. They also fail to understand that one of the principle features of outcomes-based education is the distinction between inputs and between outputs. The outputs are centrally designed

and prescribed while the inputs are produced and controlled locally (Malcolm, 1999). Teacher D maintains that the outcomes-based approach is not working and the other three teachers seem to agree. They claim that ideally it could work but in reality it does not.

All four teachers agree that the outcomes-based approach is different to the approach used before Curriculum 2005 was introduced. Teacher A and Teacher B do not want to use the RNCS as they feel it disempowers them. Teacher A and Teacher B are comfortable with they way they have always taught and do not find it necessary to change. As stated by Brown, Bull and Pendlebury, 'Contexts of change are often associated with conflict, anxiety, fear, stress and possibly anger, rather than development and growth' (1997). As Rudduck (1991) states, while change in society has become commonplace, the schools remain much as they always were. Teacher C and D teach in a government school and are visited often by representatives from the Department of Education and therefore use the RNCS to guide the preparation of their lessons and assessment activities.

As mentioned above, the Revised National Curriculum Statement states that teachers are responsible for their own learning programmes and materials (Department of Education, 2002b: 16). Teachers were asked whether they develop their own materials because there is an expectation that they do this. Teacher C and Teacher D have developed their own work book which is made up of materials from various text books and other resources and from their own ideas. Teacher A and Teacher B seem to prefer to work from a text book. The Revised National Curriculum

Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own learning programmes in their learning areas (Department of Education, 2002b). Teachers A and B work from a prescribed text book which clearly states the Learning Outcomes and Assessment Standards.

4.3.3 Teachers and Change

Teacher A and Teacher C mentioned that the greatest change for them has been in the way they assess learners' work. Both said that now there is too much paper work and administration involved with the assessment of the learners. While both agreed that the new assessment policies have helped them focus more on the importance of assessing learners in various ways and allowing all learners to excel, they also complained that the change has brought about a lot of unnecessary administration. Teacher C maintains that the greatest change has been in the fact that education has gone from being teacher-centred to becoming learner-centred. She does not believe that this is an effective change for teaching and learning as in her view the learners are not acquiring the general knowledge they acquired when curriculum was content based. Teacher D has not experienced the change from the apartheid era curriculum as she started teaching when Curriculum 2005 and outcomes-based education were already in place. She did mention though that she remembers the way she was taught at school and would prefer to teach that way as she feels it is more effective. From all four teachers' responses, it seems that they are quite reluctant to change and have mostly negative reactions to the new curriculum and its implementation.

Christie (1999) argues that in the case of South African schools, the particular forms of outcomes-based education have been highly problematic. It seems that the teachers in this case study do not see a change from the apartheid curricula as being beneficial and this could be due to the fact that the new curriculum was over-hastily introduced in schools and teachers were insufficiently prepared for outcomes-based education. As stated by Jansen (2003), every education policy contains powerful images of the idealised teacher. In the apartheid era teachers in government schools were conceived as state functionaries with limited autonomy. With the introduction of educational reforms, teachers were to be knowledge-producers; they would take charge of their own classrooms; they would initiate discussion, they would empower learners and they would change the world. But these images were not sustainable (Jansen, 2003: 122). Suddenly teachers had to move from being the dominant force in the classroom to becoming 'soft facilitators of a new pedagogy.' According to Jansen (2003) many teachers feel disempowered, ironically in this period of new professional demands being made of teachers in the classroom. Jansen maintains that this mismatch between policy image and teacher identity created immediate coping problems among teachers.

It seems that Teacher A and Teacher B agree that the new curriculum has helped them focus on certain aspects of their teaching, particularly assessment, but feel that it has also robbed them of their confidence as teachers. If these teachers are feeling like this it is clear that they are not going to embrace change. As noted by Rudduck (1991: 91) professional

development can be at its most powerful in a context of change, but only if teachers understand and are committed to the values that give meaning to the change.

