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Research report for Masters' Degree in Education

The influence of age and career phase in teachers' emotional responsiveness to curriculum changes in South Africa

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DECLARATION

I declare that this research report is my own work completed under the supervision and guidance of my supervisor, Dr. Carola Steinberg. It is being submitted for the degree of Master of Education, at the University of the Witwatersrand. It has not been submitted before for any degree or examination in any other university.

_____ June, 2016

Chioma Nwachukwu

LIST OF ABBREVIATIONS

BA	Bachelor of Arts
B. Ed.	Bachelor of Education
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement
CNE	Christian National Education
ECD	Early Child Development
FDE	Further Diploma in Education
FET	Further Education and Training
FP	Foundation Phase
DoE	Department of Education
GDE	Gauteng Department of Education
GPLMS	Gauteng Primary Language and Mathematics Strategy
HDE	Higher Diploma in Education
JP	Junior Primary
NCS	National Curriculum Statement
NTD	National teaching Diploma
OBE	Outcomes Based Education
PGCE	Post Graduate Certificate in Education
RNCS	Revised National Curriculum Statement

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ABSTRACT

This research report investigates the influence of age and career phase on South African teachers' emotional responses to curriculum change, particularly the transition to CAPS. It aims to find out how teachers of different ages at different phases of their career think and feel about the transition to CAPS, and if there are any discernible differences between the responses of older and younger teachers and what may be the causes for the patterns of the difference? A conceptual framework using Nussbaum's (2001) understanding that emotions are always directed at an "object" and Frijda's (1986) understanding that emotions are relevance signalling mechanisms was developed. This conceptual framework positions emotions as a conceptual and analytical lens for analysing data. Using a basic interpretive qualitative approach, the study focuses on ten teachers' experiences of the transition to CAPS. Individual interviews and focus group discussions provided most of the data for this study.

Key findings that arise from this study are: In the teachers' emotional reaction to curriculum change, there were distinct differences depending on which 'sub-object' they were talking about. Yet the emotional reason for accepting CAPS was when teachers could see how CAPS enabled learning in their learners. Even so, these teacher's emotions towards CAPS as a new curriculum was differentially shaped by their teacher education and years of experience. In addition, belonging to a community of practice enabled these teachers' sense making of CAPS and provided vital support to cope with the challenges of teaching. The key recommendation is that teachers should embrace their emotions, and can use their emotions as vehicles for action and social justice (Winograd 2003).

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Chapter 1: Introduction

1.1 Background to the Problem

At an honours tutorial class at the Wits School of Education in 2012, the students were having a discussion regarding curriculum changes in post-Apartheid South Africa. Most of the members of this group were teachers in different public and private schools within Johannesburg. The discussion was centred on the transition from the Curriculum 2005 (C2005) to the Revised National Curriculum Statement (RNCS) and now to the Curriculum and Assessment Policy (CAPS). Although it appeared that the teachers/students in the discussion had varied opinions and sentiments regarding these changes, I became increasingly aware that older teachers shared similar sentiments and feelings with regards to the transition from RNCS to CAPS, while younger teacher shared a different perspective and feelings. Older teachers felt that CAPS was the "return of the old apartheid curriculum", while younger teachers thought it was "something new and different". I wondered whether these age-related differences of many were representative of the large cohort of teachers, so I embarked on systemic research to determine and understand exactly what these emotions are and to what extent teachers' age and career phase influence their emotional responses to curriculum change.

Authors such as Andy Hargreaves and Michael Fullan have written articles and conducted studies that show that emotions play a vital role in educational change, and as such must be taken into consideration and not relegated to oblivion. Most people tend to assume that understanding teachers' emotions is a trivial pursuit, and as such there is tendency to overlook how teacher react emotionally to issues that concern their work. Hargreaves (2005), writes that one of the "most neglected aspects of educational change is the emotional one" (p.278). Hargreaves (2005), argues that when "educational change occurs, or is attempted, teachers do not all respond in the same way because there is more to teaching than technical skills" (p.967). He suggests that "emotions are at the heart of teaching" (Hargreaves, 1998, p. 835) and as such it is very important to understand the emotions of teachers in order to make meaningful impact with educational change. It may therefore be useful to undertake a study in the South African context that highlights the role of teachers' emotions based on their age and career phase with regards to curriculum change and implementation.

1.2 Purpose Statement

The purpose of this study is to examine how teacher's ages and career phases influence emotional responses to curriculum change, with a focus on the transition from RNCS to CAPS.

1.3 Research Questions

Critical Research Question

How do different ages and career phases of teachers influence their emotions in response to the transition from RNCS to CAPS?

Empirical sub-questions

1. What do teachers feel and think about the change from RNCS to CAPS?
2. Are there any discernible differences between the responses of the older and younger teachers? If so what are they?
3. Are there any discernible causes for the patterns of the difference?

1.4 Rationale for the Study

Research into the implementation of South African curriculum reform, places more focus on teachers' technical teaching abilities than on their emotional responses to these reforms. Research like Teachers in South Africa; Supply and Demand 2013- 2025 (Balfour, 2015), and Learning to Teach in South Africa (Morrow, 2007), focused on the cognitive abilities of teachers, and largely ignores the emotional work of teaching. Research is needed to investigate teachers' opinion and insights into curriculum change through the lens of their emotions. It may be useful to study what kinds of emotions are felt by teachers in response to such changes and what influence age or career phase has on their emotions with regards to these changes. In the light of this, this study hopes to contribute towards an understanding of the emotions of teachers in relation to curriculum change, in the South African context, with regards to age and career phase.

1.5. Significance of the study

The study intends to contribute to the existing literature on emotions and educational change, as well to contribute to the growing field of teacher emotions. The study also intends to highlight how looking through the lens of teachers emotions can uncover what may have otherwise been over looked using other investigative lens.

1.6 Outline of Research

This research report comprises six chapters.

Chapter one outlines the background and rationale for the study, which relate to observations and experiences of teachers' emotions and curriculum change. A brief purpose statement is provided. The critical research question: How do teachers of different ages and career phases differ in their emotions in response to the transition from RNCS to CAPS and three sub-questions that the study seeks to address are outlined

Chapter two discusses relevant key issues which underpin the study. The following key issues are discussed: history of curriculum change in post-apartheid South Africa; emotions and teaching; influence of age and career phase on teachers. In addition, the conceptual framework aligning the key concepts namely curriculum change, teacher emotions and age and career phase is outlined.

Chapter three describes the research methodology, and purposive sampling of ten foundation phase. The data collection instruments namely individual interviews and focus group interviews are described. Data coding and analysis, validity and reliability and ethical issues are also outlined.

Chapter four presents the data using tables as well as direct quotes from the participants.

The data analysis and interpretation of results are discussed in chapter five. Four claims about teacher emotions, curriculum change, community of practice and years of experience are elaborated on using the literature and conceptual framework as lenses. In particular, Frijda's notion of emotions as relevance signalling mechanisms and Nussbaum's view of emotions as evaluative judgements in relation to objects are used to make sense and interpret the data

Chapter six outlines the conclusion and reflections.

Chapter 2: Literature Review

This literature review consists of four sections. The first section briefly traces the history of curriculum change in post-apartheid South Africa and the imperatives that informed these curriculum changes during the last 20 years. As I had not lived through the changes as an educator, I needed this historical journey to inform myself, so I could better understand the various issues and sub-objects within curriculum change that teachers express strong emotions about. The second section reviews local and international literature on emotions and teaching. This research clarifies why and how emotions play a crucial role in teaching and why researching teachers' emotion in relation to curriculum change offers a valuable perspective on curriculum change and its impact on teachers and teaching. The third section reviews literature on the influence of age and career phase on teachers, aiming to highlight how age or career phase may have an impact on the way teachers react to situations that arise during curriculum change. The fourth section then provides the conceptual framework that will guide this study. The conceptual framework foregrounds emotions as a conceptual and analytical lens because emotions are directed at and aroused by objects, contain a value judgement and also shape motivation and behavior.

2.1. What is the curriculum and why is it such an important tool*?*

There are debates about the exact nature of what is included in the term curriculum. Different definitions of curriculum emphasise different aspects. Smith, Stanley, and Shores (1957) as quoted in Lovat and Smith (1991), write that "curriculum represents a sequence of potential learning experiences set up in the school for disciplining children and youth in group ways of thinking and acting"(p.9). This definition emphasises the teaching as well as the socialization function of curriculum. For Good (1959), curriculum stands for the overall plan of content or materials of instruction the school should offer the student by way of qualifying him or her for graduation or certification or entrance into a professional or vocational field. This definition emphasises the preparation-for-future-work purpose of curriculum. Tanner and Tanner (1980), explain that curriculum is the planned and guided learning experiences and related learning outcomes under the auspices of the school. These typical classic definitions

all point to three logical elements of the curriculum concept: predetermined subject matter content, presented in a planned sequence of experiences, leading to a certifiable completion.

Lovat and Smith (1991), provide a clearer and broader description of what curriculum is and the multiple meanings assigned to it in different contexts, as used by teachers, principals in schools, curriculum writers in education systems, and also politicians. They strongly argue that "any complete, useful and effective definition of curriculum must include curriculum as an *intention* as it stipulates what is intended to happen; a *process and product* as it produces documents, human relationships and learning outcomes; *as reality,* as it should reflect what the realities of the classroom are" (p.20). This three-fold definition of curriculum points to the fact that the curriculum plays multiple roles in education. It also points to the fact that curriculum has different implications for different parties involved with it. Lovat and Smith (1991) also make an important point when they write that "any curriculum work must be undertaken in the context of critical reflection so that the best alternatives can be chosen and then evaluated in the light of learners', teachers', and others' experiences" (p.21). This critical reflection on the curriculum ensures that the curriculum is relevant for learners, teachers or any other persons involved with the curriculum. On the strength of Lovat and Smith's definition of curriculum, curriculum in the context of this study refers to a set of proposals indicating how the subject matter is to be organised, the educational purpose it serves, the learning outcomes it is intended to achieve and the methods by which these outcomes are to be evaluated.

In addition, and most importantly for this study, it also refers to the way teachers use the curriculum plan in the context of their classroom reality. This part about how teachers and learners live out the curriculum in their actual classrooms is important because the intended curriculum and the lived curriculum differ. The 'intended curriculum' is the curriculum that the department produces and intends that teachers will use, while the 'lived curriculum' is the curriculum as teachers enact it in their day to day practice. This distinction is important to note because curriculum planners usually plan the curriculum on the assumption of what ought to happen in the classroom, but in practice, the teachers as implementers usually adapt the curriculum to reflect the realities of their classrooms and to suit their style of teaching. Hence Stenhouse (1975) writes that "curriculum is not a set of qualified recommendations to

be adhered to blindly by the practitioner, but rather a provisional specification subject to the test of rigorous practice in actual classroom settings by the teachers and learners" (p.52).

Stenhouse's (1975) definition of curriculum highlights why the curriculum is such a powerful and important tool in the education system, as it guides both planners and teachers as implementers of what should be done in the classrooms, hence opening up room for its modification.

2.1.1 South African curriculum and change

Improving education is increasingly becoming the major focus of governments all over the world, and South Africa is not an exception. The first democratic elections of 1994 brought great changes to South Africa, with the country moving from a long era of injustice under apartheid to a new era of democracy and equal rights for all. One of the greatest areas of injustice was the education system. Black learners and teachers were discriminated against not only in terms of resource allocation, but also through the curriculum, which was based on the principles and philosophy of apartheid. As such, the school curriculum had played an important role in reinforcing racial inequality. The pre-1994 curriculum was content driven, with very stringent prescriptions for the sequencing and scope of contents. The selection of content reflected the philosophy underpinning the system, known as Christian National Education (CNE) which was essentially an expression of Afrikaner nationalism (Hoadley, 2011). Hence, when apartheid ended, it became very important for schooling and the curriculum to be changed to represent the new dispensation.

According to Carr (1993) "education is seen as a major component in shaping society"(p.7) in the sense that education shapes society and society shapes education. For the new South Africa, it became crucial that a major part of the transformation process began with education. Carr also points out that the function of education will vary, as it can either be used to transform society, or to reproduce society the way it is. So in 1994, the function of education in South Africa became no longer to reproduce society, but to transform society. The core transformation issue at the time was for democratic participation and development, as well as to feed the knowledge economy on which the trend of globalization was based (Slonimsky, 2012). With SA's re-entry into the global economy, a major thrust of the new education system was the production of skills that would build and grow the knowledge

economy. Given this key role of education in the society, the curriculum as well as pedagogy needed to change so as to accommodate this trend of globalization.

2.1.2. Brief history of curriculum change in South Africa post-apartheid

This section presents a short history of curriculum changes in the democratic South Africa, so as to provide a background and context for the emotional reactions of teachers to the third iteration of that change.

After 1994, the then new South African government set out to transform the apartheid school curriculum by making a dramatic break with the past. It was a bid to promote equity, social justice and redress, as well as to ensure efficiency and effectiveness of the schooling system, thus raising the quality of education received by all. Considering that the curriculum plays a very important role in education, it was a step in the right direction to first ensure that the CNE (Christian National Education) curriculum, which had been used as a tool to foster injustice and oppression, be done away with, and to introduce a new curriculum that would unite all and represent the new democracy. According to Hoadley (2011) "changing the curriculum was regarded as a crucial lever for fostering the ideals of the new nation - for creating a new citizenry and for re-inserting South Africa into the global context" (p.143). The aims of education in the new South Africa were to develop citizens who had a strong foundation of general education with the desire and ability to continue to learn, to apply, and to develop new knowledge, skills and technologies, who could move flexibly between occupations, who would accept responsibility, set and achieve appropriate standards, and who could work co-operatively and be able to contribute greatly to the knowledge economy which drove globalization (Chisholm, Volmink, Ndhlovu, Potenza, Mahomed, Muller, Lubisi, Vinjevold, Ngozi and Malan, 2005) .

Taylor's (2009) point that "the curriculum was a key factor in steering direction for and providing coherence in teaching and learning" (p.268) gives credence to the fact that the curriculum is a very important part of education. And so the curriculum framework set out the intention of the policy makers. It guided teachers as they planned their activities within the classroom, guided publishers about what kinds of materials they provided for teachers and learners and it aided assessment planners in constructing instruments to assess what has been

learnt in the classroom. This meant that the curriculum implicitly determined the kind of teachers required to give effects to its intentions. The intended curriculum in the South African context is what set the schema for the training and management and support of teachers.

2.1.3. Curriculum 2005

The first curriculum reform was the construction and implementation of a new curriculum for a new post-apartheid nation called Curriculum 2005 (C2005). Curriculum 2005 was officially gazetted as a discussion document in June 1996. It was the outcome of protracted and complicated processes of curriculum development within the context of systemic educational change and wider societal transformation. It had been modelled around the principles of Outcomes Based Education (OBE).

This curriculum was also to be relevant to the needs of individuals as well as for the social and economic needs of the nation. More so "the curriculum was to promote independent and self-critical learning and to respect the equality of all forms of knowledge" (Carrim, 1998, p.69). As described by C2005, the role of education in the new nation was to develop democratic citizenship, respect a culture of human rights, redress the inequities caused by apartheid, and prepare the future workforce with the required skills for a globally competitive economy. C2005 was more of a skills based curriculum as it facilitated a learner-centered approach which essentially promoted individual, critical, contextual, relational and reflective thinking skills among learners. In this perspective, the teacher would become more of a non-authoritarian facilitator, responsive to the needs of the learners.

Fleisch (2002), writes that C2005 was an outcome based curriculum reform initiative aimed at ensuring that the post- apartheid economy was defined by high levels of skills and employment in all sectors. He writes that "the new curriculum emphasized the need for teachers to make a paradigm shift from traditional teaching to outcomes based education." This shift, he argues, required a change from delivering content to pupils to facilitating the development of skills, knowledge and values in learners (Fleisch, 2002, p. 123). As such, teachers were required to make a paradigm shift from the traditional style of rote learning to a more inter-active pedagogy.

The following selected quotations from booklets on Curriculum 2005 represent the information given to teachers with regard to the transformation of their teaching and assessment.

Differences between the "old" and "new" approaches:

OLD	NEW
Passive learners	Active learners
Exam driven	Learners are assessed on an ongoing basis
Rote learning	Critical thinking, reasoning, reflection and action
Textbook/worksheet bound and teacher centred	Learner centred; teacher is facilitator, teacher constantly uses group work and teamwork to consolidate the new approach
Teachers responsible for learning; motivation dependent on the personality of the teacher	Learners take responsibility for their learning: pupils motivated by constant feedback and affirmation of their worth

Table 1: showing differences between old (CNE) and new (C2005) approaches to the curriculum. (South African Department of Education, 1997a: 6–7).

C2005 was introduced into Grade 1 classrooms in 1999, and departed radically from the old curriculum that focused on rote learning and was racially differentiated. Unlike the CNE, C2005 shifted emphasis away from content coverage, made explicit what learners should attend to, directed assessment towards specified goals, and signalled what was worth learning in a curriculum (Fleisch, 2002). The focus of OBE and training was on what learners knew and could do. It pointed out the intended results of learning in terms of knowledge, skills and values rather than offer a prescription of content to be learnt. The intended outcomes were explicitly stated. With the shift from rote learning to OBE, C2005 pushed for learner centeredness and sought to develop learners who were critical and reflective thinkers. Through this shift from rote learning to OBE, the focus moved away from content towards skills. The curriculum had several progressive features as it placed emphasis on group work, relevance, local curriculum construction and local choice of content. There was also a shift away from strong disciplinary boundaries to a more horizontal integration of the traditional

curriculum subjects, which was intended to generate a "profound transferability of knowledge in real life" (Department of Education, 1997*).*
Teachers were required to create the path towards the outcomes that were set out in the curriculum, by facilitating acquisition of knowledge through the selection of appropriate knowledge including that of the learners' own cultures, in order to enable learners to reach the competencies expressed in the outcomes. The aim of this shift was to enable diversity and also to professionalize teachers.

2.1.4. What went wrong?

In practice, the intended curriculum of C2005 differed vastly from the lived curriculum. What the curriculum reform intended to achieve with the change in curriculum did not play out as planned in classrooms across the nation. This is partly because teachers did not quite understand what the new curriculum entailed. In reality, teachers struggled to effectively use the curriculum in the classroom.

While the political imperative was clear in this new curriculum, and most teachers agreed with it, it was fraught with many pedagogical shortcomings that made it unsuitable for schooling at that time (Cross, Mungadi, & Rouhani, 2002). A Review Committee set up by the Department of Education delivered its report on May 31 2000 and it reported that the realities of the classroom did not match the imperatives that informed C2005.

C2005 was driven by a strong pedagogical project. Learner-centeredness was the cornerstone of the new curriculum, and the teacher was to facilitate acquisition through the selection of the appropriate knowledge, including that of the learners' own cultures, to enable the learner reach the competency that was expressed as an outcome. According to Hoadley (2011), knowledge, knowing and the knowers, (whereby knowledge is the content, knowing is the skill required and knowers are the learners) had been conflated because the assumption made by the curriculum was that "learning disciplinary content knowledge (the what) could be replaced by learning the procedures and methods of the discipline (the how) (p.147). The curriculum was built around a strong project of "knowing"(Hoadley, 2011). Content had been left out, as the focus was no longer on the content, rather on the learner and how s/he fulfils the required learning outcomes. A major determinant of the curriculum is which knowledge it

intends to give the learners access to, and learners need what Young (2007) calls "powerful knowledge". Hoadley argues that powerful knowledge empowers and enables learners be critical and reflective. This kind of knowledge is what is required in schools. However, when the C2005 shifted emphasis to everyday knowledge, it was inadvertently denying learners access to powerful knowledge.

I will use Bernstein (1999) and Oakeshott (1971) to explain what powerful knowledge is. Bernstein (1999), makes a case for school knowledge, as it is where powerful knowledge can be accessed. He makes a clear distinction between school knowledge and everyday knowledge. According to Bernstein (1999) school knowledge, which he describes as a 'vertical discourse', is a systematic and specialized segment of knowledge, which enables learners to progress from simple concepts to more complex concepts. He refers to school knowledge as being a vertical discourse in the sense that it consists of "specialized symbolic structures of explicit knowledge" and is "directed towards a graded performance" (p.160). He goes on to describe everyday knowledge as horizontal discourse, which means that "what is acquired in one segment or context and how it is acquired may bear no relation to what is acquired and how it is acquired in another segment or context" (p.160). Hence he refers to everyday knowledge as horizontal discourse. Horizontal discourse is more of a "cultural relay" and is "directed towards the acquisition of a common competence rather than a graded performance" (p.161). In contrast, the vertically structured knowledge gained at school is of necessity segmented and systematic because there is a "functional relay" (p.160) between the segments. This means that one cannot progress to understanding complex concepts, if one has not first understood the simple concepts and how they relate.

Bernstein's description and distinction between school and everyday knowledge provides a perfect platform to understanding Oakeshott's (1971) argument that "the idea of school is that of detachment from the immediate local world of the learner, its current concerns and the direction it gives his attention" (p.5). Oakeshott's describes the school "as a place apart, where learning becomes learning by study and not by chance, in conditions of direction and not restraint" (p.5). By this, he means that a teacher with something to impart which is not immediately connected with the current wants and interest of the learner is the essence of school, and that is what makes it a separate place. This "thing" that is to be imparted has to be

structured and sequenced, in order for the learner to make sense of it. What this means is that school knowledge should provide something different and superior to what prior knowledge the learner brings along. It should take us from the known to the unknown, and make the unknown known.

Bernstein's distinction between school and everyday knowledge, and Oakeshott's description of what school is, enables one see how C2005 inadvertently denied learners access to 'powerful knowledge' by encouraging the use of 'horizontal discourse' in trying to enable 'vertical discourse'. Teaching, and thus learning at school, especially teaching that intends to promote critical and reflective thinkers, cannot be done by chance. To encourage learners to use their everyday knowledge instead of focussing on school knowledge proved detrimental to learners' ability to have access to powerful knowledge. Taylor (2009) used Bernstein to argue that school knowledge should not be overwhelmed by the predominance of everyday knowledge, as that hinders learners from developing a systematic understanding of concepts. This conflation between school knowledge and everyday knowledge implied that the essence of school and education would be defeated, as there is no difference between what was learnt at school and what was learnt outside school, and so raises the question of why go to school to get knowledge when you can get it any and everywhere else? It therefore means that the curriculum (as what happens in school) should be organised to promote the acquisition of knowledge that empowers the learners, and this organisation is what the C2005 lacked. C2005 also failed because it had no conceptual sequence, hence no learning progression path. Rather than improve schooling, it undermined the already fragile learning environment in classrooms because, according to Hoadley (2011), "Curriculum 2005 conflated curriculum and pedagogy, emphasising the everyday knowledge of students, in other words knowers, and silencing knowledge with a strident theory of knowing" (p.145).

The Review Committee Report (2000) states that the training teachers received in preparation for C2005, which became known as 'OBE training', was clearly problematic for teachers (Chisholm et al. (2005). Given the very short time between finalization of the curriculum and its implementation, the national Department of Education (DoE) and its various provincial counterparts had no choice but to provide crash-course training for teachers. The model adopted was one that sought to cascade the training down through the system. The quality of

training was uneven. The cascade model itself was problematic since many of the teachers trained at the top of the cascade were not sufficiently equipped to replicate the training within their districts and schools. Complex issues of pedagogy with major implications for teachers' personal and professional identity were reduced to simplistic dichotomies such as 'teacher-centered' (an 'old', undesirable practice) and 'learner-centered' (a 'new', esteemed practice) (Jansen & Christie, 1999). Similarly, 'content' was replaced by 'outcomes'. Amidst much confusion amongst teachers about the implications for their practice, learner-centeredness quickly became one of the teachers' defining features of the new curriculum. Group work became the major symbolic identifier of the new curriculum, and for many teachers, implementing group work was the core pedagogical shift required of them by C2005 (Harley & Wedekind, 2003, p. p.200).

Learner-centeredness and group work was a pedagogical shift they had not been properly trained for. Teachers in the education system were trained to implement teacher-centred, state-controlled curriculum content. However, C2005 embraced learner-centred and progressive education in which teachers are expected to train learners for high-order thinking, problem solving, and independent learning. Teachers could only have achieved this if they themselves had been trained in such paradigms, including critical reflection. Many teachers within the system lacked the knowledge to interpret C2005, and were unable to ensure that it resulted in learners developing adequate conceptual frameworks. They had also not been properly trained to lead learners to the critical outcomes specified by the curriculum (Hoadley & Jansen, 2009).

The implementation challenges mentioned in this section could have happened because, as Carrim (1998) points out, "the C2005 was the outcome of a protracted and complicated process of curriculum development within the context of systemic educational change and wider societal transformations" (p.67). Cross et al. (2002), also argued that the radical departure from apartheid education to an outcomes-based curriculum reform resulted in several structural and policy tensions within the system. These tensions dominated the post-apartheid curriculum reform, resulting in a significant paradigm shift focused on reclaiming knowledge and cognition in the classroom. More so, the political imperatives that informed this policy had very little to do with the realities of classroom life.

It was decided that C2005 be revised to match the realities of the classroom, without losing the progressive features of the original curriculum. The Review Committee recommended that strengthening the curriculum required streamlining its design features. The Review Committee recommended that this Revised National Curriculum Statement (RNCS) should reduce the curriculum design feature from eight as stipulated by C2005 to three: critical and developmental outcomes, learning outcomes and assessment standards. Hence the second post- apartheid curriculum reform began.

2.1.5. National Curriculum Statement (NCS)

The second curriculum reform was initiated by the review of the C2005 in 2000, as described above. It was called the National Curriculum Statement (NCS) for Further Education and Training (FET) band of schooling and vocational education and the Revised National Curriculum Statement (RNCS) for the General Education band. It was a revised version of the C2005, and implementation began in 2002. The guiding principles of the RNCS, as with C2005, were social justice, a healthy environment, human rights and inclusivity, clarity and accessibility; however conceptual progression and integration were included to compensate for the shortcomings of C2005; and a high level of skills and knowledge for all was the principle. The first school leaving certificate for grade 12 based on the new RNCS curriculum was written in 2008, although the learners had been through C2005 in earlier years.

In 2009, the new Minister of Education Angie Motshekga called for yet another review of the curriculum because of the ongoing criticism in the media of outcomes based education and the persistently poor performance of South African learners on national and international standardized tests. Another review committee was constituted, this time with significant government representation, as well as union representation, and to a lesser extent, academic membership. The emphasis was on strengthening implementation and on teachers' experiences. A series of provincial teacher hearings, attended by hundreds of teachers across the country, were held, forming the basis for the recommendation made in the report (South African Department of Education, 2009). The report produced by the review committee made a strong call for a knowledge–based curriculum, this call for a knowledge-based curriculum was centred on Bernstein' conception of knowledge structuring. The report also invoked

Michael Young (2007)'s notion of powerful knowledge in making its argument around the social justice implication of an under-specified curriculum. The report submitted by the NCS review committee argued that outcomes inhibit a clear specification of what is to be learnt, suggesting that outcomes be replaced with clear content, concept and skills standards as well as clear and concise assessment requirements (South African Department of Education, 2009, p.45). The report went further to state that the "result of the OBE based curriculum is curriculum and assessment descriptors that are vague, ambiguous, difficult to measure and low in academic content" (South African Department of Education, 2009, p.38). In the light of the recommendations made, the then Minister of Education Angie Motshekga declared in Parliament that she had "signed the OBE death certificate" (Motshekga, 2009).

2.1.6. Curriculum and Assessment Policy Statement (CAPS)

The most recent curriculum reform is the Curriculum and Assessment Policy Statement (CAPS) and it was the response to the report of the NCS review committee. It was introduced to the Foundation Phase and Grade 10 in 2012 and was progressively scaled up to other grades in the following years. Unlike C2005 and the RNCS, CAPS focuses on content and knowledge rather than on skills. It also shifts from an emphasis on learner centred pedagogy to a more prescriptive and knowledge centred pedagogy. The aim of the CAPS is to improve the quality of teaching and learning. The focus is on the content per term and the required assessment tasks for each term. It differs from C2005 and RNCS as every subject in each grade has a single, comprehensive and concise document. There are more changes in some subjects than in others. The Department of Basic Education (DBE) describes the key changes of the CAPS implementation as follows:

- The focus of the CAPS will be on 'back to basics'. Group work will be replaced by individual work.
- Learning Areas and Learning Programmes will be called Subjects.
- Learning Outcomes and Assessment Standards will be replaced with Topics. The CAPS will break down each Subject into teaching weeks and outline the topics that need to be covered per week.
- The number of Subjects in the Intermediate Phase (Grade 4 to 6) will be reduced from eight to six: (DBE, 2012, p. 3-8)

With the focus on how content should be sequenced and paced, CAPS seems more likely to enable learners' access to knowledge, as it has taken into consideration the difference between school knowledge and everyday knowledge. This puts the focus on learners building their knowledge from simpler concepts to more complex concepts, enabling them to understand better what is being taught.

2.1.7. Implication for Teachers

These three major curriculum reforms in South Africa have happened in a space of 18 years. With such short-lived curriculum experiences, it is important to understand how these incessant changes to the curriculum have affected teachers and teaching. The next section provides evidence from local and international literature on what the implication of curriculum changes are for teachers. The general argument in this section is that only when curriculum policy understands the kind of teachers that exist in the school system, and has realistic expectation of them, and when these teachers themselves clearly understand the change that is required, only then will any curriculum change begin to work almost as is intended.

Poppleton and Williamson (2004), provide an international perspective on the realities of teachers in the face of curriculum change. They argue that "the more teachers were responsible for participating and initiating roles in school change, the more positive they felt about the change, and the more willing they were to seriously engage in future change" (p.289). This implies that the more teachers felt that they were part of the change rather than being forced into the change, the more they were willing to implement such changes. If little attention is given to their opinions, it is less likely that the curriculum reform will be implemented properly. M Fullan (1991), made the same point when he pointed out that the failure to implement change as intended happens because teachers have not made subjective meaning of that change and so the result is usually a peripheral participation and implementation of the change. Fullan (1991) argued that, once teachers have made subjective meaning of the change, they begin to feel that they are part and parcel of the change rather than mere recipients of the change.