4.3.4 The Revised National Curriculum Statement and the Construction of the Subject English

All four teachers mentioned how the various learning outcomes (Listening, Speaking, Reading and Viewing, Writing and Thinking and Reasoning) help construct subject English by offering a guideline for the development of lesson and term plans. What was interesting was the fact that they merely named each focus area and did not go into any further detail. They also consider the fact that the Revised National Curriculum Statement's emphasis is on lifelong learning and they want their learners to develop life skills that will help them cope and succeed outside the school environment and in the real world. As noted by Harley and Wedekind (2004), this new system of learner-centred pedagogy introduces an integrated knowledge system which provides the opportunity for lifelong learning.

4.3.5 Final Comment on Interview Responses

The responses suggest a mainly negative orientation to the Revised National Curriculum Statement and to an outcomes-based approach to teaching and learning. The next section presents evidence of both similarities and differences between what teachers said in the interview and what they enacted in the classroom.

4.4Presentation and Analysis of Classroom Observations and Collection of Artefacts

4.4.1 Teacher A

Planning

Teacher A's term plan seems quite complicated and would be challenging for a beginner teacher (See Appendix J: Teacher A and B's Term Plan). It is a table with four headings: Assessment, Content/Context, LO's, A/S or Criteria. Under the heading Content, there is a description of what will be taught and what skills/knowledge will be taught - for example, Poetry – Analysing poetry using knowledge of poetic devices. All the Learning Outcomes are accounted for in this term plan (LO1 to LO6). This indicates that the frame of C2005 and the RNCS has been used. Under the heading Assessment there is a description of how the knowledge and skills will be assessed - for example, Rubric or Test. Under the heading Criteria there is a description of what the teachers will be looking for when assessing the learners' work - for example, able to present a persuasive speech. The work that will be covered in this term plan includes language, reading and comprehension, writing, listening and speaking.

Organization of classroom

Teacher A organises her classroom with the desks in rows. She maintains that her grade nine English class is a very difficult class and by arranging the desks in groups, she would be encouraging learners to become disruptive. Teacher A teaches in School A where the desks are tables with separate chairs. Each table can have two chairs. Therefore even though the desks are organised in rows, the learners sit in pairs. Teacher A asks the learners to place two desks together for group work which allows for four learners per group.

Displays on classroom walls

Teacher A has a very bare classroom. The walls have no posters except for one. It is a poster of Martin Luther King making a speech. The words of the speech are printed on the poster.

Tasks for learners

I was only able to observe Teacher A during my school's break which was at the beginning of School A's fourth term. Teacher A and Teacher B were doing work set out in their term plan but at the same time they were trying to complete CTAs. For this reason they were not able to follow their term plans exactly as they had planned. When I asked Teacher A what she felt about the CTAs, she said that she enjoys working with them as they give her a break from teaching. Learners are expected to work in groups for the CTAs and they are expected to do their own research. Teacher A teaches English throughout the school, including to grade twelve and mentioned that she feels her timetable is

very full. She has the responsibility of preparing the grade twelve learners for final examinations and seems to make this her priority. Often when I went to observe her during grade nine lessons she would be working with grade twelve learners and the grade nine learners would be doing their own work. This is an example of what can happen in a school where the teacher's administrative work load affects the attention she gives to her teaching.

The first lesson I observed in Teacher A's classroom was the beginning of a new theme of work. Teacher A handed out a worksheet which included all the explanations and activities concerned with this theme of work (see Appendix E: Teacher A and Teacher B's Worksheet for Advertising). Once each learner had received a worksheet, Teacher A began the lesson by explaining that the work they would be doing involved learning about advertising, analysing advertisements and finally developing their own advertisement. Teacher A then read the definitions of the various features of an advertisement which could be found in the worksheet. While reading the definitions, Teacher A explained with the help of examples of advertisements on the overhead projector.

In lesson two, Teacher A asked the learners about the main aim of advertisements. The learners answered correctly with 'selling.' As a class they then discussed and read from the worksheet, the strategies used to 'hook' audiences. The rest of the lesson was a class discussion.

In lessons three and four, Teacher A asked the learners to get into groups of four and to work on the CTAs. She then did her own work and the

learners were disciplined and did their work. The CTAs are for marks and the learners know this. They therefore take the task seriously and do the work diligently.