While Poppleton and Williamson (2004) and Fullan (1991) write from an international perspective, Carl (2005) found that South African teachers' perceptions were that, although

they were subject and/or learning area specialists, little attention, if any, was given to their opinions. This shows one of the reasons for the failure of the C2005 and the RNCS. Carl (2005) also points out that "as long as teachers perceive themselves to be the mere recipients who have to implement changes decided upon elsewhere, not only will their professional status but also the actualisation of well-meant school changes be placed in jeopardy" (p.223). Carl's (2005) findings concur with Fullan's (1991) point about the subjective meaning making being important to any change effort. In the context of the South African teachers, there were many contradictory messages leading to misunderstandings and many different meanings and interpretation of the curriculum, which made it more difficult for teachers to make the kinds of subjective meaning of the changes that would have a productive effect on their practice. Following the demands made on teachers by the curriculum, it seems curriculum developers made assumptions about what kind of teachers existed within the school system, and so this to some extent informed what demands they made of teachers in relation to the implementation of the curriculum.

Jansen (2001), argues that, the "policy images" of teachers make demands that conflict with their "personal identities" as practitioners and this identity conflict might lie at the heart of the implementation dilemma in curriculum reform. Jansen (2001) refers to "policy images" as the official projections through various policy texts of what the ideal teacher looks like (p.242). Unfortunately, this "policy image" of teachers is not a real representation of the kind of teachers who are in the school system. Teachers are often assumed by the policy and policy expectations to be able to accomplish and fulfil certain criteria, even though they may not be equipped to do so. An example is when C2005 expected that teachers would be able to become facilitators and lead learners to learning inductively, whereas teachers had been trained as custodian of knowledge whose duty it was to deductively impart the knowledge to their learners. Based on the argument by Jansen, one can understand how the shift from a "custodian" of knowledge to a "facilitator" is an underlying factor as to why teachers were confused and seemingly resistant to C2005. This conflict between the policy image of teachers and their personal identities also influenced the nature of support that teachers received. Teachers have received inadequate support from the department, on the assumption that they have been well trained to handle any demands and changes that are required of them by the department. Bantwini and King-McKenzie (2011), argue that "district officials' assumptions influence the nature of the support they give teachers, as they become the lenses

for viewing and engaging with teachers" (p.1). These assumptions, they claim, also contribute to shaping the reform implementation or non-implementation process. The assumption is usually that teachers clearly understand the nature and reason for the change, and are capable and so must be active and willing participants of the change. This is whyM Fullan (1991) argues that unless teachers have made a subjective meaning of the change that is in alignment with the change, it is unlikely that they will implement the changes as intended. Fullan then says that "abstract goals combined with a mandate for teachers to operationalize those, results in confusion, frustration, anxiety and abandonment of the effort" (p. 37). Fullan, Bantwini & King-McKenzie's argument shows that when district officials make unrealistic assumptions about teachers, it does not support the development of subjective meaning and hence results in superficial implementation of the new practice. More so, how teachers perceive these changes largely determines how and to what extent they are implemented.

Teachers are usually required to make a significant shift in professional roles; unfortunately these roles and competencies do not reflect the current realities of classrooms and practice. For instance, C2005 required that teachers make the shift from being custodians of knowledge whose duty it was to impart knowledge to the learners, to facilitators whose duty it was to lead learners to knowledge. When teachers perceive such changes as undermining them either personally or professionally, the result is often detrimental to learner achievement.

Sikes (1992), puts forward the argument that when teachers are at the point where they feel undermined, some of what influences their perceptions includes not wanting to risk changing their own practice, which is rooted in practical knowledge that spans the course of their careers. In essence, every new reform represents change that aims to topple their established beliefs and move them from their comfort zones. This is what usually makes them resistant to change. As humans, we often resist change, as it requires a shift from the known to the unknown, or a transition from one point where we have previously been very comfortable to a new, unknown and uncomfortable point. This makes us question, resist or reluctantly yield to change. It is only when we understand, agree and support change that we are willing and able to make the change.

This argument by Sikes (1992) gives support to Blignaut (2008)'s point that, "often teachers adapt a curriculum rather than adopt it as is, mainly because of their prior understandings and beliefs about knowledge, assessment and what constitutes effective teaching"(p.101). Teachers' understanding and beliefs, combined with the contexts in which they work, frame their classroom practices, and to a large extent, explain the disjunction between policy and practice. In the same vein, Hoadley and Jansen (2009) argued that the gap between curriculum policy plan and teachers' practices is sometimes problematic, particularly when it is caused by teaching inadequacies and rigidity. These rigidities could be the result of the kind of support (or lack of it) that they received from district officials and this consequently affects their beliefs and practices. "Teachers' beliefs determine how they teach and which bits of content they emphasize, and, ultimately the choices they make in terms of plan and practices have consequences for learners" (Hoadley & Jansen, 2009, p 171). These beliefs are informed by their perceptions, emotions and attitudes to the changes around them. In essence, if a teacher feels that certain changes are detrimental to her practice, it then translates into the belief that the changes may not be good to apply. As such the effect becomes far- reaching and results in the improper implementation of the change. More so, the dislocation between policy plan and classroom realities as described by Hoadley and Jansen (2009) becomes a problem for teachers, as they are left to grapple with the effects of misalignments, mistaken identities and untrue assumptions. This usually sparks a response which is initially emotional, which then further translates into actions which are often detrimental to the desired change.

2.2 Emotions and Teaching

2.2.1 What are emotions?

Emotions and what they are is elusive, in the sense that many social and personality psychologists do not exactly agree on what they are. For the philosopher Nussbaum (2001) "emotions shape the landscape of our mental and social lives" (p.1). This can be attributed to the fact that humans are highly emotional animals and are able to emit or interpret a wide array of emotional states. As such, in every activity we engage in, there are emotions that are emitted, interpreted and sometimes transferred, depending on a variety of factors. Nussbaum (2001) argues that emotions are intricate and entangled in our beliefs, thoughts and moral values. "Emotions involve judgements about important things, judgements in which, appraising an external object as salient for our own well-being, we acknowledge our own neediness and incompleteness before parts of the world that we do not fully control" (p.19).

Nussbaum (2001) makes the claim that emotions are not "unthinking forces" (p.26), rather they are "about something", which means that "they have an object" (p.27). This 'object' could be anything, including policy change, and in the context of this research, the object of teachers' emotions would be curriculum change. This implies that teachers' emotions are aroused by judgements about whom and what affects their practice. Nussbaum (2001) further explains that emotions embody beliefs that are often very complex about the object, which could either be true or false, conscious or even unconscious. So if emotions are directed towards an object, and teachers are emotional beings that are engaged in an emotional practice, then it means that ignoring the emotions of teachers when thinking about curriculum change is detrimental to curriculum change, as curriculum change affects their practice arguably more significantly than any other facet of educational change.

Nico Frijda (1986) provides a slightly different perspective on emotions. For Frijda (1986) emotions can be argued as "expressing the individual's awareness of his or her positions in the world, rather than serving as adaptations to that world" (p.131). He argues that emotions serve an adaptive purpose in the sense that emotions allow individuals to appraise events as pleasant or unpleasant. From this perspective, emotions are considered as "mechanisms whereby the organism signals to its cognitive and action systems that events are favourable or

harmful to its ends" (p.132) therefore making it the 'relevance signalling mechanism' (p. 132). I would add here that although Frijda talks about emotions as a person's signal of what is happening around him/her, I think it would be because emotions, when expressed, are directed at an 'object', as Nussbaum argues.

Frijda also argues, however, that not all occurrences of emotions serve useful purposes and emotions can be pleasant or unpleasant, and therefore can elicit positive or negative effects. In a situation where positive emotions are elicited, they tend to "enhance one's power of survival or demonstrate the successful exercise capabilities" (p.133). Negative emotions are usually a result of "painful sensations from threat or harm to some concern" (p.133). This point about the positivity or negativity of our emotions enables one understand how repeated arousal of positive and negative emotions in teachers due to curriculum changes can impact the commitment to effectively implement those changes in the classroom.

Turner makes a similar point to Frijda, however he tries to explain what emotions do. He highlights the sociocultural function of emotions. Turner (2007), explains emotions as mechanisms used to "forge social bonds and to create and sustain commitments to social structure and cultures, and as well as to tear down socio-cultural creations" (p.1). This implies that every dimension of society is held together or can be ripped apart by emotional arousal. He goes further to say that there are biological, cognitive and cultural perspectives to emotions. From a cognitive perspective, Turner argues that "emotions are conscious feelings about self and objects in the environment" (p.2), whereas from a cultural perspectives he sees emotion as the "words and labels that humans give to particular physiological state of arousal". He asserts that there are two types of emotions: primary emotions and secondary emotions. Primary emotions are basically those states of arousal that are presumed to be hard-wired in human neuro-anatomy, and they are anger, fear, sadness, happiness, disgust and surprise. As humans we have the capacity to display these emotions in varying levels of intensity.

So in a nutshell, Nussbaum argues that emotions are directed at an 'object' and are not 'unthinking forces', because they embody certain beliefs. The emotions serve as a 'relevance signalling mechanism' (Frijda, 1986) and can be aimed towards building or breaking down

'social bonds' (Turner, 2007). Turner takes it a step further to argue that when the emotions of many people are directed at an object, they gain the power to forge or tear down societal structures. So, taking from Nussbaum's, Frijda's and Turner's arguments, it can be said that emotions are a significantly powerful and influential dimension of our life that cannot and must not be ignored under any circumstances. Every dimension of our existence is in some way shaped by emotions. It therefore does not make sense that research into teaching, which has a significant impact on our growth and learning, is divested from the grip and attentions of emotions.

Following Frijda (1986) and Nussbaum (2001) conceptions of emotions, one understands that emotions provide the energy and focus for our action. On this basis, it was appropriate to use emotions as a conceptual and analytical lens for collecting and analysing the teacher's emotion responses in relation to the transition to CAPS. Using emotions as conceptual and analytical lens proved useful, as it uncovered some motivations, perceptions, decisions, problems and the relationships teachers had with the various "objects' and issues they are concerned with in their understanding and application of CAPS that would have otherwise gone unnoticed. This study therefore focuses on investigating curriculum change through the lens of teacher emotions, as it can potentially yield valuable insights.

2.2.2 Importance of teacher emotions in curriculum change

Curriculum change is a dynamic and substantial part of educational change and it is the aspect of educational change that has a direct influence on teachers and teaching (Hargreaves, 1998, p.835). It demands commitment and persistence on the part of the teachers, which in turn requires an emotional investment. Yet most writers of educational change underplay a fundamental aspect of teaching and of how teachers respond to change, namely, the emotional dimensions of curriculum change.

Unfortunately, teachers' emotions are usually acknowledged and talked about within educational change literature only insofar as they help administrators and reformers manage and offset teachers' resistance to change, and in such cases they are treated as trivial matters and not as potentially empowering stimulants (Hargreaves, 1998, p.837). According to Hargreaves (2005), "one of the most neglected dimensions of educational change is the

emotional one" (p. 278). So Hargreaves makes a case for the emotions as an important and influential part of teaching. He strongly argues that "when the emotional aspects of teaching and educational change are taken into serious consideration, then what is at stake in educational change and how best to manage it, will never again look the same" (Hargreaves, 2005 p.278).

"Emotions are dynamic parts of us, whether they are positive or negative. Every organisation, including schools, are full of them" (Hargreaves, 1998, p.835). Hargreaves argues that "emotions are not only the product of the nature of teaching or personal dispositions and commitments, but also of how particular ways of organizing teaching shape teachers' emotions" (Hargreaves, 2001, p.505). In essence, teachers' emotions are a key aspect of curriculum change and as such should be properly investigated. The findings of research on emotions and educational change suggests that emotions are important to pedagogical practices, to student teacher relationships, to issues of reform efforts and the process of change, and to an understanding of power relations and social structures in schools and the society.

Research conducted by various researchers such as Kelchtermans (1996), Hargreaves (1998), has shown that there is a need to consider the emotional dimensions of educational change and in particular how the emotions of teachers shape the change. Only recently has literature begun emphasising the importance of the emotional dimensions in educational change, and most especially, how an understanding of the emotions of teachers might affect this change process. This emotional dimension to educational change is what authors like Hargreaves make an argument for. Hargreaves (1998 p.835), argues that there is more to educational change than the introduction of new technologies, curriculum and assessment reforms. He confirms that "while the central purpose of educational change is the improvement of learning, behind it lies the mystery of teaching" (Hargreaves, 1994 p.141). For him, "understanding teaching and unmasking the mysteries of its practice has presented a persistent and formidable challenge to those who have sought to improve the quality of teaching and learning over the years" (p.141).

Winograd (2003), argues that "teaching is an all-encompassing profoundly emotional endeavour, and it is from the collective naming and examination of emotions that teachers may be able to learn to accept and understand the darker emotions of teaching, to understand

the relationship between emotions and social structure" (p.1641). This point by Winograd confirms Hochschild's (1979) argument on emotions and social structure in which she argues that " the individual often works on inducing or inhibiting feelings so as to render them appropriate to the situation" (p.551).

These arguments by Hargreaves(1998, 2001), Winograd (2003) and Hochschild (1979) make it significant to consider the emotional responses of teachers especially in curriculum change, as the importance of a teacher in a school and classroom setting cannot be over-emphasised, whether they are perceived (or perceive themselves) as the sole custodian of knowledge, or as a facilitator. Hargreaves (1994) stresses that "while what teachers do and how they think is more familiar territory to those who study teaching, we know much less about how teachers feel while they teach; about the emotions and desires which motivate and moderate their work" (p.141). Research has placed less focus on how teachers themselves talk about the emotional dimensions of their work, relegating teachers' emotions to the background, which makes teaching appear to be an unemotional and detached engagement in the daily transactions of the classroom. This means that without proper understanding and research into the emotional responses of the teacher in curriculum change, valuable insights are likely to be missed.

2.2.3 Some research into teachers' emotions

We now know that emotions are at the heart of teaching, (Hargreaves, 1998) and teaching is a passionate vocation, and good teachers are passionate about ideas, learning and their relationship with their learners. A variety of investigations into the role of emotions in education highlights the impact of emotions on teachers' and students' lives, showing that emotions have significant implications for teaching and learning (Zembylas, 2003). What this indicates is that emotions are not only very significant in teaching and learning, but they also have a substantial influence on teaching and learning. Kelchtermans' (1996) study revealed some of the emotions that teachers feel in their work. He found that when teachers were asked about what they find motivating or satisfying in their jobs, they spontaneously referred to feeling of joy, fascination, pride, wonder and enthusiasm, resulting from the fact that they work with 'human material'. This spontaneity in the response of the teachers attests to the fact that emotions are at the heart of teaching (Kelchtermans, 1996), so teachers don't need to

dig deep to unearth emotions. It is right there and they engage with their emotions directly on daily basis and as such, teaching is an emotional practice (Hargreaves, 1998).

Ideally, teachers, and their mental health and wellbeing should be of great importance given that they educate the nation. However, local and international literature in education is showing that unreasonable expectations of school communities and the socio-economic challenges of society are creating emotional illness amongst teachers, and unreasonable expectations, coupled with other challenges, are making teaching a challenging profession in the 21st century (Daniels & Strauss, 2010). This results in an assortment of emotions being experienced by teachers towards the different conditions and contexts that govern their work.

Some of the emotions that teachers experience, according to Kelchtermans (1996), are joy, pride, enthusiasm, wonder and fascination. In addition, he points out that it is not only positive emotions that teachers experience. They also experience feelings of powerlessness, frustration, disappointment, disillusion, guilt, anger and even fear. This means that teachers are bombarded with a myriad of emotions when they engage in their activities as teachers, and these emotions have implications for the teachers themselves, learners and any policy or other institutional requirements.

Several other studies explored specific emotions of teachers and what their implications are for teachers and teaching. Hargreaves (1994) presents guilt as one of the central emotional preoccupation for teachers. “At the centre of this guilt is the feeling of self-disappointment, a sense of having done badly, fallen short, of having betrayed a personal ideal, standard or commitment” (p.143). However, he explains that guilt is not inherently bad for teachers, because, when experienced in moderate proportions, it can be a great spur to motivation, innovation and improvement. Unfortunately, the way teachers talk about it, it is more of a feeling of overwhelming frustration and anxiety, which is demotivating and disabling in their professional and personal life. Debilitating feelings of guilt always lead to burnout, cynicism and other negative responses. Santoro (2011) explains that ‘burnout’ is experienced by a lot of teachers. However, she argues that while terms like burnout and demoralization are used synonymously, they do not exactly mean the same thing. They are related, but conceptually distinct yet what most teachers experience is demoralization, in the sense that there is an

inability to access the moral rewards of teaching and that usually results in feelings of depression, dismay, shame and hopelessness. Burnout occurs where "individual teachers' personal resources cannot meet the challenge of the difficulties presented by the work" (p.3).

This feeling of demoralization occurs because teachers are often blamed for systemic and social problems, as they are the easiest target to focus the blame on. Such systemic and social problems include ineffectiveness of curriculum implementation plans, educational administration policy, professional relationships in the school and also relationships with others, such as parents. When teachers are saddled with this blame, it often leads to a sense of vulnerability in their work. Kelchtermans (1996) explains vulnerability "as one of the ways in which teachers experience their interactions with other actors in the school and the community" (p.65), and it implies that their professional identity and moral integrity are questioned. This sense of vulnerability involves not only emotions, but also cognitive processes. Daniels and Strauss (2010) concur with Kelchtermans, as they explain that emotional vulnerability experienced by teachers is linked to how they are being acted upon by pupils, school administrators, parents and the national education department. So when one considers that curriculum change is one of the strategies that the national education department has come up with to improve education, one cannot help but see why it might arouse intense vulnerability among teachers. Moreover, with the amount of curriculum change that has swept the educational landscape in South Africa, it begs the question, Are teachers still unsettled or have they come to terms with the ideas and reasons for these curriculum changes?

As curriculum changes are initiated and implemented, the demands on educators and schools increase, and so does the incidence of stress in the teaching profession. Schulze and Steyn (2007), explain that the stress in teaching is seldom the result of a single cause, but is caused by a number of stressors such as lack of discipline, unmotivated learners, redeployment, retrenchment of educators, large learner to educator ratio, and/or new curriculum approaches. For the context of this research, taking the new curriculum approach as a stressor might explain why teachers are often confused and perplexed about what such changes entail both at a personal and professional level, and especially when they are required to make a

paradigm shift that they have not been trained for and that, in their perception, may not reflect the realities of the classrooms in which they teach.

Louis (2007), points out that trust affects teachers' willingness to work with innovations introduced by central office administrators. When there is any element of institutional mistrust on the part of teachers towards any change effort, the possibility of success for such change effort is always very minimal. I add that trust may also be linked to teachers making subjective meaning of innovations being introduced. This points to the argument made by Fullan (1991) who argues that unless teachers make subjective meaning of change, they are not likely to implement the change as is intended. The experiences of the teachers described below shows that trusting the system and the players within the system plays a critical role in the implementation of curriculum change.

In the South African context, a study by Daniels and Strauss (2010) revealed that teachers in the Western Cape mostly had negative impressions and feelings about the introduction and implementation of Curriculum 2005 and the RNCS curriculum. They criticized the national educational department for "forcing" these changes on them, and argued that the developers of the new curriculum were out of touch with what was required in the field. One of the teachers in the Daniels and Strauss study complained.

> "It is terrible to be the person in the classroom and you are given orders in an autocratic way by administrators. Our curricula, most of our curricula, they are outsourced ... and most of the time the curricula are drawn up by somebody who has not been in teaching for years or probably has had a little bit of teaching experience. They draw up our curricula. They expect us to carry it out." (p. 1387)

The complaint by this teacher shows that the teacher feels like an object in other people's plan and so she is caught in an 'us/ they' conflict, and this is probably because she does not feel respected by the administrators. Daniels and Strauss (2010) also showed that in some schools, teachers lacked the necessary skills to implement the new curriculum effectively. As such the teachers expected the department administrators to provide first hand support to help them during the transitional stages. However, this support was not forthcoming, as another teacher in the study said;

> "We now have a new curriculum that is guided by new principles. New principles require new practices which should correspond with new theories. And those theories..., we are still stuck with Pavlov's stimulus-response theory. We have not yet reached Vygotsky, who talks about mediation ... But our teachers do not understand the concept yet ..." (p.1389)

With such sentiments and feelings towards the introduction and implementation of the C2005, it enables one see that teachers were stressed and mistrustful of the system and the support they received. This then means that for curriculum change to work as intended, teachers need to trust the curriculum and its intentions.

Whether it is guilt, vulnerability, burnout, demoralization, stress, mistrust, joy, hope, happiness, pride, frustration or despair, we need to find out and understand exactly how the three major curriculum changes that have happened in post -apartheid South Africa have affected teachers, especially the introduction of CAPS. To understand how teachers lived through these changes, we have to not make assumptions, but to find out directly from teachers in South Africa who have experienced these changes. Within this overview of the myriad of emotions teachers direct at curriculum change efforts, it is useful in the context of this study to look at how teachers of different ages and at different phases of their career respond to curriculum change.

2.2.4 Age and Career phase influence on teachers' responses to change

This section presents international literature on how career phase and age might impact on teachers' emotion responses to educational change. There is a range of international literature focused on age and career phase influence on teachers' responses, but very little research focused on the responses of South African teacher's based on their age and career phase. Hence this study will enable us understand and bring to the fore what the local context is and therefore contribute to the existing literature on age and career phase responses to educational change.

One thing that helps us get to know teachers, or anyone else for that matter, is to understand what stage of life and career they are in. While it has been argued that teaching is an emotional practice, it does not necessarily mean that one size or type of emotion fits all. Hence Hargreaves (2005) makes the claim that "teachers respond differently to educational change due to their age, gender, subject, and personal orientation to change" (p.967). He

argues that the “time of one’s life is intricately connected to the life of one’s times” (p.968). This means that through their careers, people tend to carry with them meanings that are derived from their particular generation. Meaning that younger teachers today may not be like younger teachers of yester years. Teachers are not just defined by their age or even career stage, but also by the thinking of their generation, and so too are their understandings of educational change. When teachers become more and more cynical about reform strategies, it often has to do with how the change aligns with/ does not align with what they have come to believe (through their undergraduate teacher education and the spirit of the times in which they grew up) about what good education is, and how they change as they progress through the job. This affects what they emote, as well as their commitment to their jobs.

Day and Gu (2007), argue that commitment and resilience are fundamental to teachers' effectiveness, and that variations in professional, personal and workplace conditions in different professional life phases affect these. They found also that teachers do not necessarily learn through experience; that expertise is not acquired in an even, incremental way; and that teachers are at greater risk of being less effective in later phases of their professional lives. There are three key phases where life, career and generational phase have a critical effect on teacher’s commitment: the first years in teaching, the final years in the profession, and the middle 8-13 years into the job. This is in line with Hargreaves (2005) findings from a study conducted on 50 Canadian teachers which showed that while young teachers might be more enthusiastic about and open to change than their older colleagues, they may be less competent and confident in implementing and even understanding it. This is partly because they have nothing to compare it with in the past. For Hargreaves, “this absence of memory that creates openness to change is unavoidably accompanied by missing experiences that would have otherwise put such change into perspective” (p.967). Older teachers often become more resistant and resilient toward change because experiences of repetitive change wore them down and so they concentrated their energies on a relaxed sense of accomplishment within the classroom. While in the middle years of teaching, “teachers retain and rein back some of their enthusiasm and with a growing sense of being established feel able to remain open yet also selective about the change initiatives they adopt” (p.967).

In the light of the Hargreaves (2005) and Day and Gu (2007) studies, it becomes important to find out exactly what the emotion responses of South African teachers are in relation to their age and career phase.

2.2.5 Tying it all together

This literature review began with a brief explanation of what necessitated curriculum change in post-apartheid South Africa. Then the term curriculum was defined. While this study acknowledges that curriculum is both plan and practices, this study is focused on what the implementers of the practice are saying about the plan. The three post-apartheid South African school curricula were explained, first by their intentions and then by the characteristics that led to their partial failure, hence prompting a review and the introduction of a new curriculum. After presenting this history of curriculum change, the implications of these curriculum changes for teachers were highlighted, so as to show how 3 curriculum changes in a space of 18 years might affect teachers in the South African school system, and also to show how curriculum change is a dynamic and substantial part of educational change, with a direct influence on teachers and teaching. It demands commitment and persistence on the part of the teachers, which in turn requires an emotional investment.

This literature review emphasized definitions of emotions as value-laden, intentional and conflictual ways of appraising the world around us and particularly of the 'objects' that we see as important to our flourishing (Nussbaum, 2001, Frijda, 1986). Although emotions are generally aroused in micro-interactions between people, they can also be directed at and affect institutional and societal structures as Turner (2007) stated. In addition, the positivity or negativity of the emotions shapes the motivation and behavior to work that needs to be done in institutional structures.

In reviewing the arguments in the studies into teacher emotions, because these authors looked at emotions of teachers in the context of teaching, it provided an important viewpoint and shed light on the significance of teacher emotions. Looking at teachers emotions showed that curriculum change is so value laden and conflictual and has such an important impact on whether teachers flourish or not. Researching with a focus on emotions appears to enable

involvedness in the circumstances that might otherwise remain unobserved thus highlighting emotions as a useful conceptual and analytical lens in collecting and analyzing teacher's emotion responses to the transition to CAPS.

From the focus of teacher emotions, the literature review moved on to a review some studies that dealt with variations in teacher responses to change due to their age and career phase (Hargreaves, 2005). These studies revealed that younger teachers are more open to change, compared to their older counterparts.

From this literature review, we now understand the various curriculum changes that the South African education system has undergone post-apartheid, we know that these curriculum changes have not been implemented as was intended, and this is partially as a result of curriculum plan and change efforts not taking into consideration the realities of the classroom, and more especially, what meaning teachers have made of these changes. This meaning making can be associated with teachers' understanding of the change and this understanding is dependent on the different emotions that teachers express and direct at different facets of their work, especially at curriculum change, which has the most significance to teaching. Age and career phase variation may play a role in teachers' emotional responses to curriculum change. What this study seeks is to now understand how South African Foundation Phase teachers who experienced these post- apartheid curriculum changes respond emotionally to yet another curriculum change and more so, if there is any difference in their emotions based on their age and career phase.

This next section provides an alignment of the key concepts of the study so as to develop a conceptual framework that will guide this study.

2.3. Conceptual Framework

The essence of a conceptual framework is to provide a network of concepts that will help to analyse the data collected. Henning, Van Rensburg, and Smit (2004) argue that at the end of a literature review, it is very important to create an "alignment of the key concepts of the study (p.26). The key concepts of this study as indicated by Figure 1 are **curriculum change, teacher emotions**, **age, and career phase responses.**

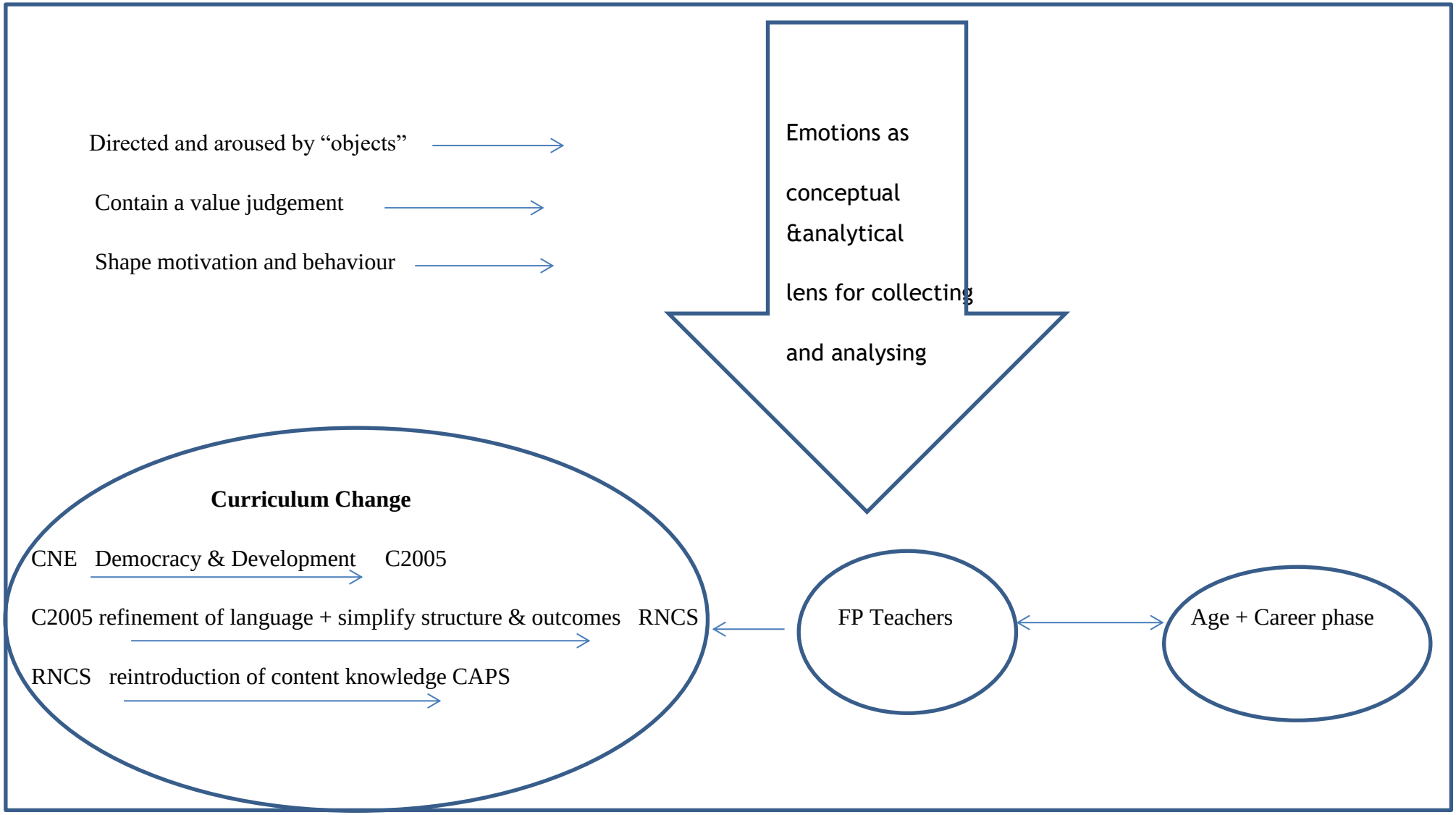


Figure 1. Aligning the key concepts of the study

The diagram in Fig.1 shows emotions as a conceptual and analytical lens for collecting and analysing teachers' response to curriculum change. Hence it is diagrammatically represented as an arrow pointing towards foundation phase teachers of different ages, at different phases of their career. It indicates that teacher emotions are 'directed at' (Nussbaum, 2001) or 'aroused by' (Turner, 2007) the 'object' curriculum change. Teacher emotions are also a judgment of value about the purpose and value of curriculum change, and those emotions shape teachers' motivation and behaviour towards the implementation of curriculum change. Each transition from one curriculum to the other has been necessitated by different needs of the country, education system and teachers. The curriculum section of the diagram shows what need each transition hoped to fulfil. The idea was that the transition from CNE to C2005 will foster the democratic ideals of the then newly democratic South Africa and also to develop the nation for economic growth. The transition from C2005 to RNCS refined the OBE jargon contained in C2005 and simplified the structure and outcomes that had been stipulated by C2005. When all the attempts failed at making the OBE curriculum work, a different approach was taken. The CAPS curriculum reintroduced content knowledge and specified the content to be learnt and when to learn.