In lesson five, Teacher A asked the learners to work in pairs to analyse the advertisements in the worksheets. The learners worked on this task for the rest of the lesson. At the end of the lesson, the learners were told that they would have a few minutes of the next lesson to finish the activity and then they would have to hand their work in for assessment.

Lesson six was quite undisciplined. Teacher A gave the learners time to finish the activity. Half way through the lesson they handed in their work and then she explained that individually they had to create an advertisement. They were not allowed to advertise an existing product. It had to be a new product of their invention. The assignment had two parts. Firstly, they had to produce written work in the form of an advertisement for a magazine. The second part of the assignment was an oral presentation. Therefore they needed to design a radio advertisement for the same product. This was a task which conforms with the emphasis on integration of learning outcomes in the Revised National Curriculum Statement. Learning Outcome 1 Listening, Learning Outcome 2 Speaking, Learning Outcome 4 Writing and Learning Outcome 5 Thinking and Reasoning. The learners had the remainder of the lesson to think of ideas and the next two lessons were set aside for them to create their advertisements.

Lessons seven and eight involved the learners working individually on their advertisements. Teacher A walked around the classroom to offer guidance and assistance to learners where necessary.

In the last two lessons observed, the learners handed in their magazine advertisements and presented their radio advertisements. Teacher A offered positive feedback to each learner after their presentation. For example, one of the learners prepared a song to advertise a wireless music device with headphones that can play any song as it is connected to the internet via iburst (a wireless internet connection). Once he had finished his presentation, Teacher A congratulated him on a beautiful presentation but advised that he should not only aim the product at boys as girls also listen to music.

Assessment of tasks

Teacher A did not give me written work produced by the learners. However, I observed their radio advertisement presentations. The teacher assessed this task using a rubric. The rubric was divided into three sections. Firstly, there was the assessment of the creativity and originality of the product being advertised. This was marked out of six. Secondly, the teacher assessed the advertisement skills/ability to sell (which was the theme of work for the previoius eight lessons). This was marked out of ten. Thirdly, presentation abilities were assessed: how well the learners spoke, made eye contact and projected their voices. This was marked out of four. In total the assignment was marked out of twenty. The learners

then received the rubric with the marks and comments from the teacher. The learners were not given the rubric before the task had to be done. They therefore did not know how they would be assessed.

Facilitation of learning

As mentioned above, Teacher A has a heavy workload. Often when the learners were doing work on their own or in groups, Teacher A did not offer much facilitation as she used this time to catch up on her administration. The few occasions that Teacher A facilitated learning, she offered guidance but never gave the learners answers. She allowed the learners to be at the centre of their learning experience.

Overall comment on Teacher A's practice of an outcomes-based approach to education.

While Teacher A was openly negative and critical about the Revised National Curriculum Statement and described much of what was required as 'dreadful,' the tasks she devised for learners promoted the learning outlined in the RNCS for English Home Language. However, in some lessons her limited role may have contributed to limited learner engagement with tasks.

4.4.2Teacher B

Planning

Teacher A and Teacher B worked together in the preparation of the term plan. They prepared all the worksheets and materials together as they follow the same term plan (See page 78: Teacher A's planning).

Organization of classroom

Teacher B also works in School A and has the same type of desks as Teacher A. Teacher B also arranges the desks in rows which means that the learners are sitting in pairs. When I asked Teacher B about this arrangement she said that she had asked the learners for their preference and they replied that they prefer the desks in rows. For group work, Teacher B moves two desks together to form groups of four but unlike Teacher A, she does not allow the learners to choose their groups but rather assigns them to specific groups. The learners then move around to the groups to which they have been assigned.

Displays on classroom walls

On the back wall are book reviews done by a grade eight class. There is nothing displayed on the other walls. This is also a bare classroom.

Tasks for learners

Teacher B was trying to finish the CTAs when I was observing her lessons. Teacher B's views on the CTAs are different to those of Teacher A. She feels they are a waste of time, because much of what is done in the CTAs repeats what learners have already done during the year. She would have preferred to work with the term plan.