The key argument in this literature review is that exploring teacher emotions may reveal new insights into how teachers of different ages who are at different phases of their career as foundation phase teachers respond to curriculum changes, especially during the transition from RNCS to CAPS. This literature review foregrounds emotions as a significant and vital tool in understanding teachers' reactions to curriculum change.

Chapter 3: Research Methodology

There are six sections to this research methodology. The first section describes the research design, and locates it within the qualitative research paradigm. The second section outlines the type of sampling that was done, while the third section explains data collection instruments that were used. The fourth section then describes how validity, reliability and trustworthiness were ensured throughout the study. The fifth section describes how the collected data was analysed, while the last section explains the ethical considerations.

3.1 Research design

This study is a qualitative study. (Merriam, 2002) states that qualitative research is interested in exploring and describing phenomena of interest. This stems from the idea that meaning is socially constructed by individuals in interaction with their world. These constructions and interpretations of reality are open to variations and so change over time (p.3). Qualitative researchers are interested in understanding what those interpretations of reality are at a particular point in time and in a particular context. Learning how individuals experience and interact with their social world and the meaning it has for them is considered an 'interpretive qualitative approach' (p.4). Merriam describes several key characteristics of interpretive qualitative analysis. The first characteristic is that the researcher strives to understand the meaning the people have constructed about their world and their experiences; the second is that the researcher is the primary instrument for data collection and analysis; the third characteristic is that the process is inductive, and typically findings inductively derived from the data are in the form of themes, categories and typologies, but can also generate concepts, tentative hypotheses and even substantive theory(p.4).

This study had these three characteristics as it sought to understand how foundation phase teachers of different ages at different phases of their career in the education system constructed their meaning and interpreted the reality of curriculum change, through looking at their emotions in relation to the curriculum change.

It was important to identify these emotions, so as to understand the underlying meanings that the teachers had made of all of the post- apartheid curriculum changes.

I, the researcher was the primary instrument for data collection and analysis. Because there is a need to understand the ways foundation phase teachers in the South African education system have responded to curriculum changes, this study took an inductive process to uncover from the themes that emerged from the data, teacher's emotion responses to curriculum change so that insights into teachers' understanding of curriculum change is gained, meaning that this study has all the characteristics of a basic interpretive qualitative study.

3.2. Sampling

In selecting the participants for this study, purposeful sampling was used. Purposive sampling, according to Cohen, Manion, and Morrison (2000) is often a feature of qualitative research whereby the researcher selects the cases to be included in the sample based on their possession of particular sought characteristics.

In this study, the sample consisted of foundation phase teachers who have worked with different South African curricula: Christian National Education (CNE), Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS) and are now working with Curriculum and Assessment Policy Statement (CAPS). CAPS was first introduced in the foundation phase, and this informed my reason for selecting to study foundation phase teachers' emotion responses.

There were a total of 10 participants. They ranged from 20+ - 50+ years of age and had between 5 to 29 years working experience in foundation phase. I contacted the participating teachers by writing to different school principals and enquiring if there were any foundation phase teachers in their school who were willing to participate in the research. Some schools responded and some schools did not respond. In the schools which indicated willingness to participate, the school

secretary organised the initial meeting with the teachers to agree on a date and time to conduct the interviews. Interviews were conducted after school, as the teachers had all indicated 2-3pm as a convenient time to meet. The table below shows profile of the participant.

3.2.1 Profile of Participants

Participant	Age range	Qualifications	Teaching experience	Career phase	Interview dates
Anna	50+	NTD	29 years	Late career	(FGI 1 (21/05/2013, 21/05/2015)
Lucy	50+	NTD+ FDE	25 years	Late career	(I.I 27/05/2013)
Polite	50+	NTD+ ACE	21 years	Late career	(I.I 01/06/2013)
Grace	40+	HDE + FDE	25 years	Late career	(FGI 2 28/05/2013)
Leticia	40+	. HDE – JP	18 years	Middle career	(FGI 1 21/05/2013, 21/05/2015)
Marjorie	30+	B.Ed.	12years	Middle career	(FGI 1 21/05/2013)
Cindy	20+	BA + PGCE	6 years	Early career	(FGI 1 21/05/2013)
Natalie	20+	B.Ed.(FP &ECD)	7 years	Early career	(I.I,22/05/2013 ,21/05/2015)
Tshidi	20+	B.Ed. Hons	7 years	Early career	(I.I 24/06/2013 28/05/2015)
Julia	20+	B.Ed.	5 years	Early career	(FGI 2 28/05/2013)

National Teaching Diploma (NTD), Further Diploma in Education (FDE), Higher Diploma in Education (HDE), Junior Primary(JP), Bachelor of Education (B.Ed.), Bachelor of Arts (BA), Postgraduate Certificate in Education (PGCE), Foundation Phase (FP), Early Childhood Development (ECD), Focus Group Interview (FGI), Individual interview (I.I) **Table 2. Table showing profile of participants**

3.3 Data Collection Instrument

3.3.1 The researcher

"A characteristic of all forms of qualitative research is that the researcher is the primary instrument for data collection and data analysis" (Merriam, 2002 p.5). In view of the fact that understanding is the goal of this research, the human instrument, which is able to be immediately responsive and adaptive, is an ideal means of collecting and analysing data (p.5). Merriam's description emphasizes the central role the researcher plays in data collection and analysis as the instruments used rely heavily on the skill and orientation of the researcher.

As a novice researcher, I went through a research design course and so I was aware of what to do and what not to do when collecting data. For instance I knew I could not force participants to participate, I was also aware that I could only tell this story based on what the teachers had said, and not make assumption, so I asked them questions where I needed clarity on what they had said.

All the data for this study came from individual and focus group interviews with the teachers. The study used semi-structured interviews as these are designed with carefully prepared open-ended questions to guide the process. However, this guide was used with some flexibility. I also followed the line of argument presented by the participants so as to develop a better understanding of how they looked at the various issues. This allows an understanding of individual participants' views.

3.3.2 Individual Interviews

Interviews are a naturally powerful way of collecting data in that they accord participants the opportunity to make explicit their perspective (Cohen *et al.*, 2007). Participants can provide answers at length, explaining every detail they want the researcher to capture while at the same time enabling the researcher to ask for clarifications and probe further. According to Cohen et al.

(2007) “interviews are such a powerful tool for data collection, questions to elucidate the desired information have to be thoughtfully and creatively formulated as well as informed by a conceptual framework which guides the issues being researched” (p.395).

3.3.3 Focus group interviews

I also used Focus Group interviews. Focus Group interviews are a powerful tool for data collection; therefore questions to expose the desired information were creatively and thoughtfully formulated (Cohen et al., 2007). These questions were informed by the conceptual framework that guided the study, and within this context, it was a focus on teachers’ emotions and perception of curriculum change based on their age and career phase. The questions were clear and concise, so as to allow the participants’ answer as clearly as possible.

Sections 3.3.2 and 3.3.3 provide the theoretical understanding gained by reading on methodology, and section 3.4.1 provides a detailed description of how the theoretical understanding was used.

3.3.4 Interview Schedule

A short questionnaire requesting their profile information was handed out to the participating teachers (see appendix A). The interview schedule was also handed out to the participants beforehand so that could reflect on the questions prior to the interview (see appendix B). This was done so that they did not feel pressured to provide spur of the moment responses. The interview schedule was not followed to the letter; it was used as a guide with some flexibility. The teachers provided responses, and they sometimes provided answers to the question that followed, so it would have been impolite to ask a question they had already answered. The same interview schedule was used in the Individual and Focus Group Interviews.

In the Individual and Focus Group Interviews, I asked questions that were clear and concise so as to allow teachers answer as clearly as possible. During the interview, I also asked probing questions in order to get more deeply at the argument of the participant. Questions asked covered areas such as their belief about curriculum change; their understanding of curriculum change;

their feelings about curriculum change and much more. The first set of questions asked about the participants' as teachers and how they understood their role in the classroom. The next set of questions asked about their response to previous curriculum changes and their response to the transition from RNCS to CAPS. (See appendix B for interview schedule).

3.4 Data collection

According to Anderson (1997) , qualitative data may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study.

With the letters written by the District official to grant access to schools and teachers, it was a matter of negotiating with individual teachers and making appointments. I wrote letters to different school principals asking permission to find out from their foundation phase teachers' if they will be willing to participate. Some schools responded and asked when I would want to interview their teachers. I replied and indicated that I would conduct the interviews on the days that are convenient for the teachers, preferably after school so as not to interfere with their working hours. The teachers who had agreed to participate then told me through the school secretary when and where the interviews will be conducted. I met with some of the teachers beforehand to introduce myself and let them know what the study is about and gained their trust in the process. As the interviews were conducted just after school hours, I took some light refreshment with me to ensure that I did not keep the teachers hungry after work. In some schools the teachers accepted the refreshments, and in another school they declined and indicated that they were happy to grant me the interview.

I found that the focus group interviews yielded more information in comparison to the individual interviews. That is not to say that the individual interviews were not useful, rather my experience was that Focus Group Interviews created a social environment in which group members were

stimulated by one another's perceptions and ideas. This helped me as the researcher 'increase the quality and richness of my data' (McMillan & Schumacher, 2006 p.360). Compared to individual interviews, the focus groups yielded more ideas. I noticed that Focus Group Interviews helped produce data or ideas that maybe less forthcoming from one on one interviews, as a result of the synergies that occurred. I also observed from the focus group interviews that there was more recollection of details or facts simply because the participants served as reminders for one another. Teachers also spoke more freely in the Focus Group Interviews, as there was a comfortable interactive process going on between them, because the teachers engaged in intense conversations with each other, sparking off each other and using the interview as an opportunity to explore ideas they had not expressed before. They picked up on and elaborated each other's points, completed each other's sentences to show agreement and answered my questions from various angles.

Because Leticia and Cindy were in a Focus Group together, Cindy was able to elaborate on Leticia's point on the training the teacher's received in preparation for CAPS. Cindy confirmed the existence of teachers' negative attitude towards training workshops.

The Focus group interviews provided an opportunity for dialogues and exposed shared meaning making on the part of the teachers in relation to the topic of discussion. The teachers provided answers at length and explained every detail that they wanted me as a researcher to capture and at the same time, the details provided enabled me ask for clarifications and probe further. For instance when I asked what Anna and Cindy meant when they said "the document don't always make sense", Leticia provided clarity in that regard by saying " there was a lot of confusion around assessment"

Although one might argue that because older and younger teachers were grouped together for the focus group interviews, certain voices could become dominant and influence the group. I found that neither older nor younger views dominated the discussion, however, Leticia in FGI 1 was a

lead trainer for the trainings organised by the department and her voice as a trainer added a different perspective to the discussions.

In general, the interviews were a useful way of gathering data about how the teachers thought and felt about curriculum change.

At the end of 2013 I was unable to finish writing up the research due to medical reasons. I took a 15 month research hiatus and in January of 2015 I continued to write up the research report. I decided to re-interview my participants to see if there had been any change in the way they thought and felt about the transition from RNCS to CAPS.\ The reason for conducting a second set of interviews was to see if there had been any significant changes in the way teachers felt with regards to the introduction of CAPS, having used the new curriculum for almost 3 years. The second set of interviews was conducted in May 2015. The interview process was similar to the previous except that this time the interview questions were slightly different. For instance I asked questions like;

- *Do you remember what you felt about the CAPS curriculum when you first started working with it?*
- *Now that you have been using the CAPS curriculum for almost 3 years, what do you feel about it now?*
- *Would you say that there have been changes in the way you feel now compared to how you felt at the beginning and also from 1 ½ years ago when I first interviewed you?*

These questions helped me probe a little further with regards to how teachers felt about the transition from RNCS to CAPS now that they had been teaching with the new curriculum for about 3 years. The second round of data collection proved to be very useful as I uncovered some differences in the thoughts and feelings of some of the teachers about CAPS three years on.

The interviews were audio taped. I painstakingly transcribed the interviews myself so that I could get familiar with the data, while trying to figure out how to begin coding. I spent about 27 hours in total transcribing the interviews. I locked up both the audio recorder and the transcribed

interviews in my safe at home, as I had undertaken to keep the recordings and transcriptions safe and destroyed at the completion of its use.

3.5. Research Analytic Approach

According to Anderson (1997), Thematic Content Analysis is the most foundational of qualitative analytic procedures and in some way informs all qualitative methods (p.1). Anderson describes Thematic Content Analysis as a form of "low hovering" over the data and writes that "in conducting a Thematic Content Analysis, the researcher's epistemological stance is objective or objectivistic. The researcher groups and distils from the texts a list of common themes in order to give expression to the communality of voices across participants" (p.1). Every reasonable attempt is made to employ names for the themes from the actual words of the participants, and to group them in a manner that directly reflects the text as a whole. While sorting and naming of the themes requires a level of interpretation, interpretation is kept to a minimum and "the researcher forestalls interpretation of the meaning of the identified themes until later in the discussion chapter of the research report" (p.2).

The critical research quest was to find out how teachers of different ages and career phases differ in their emotions in response to the transition from RNCS to CAPS. It seemed appropriate that the study took the Thematic Content Analysis approach as it allowed for themes to emerge from the actual words of the teachers, so I was able to identify common themes that emerged from the data collected.

3.5. Data Coding and Analysis

'Qualitative data analysis involves organizing, accounting for and explaining the data so as to make sense of the data using participants' definitions of the situation, noting patterns, themes, categories and regularities' (Cohen et al., 2007, p. 461).

According to Wolcott (1992), the greater problem for first time researchers is not how to get data, but how to figure out what to do with the data they get (p.9). This is exactly where I found myself in this process. I had the interview transcripts and so the next question for me was 'how do I begin to do this?' One way of doing something with data in rendering an account is to stay close to the data as originally recorded (Wolcott, 1992).

I decided that my strategy would be to treat the data I had collected as fact. My underlying assumption and hope is that the data will speak for itself; albeit I will go beyond just letting the data speak for itself by ordering and analysing the data in a careful and systematic way. I need to do this if I am to identify any similarities or differences in the emotion responses of older and younger teachers towards curriculum change.

At first I thought that in order to present the data meaningfully and appropriately, all I needed to do was to go through the interview transcripts and pick out what emotions that teachers had expressed because after all, the research and interview questions had been about curriculum change, so the emotions they had expressed would tell me exactly how they were thinking and feeling about curriculum change especially, the transition from RNCS to CAPS. Yet as I began highlighting the emotions that teachers expressed in the transcripts, I realized that the emotions they expressed were directed at different objects. It then became clear to me that in order to make sense of the data before me, I needed to find out the particular objects that teachers' emotions are directed at. So I painstakingly went through each response and then identified what objects these emotions were directed at. This was appropriate for the data, as Nussbaum (2001) argues that emotions are always directed at an object. This enabled themes to emerge in the description of individual experiences, and responses from the interviews were categorized based on themes that emerged from the data in relation to research questions and literature review. These themes provided me with frames to work with, and also aided in the selection of literature to use in interpretation.

I adopted the categorization of Steinberg's (2013) list of characteristics of the teachers' responses indicating a response with strongly expressed emotions and adapted it by providing examples from this study;

It is important to note here that in some cases there were no explicit emotive words that were expressed however; differences in tone or body language indicated how teachers felt so I took that into account as well.

1. words that signify emotions: e.g. frustrated, sad, disappointing, angry , excited
2. strong descriptive adjectives or exclamations: e.g. Oh Gosh , incredibly frustrating, wow, etc.
3. Strong adjectival qualifiers: e.g. extremely time consuming, can actually show, really think that, enjoy very much
4. Repeated words for emphasis: e.g. very very difficult, change and change and change all the time.
5. Striking metaphors: e.g. being painted red, dark cloud hanging over us
6. I kept the indication of laughter in the quotes, as laughter often signified that teachers were saying something that was important to them but they were a bit embarrassed to say.
7. Body movement e.g. sighed very heavily, shook her head or sneered.(p.111)

I took the categories form Steinberg 2013, but the examples above come from my own study.

This inductive method of analyzing the data allowed me provide more in-depth analysis of aspects of the data that formed trends and patterns that were considered vital and significant to the study. The interpretation of the data then followed to make meaning of the themes emerging, in terms of the study's conceptual framework and other relevant literature. The analysis of the findings provided an understanding of teacher emotional responsiveness to curriculum changes based on their own perspective and then analyzed for the differences between age and career phase. As required by Thematic Content Analysis, names for themes were generated from the

actual words of participants and used to group themes. Sorting and naming themes requires some level of interpretation, for example, although the themes Department and Training were similar in the emotions teachers expressed and trainings are organized by the Department, it would have been easier to merge the two themes. Interpretation allowed for a clearer understanding of teachers words and emotions towards training, slightly differed from what they were saying about the department.

For reference purposes, each response was numbered and the pseudonym of the teacher speaking was also indicated. e.g. 2. (Leticia) would indicate that it was the second response in the interview and it was made by Leticia. I coded the responses as strongly expressed emotion (SEE), and then subsequently indicated what the SEE was directed at.

Frequently, the responses did not have just one object at which the emotions were directed but were directed at two or three different objects. Allocating these codes demanded a lot of reflection. It was quite a lengthy process, as I decided how long to make the coded section, which code to allocate and which combination of codes best described the section. I realised that when allocating codes I needed to carefully code for what the teachers were talking about, not for what themes I felt their responses were about. For example, the code 'image of profession' developed in response to what teachers were saying about why and how they got into teaching and what motivates them to be good teachers. In some other cases, the code represented what teachers were saying about public perception of teachers.

Although it was a very demanding process, I had many "Aha" moments, as I could see how it would all come together meaningfully.

3.6. Validity and Reliability

According to Cohen et al., (2007), reliability is concerned with the accuracy of the measuring instrument or procedure, whilst validity is concerned with the study's success at measuring what the researcher sets out to measure.

To further support the reliability of the collected data, participants were requested to verify and proofread transcripts and notes taken during data collection to ensure that there was no misunderstanding or misinterpretation of views between the participants' and the researcher.

McMillan & Schumacher (2006) refer to validity as the degree of congruence between the explanations of the phenomena and the realities of the world. They argue that validity is enhanced through continuous refinement of the sampling and data collection techniques throughout the data collection process. As such, in this study validity was maximized by first engaging in informal discussions with some of the teachers to build trust and give them interview questions so as to pave the way for responses that elicited and reflected the true feelings of the teachers. Two teachers were also included in on-going development of ideas of the interviews, as the data chapter was given to them for comment. For instance, when I gave Lucy part of my data chapter to read, she noted on it *"yes this captures exactly what I was saying".* Including teachers in the development of ideas from the interviews ensured that their conceptions, ideas and perspectives were properly analysed and included in the write up. This ensured the validity of the study.

3.7. Trustworthiness

For Shenton (2004) trustworthiness in qualitative research is needed to support the argument that the inquiry's results are worth paying attention to. In simpler terms, trustworthiness refers to the way in which qualitative researchers make sure that transferability (ability to generalize the results of the research), credibility(establish confidence in the truth of the results or information and the context in which the research is undertaken), dependability (establish consistency if research is repeated with the same participant in the same context) and confirmability (the degree to which results are a function solely of the participants and conditions of the research and not of other biases, motivations and views) are evident in their study (p.63).

This study fulfils all four criteria of trustworthiness. To ensure transferability, sufficient information regarding the interviews and background of the participants has been provided to enable the reader decide if the findings of the study can be applied to other similar situations.

This study ensures credibility because sufficient information about the participants has been included. Direct quotes from the participants are also included in the data presentation section to show the actual words of the teachers who participated in the study. Participants were also given the opportunity to refuse to participate, to ensure that no one is coerced into providing answers. As such, participants were able to speak freely about their feelings about the transition to CAPS

To ensure that the study is dependable, in depth details of the data collection and analysis has been provided this enables the reader evaluate the effectiveness of the process of inquiry undertaken.

With regards to confirmability, I undertook this research to satisfy my curiosity regarding teachers emotion responses to curriculum change based on their age and career phase. I am neither a registered teacher nor affiliated to any teacher union, and I am not employed by the Department of Education. I am a neutral party concerned with better understanding and shedding more light on the influence of teacher emotions in their responsiveness to curriculum change.

3.8. Ethical Issues

Before contacting any of the teachers participating in this study, I first had to sort out the administrative part of my data collection process. I gained permission from the Gauteng Department of Education to have access to teachers affiliated to it. Permission was also sought from the University of the Witwatersrand's ethics committee (see appendix F and G for the ethics clearance letter and regional permission letter).

To make sure that the study was ethical the teachers were not coerced or bribed to participate in the study. The interviews were conducted at the time and venue convenient for the teachers.S

The study ensured anonymity of the teachers as no information that would lead to their identity being revealed has been used in the final write up of the report. As such the names of teachers and their schools have not been disclosed to ensure anonymity and confidentiality. I have used pseudonyms to refer to the teachers in the study. I have also not included the consent forms they signed in the appendices attached to this report, as this would inadvertently reveal their true identities; as such my supervisor does not know the real identities of the teachers in this study. In

addition, participation in the study was voluntary and the teachers were told what the study was all about. An information letter and a consent form were given to the teachers in which they had to indicate whether they would participate or not (see appendices C-E). All participants were assured that data collected was for the purpose of the partial fulfilment of the Master's Degree, reassuring them that the information provided would not be used for any other purpose other than for academic purposes.

Risks that this study may present to its participants such as psychological risks have been considered. This study was considered low risk, as informal discussions held with some teachers showed that teachers welcomed the opportunity to tell the curriculum story from their perspective, and wanted to contribute to literature that will enable others understand teachers and teaching as profession. Interview questions were also given to the participants beforehand so that they could carefully think of the answers to the questions and therefore not feel pressured into providing answers.

Chapter 4 Data Presentation

This data chapter presents teachers' thoughts and feelings in response to curriculum change. It begins with an overview, followed by six themes that emerged from data coding process, starting with the theme which elicited most emotion responses from teachers. Coding the data revealed that for all the foundation phase teachers in this study, curriculum change is more than the new curriculum policy document to be implemented. When the teachers spoke about curriculum change they were concerned with both the curriculum policy itself and with the assessment policy. They also referred to the training they received in preparation for implementation, the kinds of learners they have, the reporting demands that came with CAPS and the support (or lack thereof) they received from the department, their relationship with their colleagues and their image of the teaching profession. Each one of these 'sub-objects' is an aspect of curriculum change at which teachers' emotions, be they positive, negative or ambivalent, were directed. However, in some instances, the teacher's comments overlapped between two "sub-objects". In that instance, I had to decide by carefully going over the comment again to see which 'sub-object' the comment was more about.

	Positive responses	Negative responses	Ambivalent responses	Total responses
Curriculum and assessment policies	35	45	6	**86**
Self- image	31	14	3	**48**
Department	0	32	0	**32**
Colleagues	27	1	0	**28**
Training for curriculum change	2	21	0	**23**
Image of profession	19	2	0	**21**
Total Responses	**114**	**115**	**9**	**238**

Table 3: Objects of teachers' emotion

The table shows that more than a third of the total number of teacher responses was in relation to 'curriculum and assessment policies', which elicited more negative than positive responses. Significantly, self- image was next, indicating that the curriculum and assessment policy directly affects how teachers see themselves. The 'Department' as an object of teacher emotions had only negative responses, while 'colleagues' had mostly positive responses, giving a clear indication of where teachers find value and support. 'CAPS Training' and 'Image of profession' (which are both concerned with how teachers are seen by others) elicited almost the same number of responses from the teachers. CAPS training had more negative responses, whereas image of profession had mostly positive responses.

4.1 Teachers' emotions regarding curriculum and assessment policies

Object of teachers' emotions	Positive responses	Negative responses	Ambivalent responses	Total responses	Older teachers (5)	Younger teachers (5)
Curriculum and assessment policies	35	45	6	**86**	Positive: 21 Negative: 27 Ambivalent: 2 Total: **50**	Positive: 14 Negative: 18 Ambivalent: 4 Total: **36**

Table 4: showing response to curriculum and assessment policies

In relation to the new curriculum policy documents, there were more negative than positive responses. Older teachers responded more than younger teachers, yet the proportion of positive to negative responses between older and younger teachers was the same.

When I interviewed the teachers, I asked how they worked with the curriculum and their responses illustrated how they used the curriculum as a guide in planning.

> (Julia 20+) *I try to make it make it (the curriculum) my own and incorporate it into what I have to teach. That's what I do and go and find more things to see what I can help them do. I use it as a guide and tailor it to how it works for my classroom and how it works for me.*

(Polite 50+) *To be honest with you, the curriculum for me is a formality. You know, something that you have to use to plan your classroom work. Deep down within me, if there was no curriculum, I know exactly what I would teach my learners and when I should teach it to them. That is not to say that the curriculum is all rubbish. It is a very useful document that guides everyone in the system and keeps all teachers on track. If there was no curriculum, people would go off doing their own thing and at the end there would be so much confusion and all the pupils would not be on the same level. So in essence it is what keeps us all on the same page.*

Julia is a younger teacher with about 5 years teaching experience. Polite is an older teacher who has 21 years of teaching experience. Julia and Polite's comments are examples of how teachers thought and felt about curriculum policies in general. Julia the younger teacher used the curriculum as a guide, indicating that she had a self- oriented relationship with the curriculum. Polite, the older teacher, on the other hand almost saw the curriculum as an imposition although she acknowledged the need for curriculum policies. Polite has more experience to build on, and has more confidence in her knowledge. She has also been through more policy changes.

What determined which parts of the curriculum the teachers emphasized most was the type of learners they had in their classrooms. The teachers commented that they tailored the curriculum to their personality and style of teaching.

(Leticia 40+) *Well, I think I speak for all of us when I say that what we pretty much do is use it as a guide to prepare what we need to teach the kids. Although at foundation phase level you know what to teach them and how to teach it.*

(Lucy 50+) *But I must put myself in the curriculum and I have to put the kind of child that I am teaching into that curriculum. If they are not ready for it, I have to change what I am doing while I am administering that curriculum.*

(Tshidi 20+) *I just go with the flow. Whatever works for me and whatever feels natural to me, I just go with it.*

Leticia and Lucy are older teachers with 18 and 25 years of teaching experience respectively. Tshidi is a younger teacher who has about 7 years teaching experience. Irrespective of their age or teaching experience, these three teachers said they tailored the curriculum to their personality and style of teaching. Leticia's selection principle is her knowledge, gained through experience. Lucy's selection principle is the child's, and Tshidi's selection principle is her own style.

The teachers understood the importance of the curriculum policies in keeping all the teachers and learners nationwide on the same page, the realities of their classrooms required that they tailored it to their needs and current situation; this presented the problem of the mismatch between the curriculum policy and the reality of the teachers' class. Regarding the gap between policy and practice, the teachers all said they were mainly concerned with the kind of learners they had in their classroom. The assumption from policy makers is that when teachers are given curriculum policies, they take it and implement it as is. From the interviews, I confirmed that teachers did not implement it as is, rather they "chopped and changed it" as they went along, so that the curriculum met the needs of their class.

Leticia, Marjorie, Anna, Cindy and Lucy and Polite all said that although curriculum policies sometimes contain some ambiguities, they understood why CAPS needed to be introduced. They used positive emotion words like *excited, happy, quite glad.* They understood that the orientations of the previous two curricula had made uniformity in teaching and learning nationwide very problematic and as such some learners were becoming more empowered than others. One of the key elements they saw as lacking in the C2005 and the RNCS, which CAPS brought back into focus, was progression. "*One of the things exciting for me about CAPS is that there is progression for Grade R right through to Grade 3. It's the progression part of the document which what I think was lacking in the RNCS"* (Leticia 40+).

I asked about the assumption and notion that CAPS is very prescriptive as it provided a step by step procedure for to how to carry out teaching in the classroom. The teachers were divided on this question. Leticia, Marjorie and Cindy disagreed with the assumption that CAPS is very prescriptive.

> (Leticia 40+) *I think in some ways, CAPS gives us a lot more direction. It's almost going back to the old syllabus way of doing things. So in terms of schools having the same level or covering the same type of work, I think that that is a positive*

> *thing. It certainly is not focused and caught up in Learning Outcomes and have we covered this 123, 7 .A.B that took forever in terms of preparation that in many ways was not practical and was not helpful in teaching because you got so caught up in the admin of your planning that when it actually came down to doing things in the classroom, we were doing things completely differently*.
>
> (Cindy 20+) *Ya! I think CAPS allows for a little bit more flexibility, personally that is what I think. We can avoid having kids write out all the learning outcomes in their book even though they didn't know what it meant, even though it was useless and a complete waste of time. Now we can avoid all that.*
>
> (Marjorie 30+) *For me I find that with CAPS, although we plan together, it also allows you the flexibility in your own classroom so you can actually take a theme or concept and develop it in whichever way you want in terms of what works for your children. I find it quite flexible and of course we work not so much by the documents, but by the professionals that implement it. We have made it our own. It's not so much that the Department says: here it is. It's not very prescriptive, which is quite good.*

Leticia, Cindy and Marjorie said that contrary to its assumed prescriptive nature, CAPS allowed them flexibility in their classroom to do what was best for the learner, as well as the teacher. They said that the prescriptive nature of CAPS applied more to the "inexperienced" teacher, but for the "experienced" teacher, it allowed for them to be more creative in their approach to teaching, though it meant that the teacher constantly needed to be energetic so as to keep the learners engaged and interested in what was being taught.

On the other hand, Grace, Julia and Tshidi thought that CAPS was too structured and prescriptive, hence it stifled their creativity.