It was interesting to see how Teacher A and Teacher B worked differently with the same theme and worksheet. Teacher B did not hand out the worksheet in the first lesson but instead discussed advertising and the analysis of advertisements with the help of the overhead projector. The transparencies had definitions as well as examples to explain the definitions.

The second lesson was a continuation of lesson one where the theory behind advertising was explained and discussed as a class. The learners were asked to brainstorm the strategies that advertisers use to 'hook' their audiences. This was done as a class on the white board.

In lesson three, the learners were given the worksheet with all the notes from the previous two lessons (See Appendix E: Teacher A and Teacher B's Worksheet for Advertising). There were also examples of advertisements in the worksheet and in the next two lessons, the learners were asked to work in pairs to analyse these advertisements as they had been taught. Teacher B walked around the class to give guidance to the learners.

In lesson five , Teacher B collected the work done by the learners in pairs and then explained the next activity. She explained that they were to work individually in order to prepare advertisements for a product of their invention. One advertisement would be for a magazine, (written work) and the second advertisement would be for radio, (oral work). She told them she would allocate two lessons for planning and creating the advertisements. The learners began working right away.

Lessons six and seven involved CTA work, where the learners worked in groups. Teacher B did not help the learners but she did walk around from group to group ensuring that all learners were participating. The design and facilitation of the tasks followed the curriculum specification of outcomes-based education in a learner-centred classroom. As explained by Jansen (2002), teachers are expected to facilitate a learning process in which young minds take charge of their own learning.

Lesson eight was set aside for the learners to carry on working on the advertisements. Finally, in lessons nine and ten, the learners handed in the written tasks and presented the oral tasks. Teacher B asked the learners to assess each other at the end of each presentation. Learners offered advice on how they thought the advertisements could be improved. For example, one learner presented a beautiful poem to advertise a new kind of face make-up and the learners thought it would have been even better in the form of a rap song. The learners offered only positive feedback. While the learners did this, Teacher B assessed each advertisement using a rubric.

Assessment of tasks

Teacher A and Teacher B assessed the advertisements using the same rubric. They developed this rubric together. As mentioned above, the rubric was divided into three sections. The learners did not receive the rubric before doing the task. Teacher B did inform learners in the lesson what was going to be assessed, so the learners had an idea of what to focus on when producing the work. At the end of the presentations, the learners received the rubrics with the marks and comments from the teachers.

Facilitation of learning

Teacher B practised learner-centredness by allowing learners to work on their own and only giving support and guidance where it was needed. The learners often asked the teacher's advice during the group work and she was willing to help .

Overall comment on Teacher B's practice of an outcomes-based approach to education.

Even though Teacher B expressed great frustration with regard to the management of change there was evidence in her teaching of her trying to implement policy ideals. She has successfully adopted a learner-centred approach. Teacher B guides her learners through the learning process through the method of facilitation. Teacher B also showed

evidence of adopting the new curriculum by the way she assessed the learners. Teacher B adopted the method of peer assessment when assessing the radio advertisements. Teacher B seems to have very little theoretical knowledge of the new curriculum but in practice she seems to be achieving departmental requirements. She is also at a school where there seems to be ongoing support and professional development which will enable her to become increasingly adept at implementing alternative methods in classroom practice.

4.4.3 Teacher C

Planning

Teacher C's term plan is much easier to follow than those of Teachers A and Bs'. It is also in the form of a table (see Appendix K: Teacher C and D's Term Plan). The seven headings are: Date, Comprehension, Language, Writing, Literature, Poetry and Oral. There is work to be completed in this term for each heading. The term plan includes a wide range of work. From learning grammatical aspects like conjunctions to reading and analysing poems, writing summaries and essays and film study. It is evident from the term plan that all the Learning Outcomes and departmental requirements are being addressed in this term. The LOs and Assessment Criteria are not included in this plan as they are written in the work book that Teacher C and Teacher D developed together and use in their lessons. The term plan includes page numbers for each task as the term plan was prepared to include all activities from the work book.

There is a wide variety of work included in this term plan and many activities relate to real life - for example, emailing and smsing.