> (Grace 40+) *"I think it's definitely more structured and I think for an inexperienced teacher that is quite useful, but for teachers that have been used to doing their own things, some things I find a bit too structured and I think I wouldn't do it like that and I find it stifles your creativity a little bit. But it's good for the person that hasn't any creativity. But on the whole, how I felt about it is that it's so disheartening.*

For teachers such as Grace who felt CAPS "stifled their creativity", the policy and its structure made them feel inadequate. Grace's negative emotion of frustration towards CAPS was as a result of her perception that CAPS "stifled her creativity" as a teacher. She knows she is an experienced teacher and this left her "disheartened" that the policy did not take into

consideration her ability and experience. Teachers who felt the same way like Grace felt like there was no room for them to express their creativity as teachers, so it took away from their professionalism and trivialised their work as teachers.

Julia, a younger teacher also felt CAPS undermined her as a professional due to its prescriptiveness. Her argument was that as a professional, she should be allowed to determine how and what she taught her learners.

> (Julia 20+) *I have not been teaching for that long, so for me this curriculum is what I know. But you know, sometimes I ask myself why the curriculum has to be so explicit... do this on Monday and do that on Tuesday. What if I don't want to do it that way because I feel my learners will benefit more if I did it another way? So for me, that is where it might be a problem. In the sense that it feels as if we don't know what we are doing, so someone else has to say to us: do this today and do that tomorrow. So where is the space for me to be creative and express myself as a teacher who studied to teach? Ya! So that is where I feel that this curriculum might undermine me as a professional.*

> (Tshidi 20+) *I have negative emotions towards CAPS because it tells you: Monday you have to do this and you have to be done with it. On Tuesday you have to do this and you have to be done with it.*

Julia and Tshidi, who are both younger teachers with 5 and 7 years of experience respectively, understood themselves to be competent professionals who had been trained well. Grace, an older teacher, felt the same but she based her reasoning on her 25 years of experience teaching. The crux of the matter for Grace, Julia and Tshidi was the explicit nature of the curriculum, as being told what to do, when to do it and how to do it undermined their abilities as professionals.

Talking about assessment policy also elicited negative emotions from some teachers. Some emotion words they used to describe their feelings were "*frustration", "very upsetting" and "worrying".* Almost three years of using the CAPS curriculum had not changed the way Leticia felt with regards to the assessment policy.

> (Leticia 40+, 2013) *I think probably the first six months (of CAPS), we all felt a strong sense of frustration .We were still finding our feet in terms of assessment tasks, and the new rating scale and where do we fit the children in. The guide says*

> *percentage! percentage! percentage! That is great if you are working in a test environment, but we don't do that in foundation phase.*
>
> (Leticia 40+, 2015) *For instance, we are expected to assess with a rubric but the rubrics that we follow are different to the one that the other school follows. If for instance they said: this is the rubric that we want for English reading or for memory skill or for physical education, this is the rubric to work through, and if the rubric was used across the board, and if that comes firmly, then we would have a better understanding of what they want from us.*

Leticia was frustrated by the confusion and lack of clarity around assessment requirements in CAPS prompting a negative response towards the assessment policy.

Other teachers in this study also talked about how negative they felt with the introduction of CAPS, Anna, an older teacher with 29 years' experience, admitted that with the introduction of CAPS, she became confused as to what was required, and even began questioning her abilities and capabilities as teacher, while Tshidi a younger teacher said "it was all over the place." Anna and Tshidi responses to CAPS showed that not all the teachers in the system received the introduction of CAPS positively. However, two years later when I interviewed them again, there was a change in their feelings. Notwithstanding their age, Anna and Tshidi showed there was a possibility of negative feelings changing over time.

> (Anna 50+, 2013) *You know CAPS was introduced with all of us coming from different training background and now being told to go right back and start something different. I was at a complete loss personally and panicked for a long time.*
>
> (Anna 50+, 2015) *Look what I can say comes from being a grade 2 teacher and not being a grade 1 teacher and I have been teaching here for 22 years which is quite a long time. I have noticed that the standard of the grade 1's who are coming into grade 2 is a lot higher and it's made my job a lot easier. I don't know if I can vouch for the grade 3s, but for a lot of the stuff that I am now teaching them, the foundation has already been laid in grade 1 and I am now building on the foundation and that is obviously a CAPS thing. And it is an asset for the Grade1's because they are following CAPS so I have noticed an improvement in standards. I definitely have.*
>
> (Anna 50+, 2015) *Ja. I think we are very comfortable with CAPS, now that we can see where to go and what to do.*
>
> (Tshidi 20+,2013) *CAPS, I am not happy with. I wouldn't lie to you because I have gone through a lot, even though we've only been doing it for about a year or*

so. CAPS is very... Well people claim that CAPS is the next best thing to I don't know what. But it's not in my case. It's all over the place.

(Tshidi 20+, 2015) *In terms of my feelings now about CAPS, it's both positive and negative. And for me it's mostly positive. Because it sets out for you what is expected. You don't have to sit and guess. You know, like I need to focus more on this instead of that. Yes, your kids will sort of guide you in terms of what they are not so good at. Like bonds, maybe you need to focus more on bonds.*

The shift in the way Anna and Tshidi felt was an indication of how, over time, the curriculum change became easier and was experienced as more beneficial. They both moved from being afraid, unsure and unhappy as the curriculum change generated fears about their ability to being able to cope with CAPS. Two years later, both understood the change better and both considered the change to be positive, especially as they saw how it benefitted the learners in their classrooms. Given time, they understood and agreed with the purpose of the change and it became more comfortable for them and they became able to work with the curriculum productively.

Looking at the ages and the career phase of the teachers in relation to their responses to their use of the curriculum, the prescriptiveness of CAPS, or the lack of clarity of the assessment policy or their emotions around the introduction of CAPS, there was no distinction between older and younger teacher's responses. The older and younger teachers felt just as happy and frustrated at the introduction of CAPS, felt equally frustrated at the lack of clarity around assessment, felt it stifled or allowed creativity. Significantly, older and younger teachers were equally able to experience a shift from negative to positive feelings to CAPS once they saw how it benefitted their learners.

In summary, this section showed that there is an array of emotions the teachers directed at the sub-object 'curriculum and assessment policy'. Some teachers described being happy, glad and excited at the introduction of CAPS, as CAPS reintroduced content, has progression, and is sequenced. These qualities of CAPS have enabled learning for their learners and made teaching easier. Other teachers described feelings of frustration, confusion and being disheartened at CAPS. Although some teachers said that CAPS enables them to be creative, some others argue

that CAPS stifled their creativity. The negative emotions directed at CAPS also came from the confusion the teachers experienced when it came to implementing the assessment policy.

This section highlighted that opinions can change over time, and what enabled teachers to change their minds over time was the observation of whether or not the curriculum was beneficial for their learners.

4.2 Teachers' Emotions Regarding Self –Image

Object of teachers' emotions	Total responses	Positive responses	Negative responses	Ambivalent responses	Older teachers (5)	Younger teachers (5)
Self-image	48	31	14	3	Positive: 18 Negative: 5 Ambivalent: 0 **Total= 23**	Positive: 13 Negative: 9 Ambivalent: 3 **Total =25**

Table 5: showing response to the sub-object 'self- image'.

It came as no surprise that one of the themes that emerged from the data was teachers' self-image. Teaching is an emotional practice and so I understood that naturally teachers would have strong emotions when it came to their self-image and how they saw themselves as professionals. Some of the quotes below attest to the fact that teaching is a calling and teachers are proud of what they contribute to the society. These quotes also reveal the internal motivation and feelings of reward that teachers whether older or younger, gained from being teachers, such as the "feeling of making a difference", the feeling of "imparting new things and showing learners the world", and "enjoying assisting others".

> (Grace 40+) *I became a teacher because I wanted to make a difference in children's lives and I could relate to them. I wanted to be a teacher since I was about 9 years old; I enjoyed imparting new things and showing them the world, really.*
>
> (Tshidi 20+) *I feel like it's in me. I don't need motivation to stay or to be a good teacher. It's in me, I've always loved it. I've always enjoyed assisting others. So I*

> *am teaching foundation phase and I love being around kids. It's in me, it's not something I have to dig deep and find. It's just the type of person I am. I enjoy teaching, so am passionate about it. It's in me and it's never going away. This is my life, this is who I am. Being a teacher is me. It's who I am. If I am not a teacher, then who am I? I can't imagine myself doing any other thing.*

Yet, the dramatic change in the nature of the curriculum from OBE to CAPS brought up feelings of insecurity in teachers that made both older and younger teachers question their abilities as teachers.

> (Anna 50+) *... I was in a huge panic and felt very insecure in my teaching and I went from knowing to not knowing how to do what I was supposed to do. I was at a complete loss personally and panicked for a long time.*

Anna panicked because she was unsure about what to do in the new curriculum. She panicked because she had to change from what she knew to something different. This indicated that change did not happen so readily and easily for Anna. On the other hand, Cindy found the transition is easier for her because she has not been teaching for so long in a particular way.

> (Cindy 20+) *I think as a younger teacher, I found it much easier because I had not been teaching for 20+ years and then suddenly asked to change and so I felt a lot more comfortable and flexible and able to adjust*.

There was an indication that teacher education and years of experience played a significant role in the way teacher perceived, understood and embraced the change.

Tshidi works in a school that was declared under-performing and she described how she felt.

> (Tshidi 20+) *This change coupled with the underperforming label has most definitely affected me. Like even coming here to study is like it's a complete waste of my time. I feel like I am studying to leave. I am studying to get out the education system. It's, I don't know..., I am not happy with a lot of things. I am not excited about my job. I can't make any decisions for myself as a professional even though children are different. I can't do what I want to do. It's in the file, so you have to follow it. If you don't follow it, you have to account as to why you are not following it.*

Tshidi felt that the underperforming label was not just about her school, but about her performance as a teacher as well. And this left her feeling like a failure, to the extent that she

considered leaving the profession. Tshidi is an indication that negative labelling has a profound effect on those the labels are placed on.

Conversely, other teachers like Cindy a younger teacher and Leticia an older teacher, described feelings of positivity, as they felt like CAPS had brought about their growth as teachers.

> (Cindy 20+) *I think now that we have found our feet, we have all learnt a lot and I feel like I have grown a bit you know. And learnt about policies and about ourselves as teachers, and what we can't do what works, what doesn't work and you know even though it was frustrating, challenging and difficult, I think it was also positive. I feel like I've grown.*
>
> (Leticia 40+) *Sometimes it's good to start things afresh. For some of us who have been teaching in the same school for years, we tend to use the same preparation, same activities. The same things year after year and they get stale. We are comfortable with them and so we keep on doing them. So now with CAPS we are forced to rehash some of the things we did in the past so we also feel fresh in our teaching which I think with any kind of change can be a positive thing.*

For Cindy and Leticia, having to change had not affected their confidence or their abilities as teachers. Rather they recognized that the change helped them grow as teachers and gave them a 'fresh' perspective through which they were able to do things differently and better.

The older and younger teachers in this study were all passionate about teaching and saw teaching as a vocation. In relation to their self-image, older and younger teachers alike felt growth in their manner of teaching using CAPS, and there were older and younger teachers who felt low in their self- image. However the younger teacher Tshidi felt negatively about her self- image mainly because of the under-performing label, while the older teacher Anna felt a low self-image because of "suddenly being asked to change". This indicates that low or high self-image in the face of curriculum change can affect both older and younger teachers.

In summary, this section showed that teachers self- image is tied to their perceived abilities to do their job well, and if they felt like the curriculum undermined their abilities as teachers, it affected how they saw themselves and they began to have low self- esteem and question themselves, and if they felt like the curriculum enhanced their teaching, it also enhanced their

confidence and they felt good about themselves. The comments in this section from the teachers also revealed that for younger teachers, their teacher education partially shapes their emotion reaction to curriculum change, while years of experience partially shape older teachers emotion reaction to curriculum change.

4.3 Teachers' emotions regarding the Department

Object of teachers' emotions	Total responses	Positive responses	Negative responses	Ambivalent responses	Older teachers (5)	Younger teachers (5)
Department	32	0	32	0	Positive: 0 Negative: 20 Ambivalent: 0 **Total = 20**	Positive: 0 Negative: 12 Ambivalent: 0 **Total = 12**

Table 6: showing responses to sub-object 'Department'

The table shows the teachers had nothing positive to say regarding the department, and more than half of the responses came from older teachers.

The Department of Basic Education says that "teachers play a significant role in the education and transformation of our society. Teachers bear the weight and responsibility of teaching, and, apart from parents, are the main source of knowledge and values for children" (www.education.gov.za). Naturally, it is assumed that with the important role that teachers play in the education system, the department provides teachers with the necessary assistance and support that they need in order to carry out their duties effectively.

In this study, the teachers said that there was very little support from the Department when it came to helping them cope with the rigours of curriculum change. There was no positive response from the teachers with regards to support from the department. Rather, the teachers said that the reporting demands made on them with each curriculum change on top of the demands of running their classroom efficiently, made their jobs more difficult. Some teachers said that rather than try to make their lives easier, the department burdens them with so much paper work that

really has no positive contribution to the welfare of the classroom, the learner or the teacher. They raised issues such as poor dissemination of information and lack of support from the Department.

The teachers complained that the dissemination of information with regards to this CAPS was very poor and there was confusion around what the policy required. An example of this confusion is explained by Leticia's comments below. Leticia's comments reflected what other teachers in the study said regarding the department. (Leticia was also a facilitator at the GDE curriculum trainings) She made the first comment in 2013 and the second comment in 2015;

> (Leticia 40+)(2013) *what happened with the implementation of CAPS is that not every district office was on the same page. District Officials and schools were all in different places and so the implementation was rushed as not everybody had understood exactly where we were going with this. There was also confusion around the results in terms of language. Afrikaans is our second language. So what was the lowest and highest grade that a child has to have in order to pass or fail Afrikaans as a second language?*
>
> (Leticia 40+)(2015) *But there is still a lot of assessment that we still have to get through, that we struggle to get through and also still not a lot of clarity from the department in terms of what we should be assessing. So we get a theme or whatever that we are supposed to be following and these are what they want us to assess, but then when we look at things, schools are doing the same type of theme but are assessing in a different place and in a different space. So there is still quite a lot of confusion in terms of standards I think.*

The frustration and confusion around the dissemination of information showed that not all teachers understood CAPS requirements and unfortunately two years later teachers still complained about the lack of clarity. This confusion affected the meanings that teachers made of the curriculum.

Regarding the lack of support from the department, the quote below captures how teachers generally felt about the lack of support that they received from the department. Lucy was not the

only teacher to express her dissatisfaction with the department; her comments are representative of the feelings of other teachers in this study.

> (Lucy 50+) *I feel sad, and even now the district officials are coming to check up on me and sometimes it isn't even policy, but to make their lives easier. The GDE are supposed to be listening to National, but because they have got so much work, they are putting more paper work on us so that they can collect all these papers so they write their own reports. And it's not really supporting the learner or the teacher. If I need support, I can't get support from them. I mean from my principal I can, and from my co-workers, but any problems I have here in the classroom unless it's in the policy, the department won't help. For instance with this language policy where I am teaching English as a language of learning and teaching, am teaching it to learners whose first language is not English. English is not their home language. Some of the learners can't even speak English. I also have to teach Afrikaans as a second language but it's actually their third or fourth language. So when I go to a course on how to teach Afrikaans, which I do know how to teach Afrikaans, I struggle. Because ... No I don't struggle because I am capable they love it and they are actually doing quite well. But when I try to explain that I should be putting more time into English because that is where they are doing their entire learning and Maths, Science and technology subject, because that is where I should be putting my efforts, nobody is available to listen.*

Lucy's comment showed the external pressure she felt the department placed on teachers yet provided no support to teachers. It also shows the internal effect of the external pressure as she begins to struggle to teach a subject she classes herself as being capable to teach.