Organization of classroom

Teacher C arranges her classroom in rows. Teacher C works in School B which has single desks with separate chairs. The learners are therefore sitting on their own and not in pairs, as was the case in School A. The desks are arranged in rows, as School B has two cycle tests per week where the learners cannot be sitting in groups. For group work, Teacher A asks the learners to move their chairs and not their desks. They sit with their chairs around one desk and at the end of lesson move the chairs back to their original desks. Each group is assigned its members by the teacher.

Displays on classroom walls

Teacher C's classroom is extremely colourful with displays of work from all the classes. There is a section set aside for each grade where exceptional work is displayed. Teacher C's classrom does not have any empty wall space. There are also displays of posters of the films studied. For example, there are posters of the films Troy and Romeo and Juliet. Every week, Teacher A displays a different thought for the week on a poster which she has written in beautiful calligraphy on the board - for example, " You cannot reach the top by sitting on your bottom."

Tasks for learners

The five lessons I observed with Teacher C were focused on the theme of colour. Teacher C follows the term plan very strictly and gets all the work done in the designated time for the tasks. Both Teacher C and Teacher D use the work book that they developed together. Each learner has a copy of the book. In the first lesson I observed, Teacher C asked the learners to turn to page three of the work book where they were introduced to the theme of colour. The learners were allocated to groups of four and together they worked on the first task (see Appendix F: Teacher C's Tasks on Colour and Haiku Poems). In the groups, the learners discussed the tasks in their groups which involved describing their feelings about different colours. Individually they coloured in the circles provided using the colours of their choice. They spoke with the other learners in their groups, about their reactions to the colours chosen and why they chose those specific colours. They then had ten minutes to prepare a presentation on their reactions to and feelings about the colours they chose. They prepared in groups but presented individually. Many learners compared their feelings to those of their peers. While the learners were working together, Teacher C walked around the classroom to the different groups to make sure all the learners were participating. The presentations took up the rest of the lesson. The different responses to colour evoked great interest amongst the learners and some learners even compiled a list of the different shades of colours. For example, yellow can be: lemon, buttercup and so on.

In lesson two, Teacher C prepared a power point presentation on, 'The power of colour,' which incorporated tasks two and three found in the

work book (see Appendix F: Teacher C's Tasks on Colour and Haiku Poems). Teacher C discussed how colour evokes different feelings in people and sometimes common feelings. She discussed how industries use stimulating colours to increase production, hospitals use soothing colours to enhance recuperation and so on. Teacher C then made a list of common feelings people have about certain colours. For example, red is commonly considered to be exciting and stimulating. Teacher C used the power point presentation for ten minutes. The learners then did task two where they had to choose a colour or shade and write a paragraph on it using all their senses. For example, how does the colour yellow taste, smell, feel, sound? The learners quickly set about doing the task and by the end of the lesson each learner has produced a written paragraph, which they handed in.

Lesson three began with Teacher C giving a mini revision lesson on syllables and how to break them down. Again this was done on power point. The teacher then gave the learners examples and the learners had to go to the white board and show how the syllables broke up the words. The learners helped each other and corrected any mistakes made. This took about fifteen minutes. Teacher C then put an example of a Haiku poem on the power point presentation. The learners read the poem together as a class and then the teacher explained how the Haiku poem is formed (three lines – line one has three syllables, line two has seven syllables and line three has five syllables). Many Haiku poems were then shown on power point and the learners could see how they were all formed in the same way. Teacher C then explained how Haiku is a form of traditional Japanese poetry that captures a moment in time in a very

short, descriptive verse. The teacher carried on with the explanation of the Haiku poem until the end of the lesson.

Lesson four began with a brainstorming session. The season winter was chosen, and learners were asked to provide interesting adjectives and descriptive phrases using the Haiku structure. The class gave examples which were recorded in their work books. Together, as a class, they created a Haiku poem. Teacher C then wrote the poem in calligraphy and displayed it in the classroom.

Lessons five and six were set aside for the learners to work on a portfolio task. The task found in the work book (see Appendix F: Teacher C's Tasks on Colour and Haiku Poems) was discussed and the learners then used the double lesson in class to write their Haiku poems. The teacher made dictionaries and thesauruses available and she also added her own ideas as she walked around the class. Some very interesting poems were produced (see Appendix G: Examples of Learners' Work in Teacher C's Class).

Assessment of tasks

Teacher C gave me three examples of learners' work (see Appendix G: Examples of Learners' Work in Teacher D's Class). These poems are included in the learners' portfolios. Marks were assigned for the various pieces of work and occasional comments were written ('Lovely'). The rubric for this assignment is in the work book together with the task. The learners, therefore, were aware of how their work would be assessed.

Facilitation of learning

Teacher C never put herself centre stage. She effectively adopted the attitude that the learners are central in their learning., Teacher C worked as a facilitator rather than a lecturer. All the work she prepared involved learner participation in group work, pair work, as a class and individually.

Overall comment on Teacher C's practice of an outcomes-based approach to education.

Teacher C did not seem to be able to articulate how the Revised National Curriculum Statement constructs the subject English but she did implement many of the curriculum features. She promoted learner participation in all her lessons. She emphasised a learner-centred approach where all learners were encouraged to take part in their learning. Teacher C managed to integrate Arts and Culture in the English lesson successfully. In this respect she conformed to the expectations of the curriculum. Harley et al (1999) state, an outcomes-based approach to education aims to promote the integration of knowledge, skills and values in all learning programmes.

4.4.4 Teacher D

Planning

Teacher C and Teacher D work together at the end of each term to prepare the following term's plan of work. The above term plan was jointly prepared.

Organization of classroom

Teacher D also works in School B and arranges the single desks in rows. Her classroom is smaller and the desks are closer to one another. For this reason when an activity involves group work, the learners can move their desks slightly and they are in groups. Teacher D does not assign groups, the learners work with whoever is closest to them. Teacher D did mention though that at the beginning of the year she moves the learners away from their friends and they are assigned a seat which they keep throughout the year.

Displays on classroom walls

Teacher D also has the learners' work displayed on the walls. Unlike Teacher C, she has not divided the walls into sections for each grade. Teacher D has many displays of posters related to the subject English - for example, the definitions of various grammatical aspects: nouns, verbs, adjectives. This is also a very colourful classroom.

Tasks for learners

The lessons I observed with Teacher D focused on music and film. The first lesson began with Teacher D asking the learners to turn to the appropriate page in their work books (the book developed by the teachers) where they could find an article written by Bill Cosby entitled, 'Turn Down That Music' (see Appendix H: Teacher D's tasks for learners). This article addressed the generation gap in regard to music. The learners were able to relate to the article as they compared its content to their experience at home with their parents and older brothers and sisters. The teacher used the article to explain different music genres through the ages.

In lesson two, the learners were given a task to do at home. They were asked to write a dialogue between themselves and their parents about their different choices in music. The learners were given one week to prepare this. They did not have to present it but rather hand it in as a piece of written work. The teacher said she enjoyed reading these tasks as they told her a lot about the learners and their home life. Lesson two then continued with the teacher brainstorming associations with the words 'movie' and 'cd.' The learners seemed to know more about film genres than music genres. Teacher D then explained the genre of a review using the notes in the work book (See Appendix H: Teacher D's tasks for learners). At the end of the lesson, the learners were asked to bring a review from a newspaper or a magazine (either a CD review or a film review).

In the next lesson (lesson three), the learners each came to class with a review in hand. The class was then split into two groups, with the CD reviews on one side and the film reviews on the other. Learners were asked to highlight the common aspects that they noticed in the reviews. The learners were in very big groups. Some clever learners took control and did all the work while the other learners just listened without participating. The commonalities of each type of review were then discussed as a class and written on the white board under two headings: CD and FILM. The learners then turned to the page in the work book where examples of CD and film reviews were given. As a class the learners discussed and analysed the various reviews. The teacher then wrote what defines a review on the white board. For example: title, names of singers or directors and actors. At the end of the lesson the learners were briefly told about the task they would be doing the following day and they were told that if they wished they could bring to class pictures from the computer.

Lessons four and five were a double lesson in which the learners were given a portfolio task to do (See Appendix H: Teacher D's tasks for learners). The learners were asked to write their own review. They could choose either a film or a CD review. They were told to follow the examples and use the various headings and labels. They were also supplied with magazines and they could cut pictures out of the magazines if they wished. They could draw their own pictures or use the pictures they brought from the computer (as they had been told the day before). At the end of the lesson the work was handed in for assessment (See Appendix I: Example of a Learner's Work In Teacher D's Class).

Assessment of tasks

Teacher D supplied me with only one example of learners' work. It was an example of a CD review (See Appendix I: Example of Learner's Work in Teacher D's Class). The review was on the music band, 'The Black Eyed Peas.' The learner wrote a review and pasted pictures from the computer on the page. The teacher used an assessment rubric to grade this task. This rubric had two sections. Firstly, the learner was assessed on his/her overall neatness and presentation for 3 marks. Secondly, the learner was marked on his/her use of the correct specifications for a review for seven marks. The total was ten marks. The teacher handed the learner the assessment rubric together with the task, with the marks and no comments. Again this rubric is in the work book together with the task. The learners were aware of what was being assessed before beginning the task.

Facilitation of learning

Teacher D worked in the same way as Teacher C. The tasks she developed all involved learner participation and teacher facilitation. For example when explaining the CD and film review she used whole class brainstorming to access the specifications of a review.

Overall comment on Teacher D's practice of an outcomes-based approach to education

While the most inexperienced of the four teachers interviewed and observed, Teacher D made some very pertinent and insightful remarks about the Revised National Curriculum Statement. She is also the only one of the four teachers to be introduced to Curriculum 2005 and the outcomes-based approach to teaching and learning at university when she was training to be a teacher. It is to be expected that she would have a better understanding of the new curriculum than Teachers A, B and C. When observing Teacher D it is evident that she achieves departmental requirements. She uses a learner-centred pedagogy and her lessons apply to real world circumstances. This promotes lifelong learning. It does seem though, that she is practising what she was taught because it is policy. In reality she would prefer to teach differently (the way she was taught at school, which was partly during the apartheid curriculum).

4.4.5 Overall analysis.

Comment on term plan.

While all four teachers said very little about how subject English is constructed in the interview, their term plans suggest that the teachers used the Revised National Curriculum Statement to guide them in constructing subject English. For example Teacher A and B's term plan outlines the Learning Outcomes and Assessment Standards and both term plans show evidence of a wide variety of work including activities that relate to "real life."

Comment on displays on classroom walls

It is interesting to see the difference between School A, the private school and School B, the government school. School B's teachers take more care in making their classroom look stimulating and a friendly learning environment.

Comment on teacher facilitation

It is evident from the classroom observations that all four teachers act as facilitators of learning. As stated by Jansen (2003), the new identity imagined for teachers involved them now becoming 'a guide on the side rather than a sage on the stage.' In other words the learners are put at the centre of their learning. Even though some of their interview comments suggested that they prefer to be centre stage, each teacher is attempting to provide opportunities for learners to construct knowledge and learn skills.

Overall comment

It is interesting to note that there is a clear difference between what teachers said in the interviews and what they do in the classroom. All four teachers gave vague and general answers to questions on constructing the subject English. From the responses it seemed that the teachers were not clear about policy aims. Yet, in the classroom, all four teachers showed evidence of constructing the subject English according to the requirements of the Revised National Curriculum Policy. As argued by Jansen (2002), teachers are framed by policy images. Whether

or not these policies change what happens inside classrooms, they nevertheless ‘leave a trace in practice.’

From the research it is also evident that all the teachers apart from Teacher C, have a very negative attitude towards the change in educational policy. For education this is clearly a serious matter. As stated by Woods and Jeffrey,

> there is no direct route to changes in teaching and learning, restructuring education or raising educational standards. Such desired outcomes, however politically willed, have to be processed through teachers, who have feelings, values, beliefs, thoughts and cherished ideals (2002:105).

In other words a teacher must feel comfortable with his/her identity outlined in policy in order for his/her attitude towards the policy to be positive.

Chapter 5 - Conclusions and Recommendations

Each educational setting is different. It is therefore important not to present the conclusions and recommendations of this report in absolute terms. Bassey (1999) states that it is 'more honest and appropriate' to make 'qualitative 'fuzzy generalisations'' for research in educational settings than it is to make 'definitive claims of generalisibility.'

5.1 A general comment

Analysis of teachers' responses to interview questions, of the classroom observations and of a range of artefacts suggests that attitudes towards curriculum change and implementation of changes in policy and practice are different for each teacher.

5.2 Teachers and Change

All four teachers in this case study have responded to change. Teachers A, B and C have been teaching for many years and have had to change from working within the framework of apartheid education to working with a new curriculum developed after 1994. The teachers' responses to interview questions suggested that they had little knowledge of the curriculum document and that they have experienced change as mainly negative. However, when observing the teachers, it was evident that all four teachers practise what is required of them by the RNCS. This points to the importance of collecting data from more than one source in a study of this kind. The finding that the new curriculum was being implemented by all

four teachers is in line with findings from a range of classroom studies reported by Harley and Wedekind (2002: 208-9) which indicate that Curriculum 2005 was, for the most part, being more effectively implemented in the historically advantaged schools of which Schools A and B in this study are examples. In these schools some of the practices 'required' by the RNCS (such as group work and using teacher developed materials) have long been the norm.

The study produced evidence that learners in the class of Teacher C, who was the most enthusiastic about the curriculum, engaged most productively with learning activities outlined in the Revised National Curriculum Statement. Teachers A and B were the least positive about the new curriculum. In Teacher A's classroom in particular there was a low level of learner participation. Teacher D, whose pre-service teacher education had been in the 'OBE era', adopted an outcomes-based approach to teaching and learning with competence but with limited enthusiasm.

While there was evidence of implementation of aspects of the RNCS in all four classrooms, as already indicated, the four teachers have reservations about some of its requirements. Teacher A was negative about both the added administration and about what she perceived to be a less demanding curriculum than she had previously worked with. Teacher B was negative towards all the added administration but seemed willing to learn about change in pedagogies and practice. Teacher C had the most positive attitude towards policy change and was effective in implementing RNCS requirements, though she expressed concern about the overall workload of teachers which made it 'impossible' to achieve

what she would ideally like to accomplish. She was also willing to learn more about policy. Unlike Teachers A and B, there appeared to be no conflict between her previous teacher identity and that required of her with the introduction of an outcomes-based approach. She stated that she has always used such an approach. Teacher D had the greatest knowledge about new policy and was able to implement the curriculum with confidence but without a high level of enthusiasm. She expressed concern about the administration demands and like Teacher A expressed concern about a perceived lowering of educational 'standards.'

5.3 Recommendations

South African teachers, like teachers throughout the world, are faced with continuing change (Taylor and Vinjevold, 1999). In order for teachers to accept, support and adopt change, which will lead to the transformation envisaged by the government, it may be necessary for professional development to be reviewed. Recognition needs to be given to the different needs of teachers, as well as to the differences between schools. While initial workshops in the training of the Revised National Curriculum Statement are useful, ongoing support and school-based development must take place.

All the teachers in this study had attended initial training on new policy but ongoing support does not seem to have been provided. Professional development opportunities of the kind outlined by Wilson and Berne (1999), Cochran-Smith and Lytle (1999) and Darling-Harmond (1999) could contribute to attitude change and to positive change in both teacher identity and classroom practice. Professional development such as

ongoing courses on policy and practice and the sharing of new ideas on how to put the policy into practice. As recommended by Joseph (2005), partnerships possibly need to be developed between various providers of INSET so that training is not duplicated, but rather extended or reinforced through various groups working together.

It is evident from this case study that departmental policies have played a role in the difficulties that some teachers are experiencing with the implementation of the Revised National Curriculum Statement in their classrooms. This suggests that it could be productive for the Department of Education to review some of the current requirements for detailed documentation of lesson preparation and for recording and reporting formative and summative assessment.

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