> *I have written letters even to the MEC of Education, it's not answered. If I have a child who is not coping and I have tried to support the child, and I think the child should be in a specialized school, fill in all the forms and give permission letter, nobody listens. Maybe I will find somebody to assess the child in a quick 2 hour or 3 hour assessment, they write a report ... Yes. The child should go. That's the end of it. The parents say ... No I am not transporting my child to that school. So there is no support for us as educators in the GDE. No support really.*

Lucy's unhappiness with the department also came from the fact that the department did not recognise her opinion as a professional. This feeling of powerlessness is what intensified Lucy's negative feelings towards the department.

> *So they are on top of us with all sorts of forms to fill in and when we assess, how many assessments and all they do is come and assess and tick ... Yes I can see you have done 3 assessments, but there is no support for us whatsoever.*

Lucy comments on all the forms and paperwork that she needs to get through and how the district officials who come for inspection in her class are not sympathetic to the fact that not only does she have to teach, but she also has "all sorts of forms to fill out as well". She felt that the district officials concern should not only be the number of assessments the teacher had done with her class, but other concerns that the teacher may have aside from assessment. These external pressures from the department compound the problem for teachers and further complicate the 'us /them' mentality that teachers have developed about the department.

> (Lucy 50+) *So I am sad. And so here I class myself as a capable teacher and am feeling no support, so what about those teachers who are inexperienced? The teachers, who were not fortunate enough to have the background or the education that I had? And now am trying to impart knowledge. I have a lot of children in my class, what about those who have double the size of my class and much less experience than me? How much less support are they actually going to get? How is CAPS assisting them? It's not. Really*

Lucy expressed her sadness about the lack of support from the department. She also sympathised with other teachers whom she felt were going through the same experiences as she was with the department and yet were inexperienced. I think that this might be a projection of Lucy's internal fears, as she cannot acknowledge that this is how she really feels personally.

> (Lucy 50+) *Like I said, I feel really sad that they wasted so much time changing. I can understand where the difficulty is in education and why they have to change. I feel sad that they haven't empowered the teachers that are struggling. So I am so sad that there are many, many vibrant teachers out there that have come to my class to say 'how can I help them? I mean the teachers who are struggling and to change from OBE to RNCS to CAPS hasn't helped them at all. You need to empower those teachers to understand their class, to meet the needs and the different ways to put education across. So I think that all that money on those manuals could have been wiser spent.*

Lucy felt that more needed to be done for teachers in terms of helping them where they were struggling rather than spend "all that money" on changing the curriculum. She felt that the department should offer more support for teachers.

In the comment below, Lucy critiques the department on the reintroduction of the 'syllabus' 15 years after it was taken away. She attributes the problem with education not just to the curriculum, but also to the poor schooling of some teachers in the system.

> (Lucy 50+) *You see I think about CAPS at least it tells you ... You have to do multiplication up until grade 3. It's prescriptive about what you have to do but at the school that we are working at, we already knew that. Before we had OBE, NCS, RNCS, CAPS there was already a syllabus. So they took away the syllabus. It's taken 15 years or whatever and they are bringing it all back ... The syllabus. Now if you couldn't teach with the syllabus errhm (shrugs and makes a pity face) I have picked up that many teachers do have a poor schooling, so that is part of the problem. So why aren't we investing in teacher education? Where it is needed because many of those teachers are hungry for education and they are the ones that are being disadvantaged and now they are just being disadvantaged again by changing the curriculum, changing the curriculum, changing the curriculum. They are sitting with all that paperwork to get the curriculum work for them and they get: "sorry please change that. Here (gestures giving someone something) now do all that again." And so to me it is going round and round in circles, and in the middle of that circle is the teacher who wants to be a good teacher and is just being frustrated.*

From Lucy's comment, she felt like the officials from the department were bent on making teachers' lives as difficult as possible, and this frustrates the teachers, and inevitably makes it difficult to be a good teacher. She paints a picture of teachers' intensely negative relationship with the department where the process of changing the curriculum, yet not empowering the struggling teachers, undermines the quality of education.

Tshidi's plight is somewhat different to the other teachers in this study. She teaches in a school that has been declared under-performing by the department. There was an intense feeling of hopelessness, despair, guilt and frustration as she explained that the Department had not done anything to help teachers, rather all they got from the District officials that visited their school was criticism. Tshidi's quote presents a useful insight into how teachers are feeling, especially those in schools that have been declared underperforming. Every teacher in the study complained about the demands made on them by the department, and how they received little or no support

yet much pressure is placed on them and in Tshidi's instance, she said they are being threatened with being charged if they fail in their duties.

> (Tshidi 20+, 2013) *"Currently our school has been declared under-performing, so we fall under GPLMS and that happened recently now in April. So now we have to adjust from being an independent type of school to a school where we now rely on district to tell us what to do. So I am not happy with CAPS in the sense that they have taken away the professional me out of the picture. I mean I was a professional for about 2 years when I was doing the NCS and I loved it because as I said it's in me. I know how to do these things, because I got training. But now with CAPS I mean I don't know anything really. Because we do this and then it's completely wrong and then these people from the district they come and they tell you but GPLMS says you must do ABCD".*

When Tshidi spoke about her school being declared underperforming, she had a sullen look on her face. She had tears welling up in her eyes so I asked her how she was dealing with her emotion and she responded:

> (Tshidi 20+, 2013) *look, the ultimate, ultimate emotion that I'm feeling currently, I am very demoralised. I wake up in the morning and I go to work because I have got bills to pay. I am not eager to do anything. I am not excited to educate and to make a difference, to live my passion. I am just doing it because it's a job so demoralisation is what I am feeling definitely. Anger; because you put in so much and even through putting all that energy in, it doesn't count for anything because they say I am not following policy, I am not doing what is stipulated, even though my children are performing. I have children who are getting level 7 which is like an A but still they tell you that this is not what you are supposed to do. You are supposed to do this regardless of the fact that my kids are passing. It doesn't matter what I do, it's not right; I am wrong kind of thing.*

For Tshidi, the label of underperforming is not just about the school's performance, it felt as if the department has just said to her 'Tshidi you are underperforming', as the district officials and the department does not recognise all the extra effort that she put in to ensure that her learners are getting the best. Her ability as a professional is being questioned and it has affected her identity as a teacher and her self- image.

This burden of being labelled under-performing weighs down heavily on Tshidi and she believes that she is helpless.

> (Tshidi 20+, 2013) *I don't know if I even deal with my emotions, I am feeling it. Talking about it is helping because we (my colleagues and I) are talking about it but at the same time ... it's like then what? Are we changing anything? Are we complaining, are we saying we are not going to do this? We can't say we won't do what the department says.NO! We are just talking about it because our hands have been chopped off. We can't do anything. We just have to follow protocol and policy and do as expected or we will be charged.*

Tshidi's sadness also comes from the fact that she feels like she is helpless and powerless to do anything about being declared underperforming. To make matters worse for her, she said that not only have they being declared underperforming, but the district officials threaten them.

> *"That is another thing that they are threatening us that.... if you don't follow we charge you."*

I asked her what needed to happen for her to feel good again about herself and teaching and she responded;

> (Tshidi 20+, 2013) *"We have to be no longer declared under-performing. I think it would take away the black cloud that is hanging and not have to have these district officials that are coming and harassing us. As much as they claim that they are there to assist, there is no assistance whatsoever. It's a case of bring your books. I am here to count how many activities you have done and the quality and that's it. Forget the extras that I do on the side, forget that all my kids are passing. It will change if the label goes away. That label needs to go away for me to feel like I know what I am doing, and get back that sense of I am happy about my job again."*
>
> (Tshidi 20+) *Even with the visit today, luckily the district official didn't come and see us, the grade1's, but I know when they come they will have a lot to say but I'm not ready for it. They have taken away that thing that wanted me to become a teacher. (Gestures at her heart). It's gone. They have taken it away because now they are telling me ... I must do this, I must follow it exactly. They must count for 10 minutes, they must do an activity for 20 minutes. Even if I don't want to do it, I have to do it. I mean there are some activities that are good, but I feel like I can't put my finger print and personalize it the way I want to do it, because we are under-performing. So we don't know what we are doing so we must just follow what they give us. So they have taken it away. I don't feel like I am a professional.*

> *I am just a worker. I'm as good as a factory worker and today I am using this machine, tomorrow I could be using a different one, because I don't have a say in my job. I am just doing it, that's it.*

When I interviewed Tshidi in 2015, I could see that she was not as sad as she was when she spoke in 2013 but she was still unhappy with the situation.

> (Tshidi 20+, 2015) *I still don't have that feeling of being a professional. I have to follow what is stipulated in there. When a district official comes, or my HOD comes, when they come in at 9 o'clock; they are expecting to see me do bonds. And maybe I want to do time, I did time yesterday and I feel like the learners are not getting it. And they ask you; but why are you doing this instead of that? And I am like, but the students need this and they are like, but you have to go with the department's pace. That is the only downfall I feel CAPS or GPLMS has. You can't be free; you can't follow your kids; there is no professional judgement.*

From some of the comments the teachers made, they know that teachers' relationship with the department is appalling. However some of them like Leticia felt that the relationship can be salvaged.

> (Leticia 40+) *In a way, it feels sad when you hear all these stories about how teachers are not doing any work and just striking all the time. You know all we are asking for are better working conditions so that we can get it all right and good. So for me I think the Department needs to do more, and one day, and one step at a time, we will get there.*

Based on age and career phase, there was no difference in the teacher's feelings and comments about the Department, older and younger teachers alike were all frustrated at the lack of support they received from the department, the pressure of writing reports, labelling and blame apportioned to them by the department officials.

In summary, this section highlights the varied negative emotions the teachers expressed regarding the Department. The teachers expressed their sadness and disappointment at the lack of support they received from the department in dealing with challenges they faced in the classroom. They also expressed their anger at being labelled and undermined as professionals.

These expressions of negativity highlighted the intensity of the 'us/them' mentality that has developed between teachers and the department. Older and younger teachers alike feel negatively about the department, as a result of the lack of support, confusion and lack of clarity with the information disseminated by the department and also by the labels placed on schools and invariably teachers by the department.

4.4. Teachers' Emotions regarding their Colleagues

Object of teachers' emotions	Total responses	Positive responses	Negative responses	Ambivalent responses	Older teachers	Younger teachers
Colleagues	28	27	1	0	Positive: 13 Negative: 0 Ambivalent: 0 **Total=13**	Positive: 14 Negative: 1 Ambivalent: 0 **Total =15**

Table 7: showing response to sub-object 'colleagues'

There were 28 responses from teachers with regards to their colleagues when they talked about curriculum change. There were 27 positive responses and only 1 negative response. This object has the most ratio of positive to negative responses, and between older and younger teachers there is equal proportion of positive to negative responses.

When teachers spoke about how they coped with the demands of curriculum change, they referred to how they understood and felt comforted by their colleagues who also shared the same concerns regarding the challenges they faced with curriculum change. Opening up to their colleagues and sharing their concerns helped them cope with the demands that curriculum change made on them. For instance, when Anna talked about how difficult it was for her when she first started using the CAPS curriculum, she said that it was her colleagues who helped her better understand the curriculum.

(Anna 50+2013) *My colleagues helped me more than any CAPS training had.*

Cindy a younger teacher concurs with Anna on how their colleagues help them through the difficulties.

> (Cindy 20+) *... ya. I think that's how we get through. We just work together*.

Anna's feelings as an older teacher were not particular to her. Tshidi, another younger teacher, also felt the same way.

> (Tshidi 20+) *Well at least I can vent it out because other teachers are feeling the same. So we talk about it. It's all we ever talk about; in the morning, in the meetings, we talk about it and complain, during lunchtime we complain some more, after school the same thing. Knowing that I am not in this alone makes a difference. It helps to some extent. But it is also just keeping us pressed down because it's all we ever talk about and there is no solution.*

Tshidi's quote above is indicative of the dangers of a negative culture developing among colleagues in the times of departmental pressure and labelling.

For these teachers, knowing that other teachers have similar struggles is comforting. They belong to communities of practice where they examine and reflect on their challenges and their feelings towards those challenges.

> (Anna 50+, 2015) *and we are very lucky because as I said before we have a very good support team, we have very experienced teachers and I know in grade 1 and grade 2 we actually push each other. We sort of keep our standards higher and higher and higher. I'm sure if you go to another school where they are all floundering, there is no support.*
>
> (Leticia 40+, 2015) *we are all very fortunate. Where we all sit together we all prep together so as a grade and as a phase we all trying to get the children to be on the same level in the school.*

Tshidi was the only teacher who had a negative response towards her colleagues because of being labelled under- performing. Tshidi's feeling of anger towards her colleagues was triggered by the under-performing label on their school which had been brought on by the low marks attained by the grade 6's in her school. It was the only instance in this study that a negative

remark was made by a teacher about other teachers. This negative feeling was the result of the pressure of being labelled and sometimes the first reaction to being confronted about an uncomfortable issue is to pass the blame to someone else.

> (Tshidi 20+, 2013) *But we were declared under- performing because of the grade 6. They got a low mark in Maths. So we were declared under-performing because of grade 6 maths. The department will still paint you red because you are under-performing and it makes you angry towards the grade 6 teachers. I was angry and I thought ... what are they doing there? Why do they come to work and they claim that they are teaching?*
>
> *Clearly the maths teachers in grade 6 are not doing their job. So we were turning against each other because it was foundation phase versus Intersen phase kind of thing. Like Intersen phase is lazy.*

Tshidi's comment is indicative of how teachers not only complain together; they can also turn against each other when the pressure becomes generalized to all.

In 2015, Tshidi said that talking and sharing her feelings with her colleagues helped her deal with her emotions in relation to the challenges of curriculum change.

> (Tshidi 20+, 2015) *we do talk about how we feel to each other. I think that is one thing we are very good at. Venting out our frustrations, it feels good and as much as negative emotions are the ones that always come up. It feels good knowing that I am not the only one who is going through this. That out of 6 teachers in grade 1, there is only 1 teacher that is ok. The rest of us are all lost. And then we clamber up together and then we sit and say. Ok what are we doing now? And we have those meetings where we sit together as grade1's and so ok what now? We are supposed to be here yet we are not even half way there. So ok, what do we do? We come up with strategies.*

Tshidi said that although there are negative emotions associated with the challenges of curriculum change, she felt that openness and shared feelings amongst the teachers in her school made coping easier. It also helped her realise that the struggles she faced were not a personal reflection of her abilities as a teacher, but a shared struggle that other teachers were also experiencing.

"We are having conversations and reflecting amongst ourselves. We might not be doing it as a phase, cos it's very difficult but we can try it and you can see that my struggle in grade 1 is not your struggle in grade 3, for instance. And so we mostly do it as a grade and it helps. We are always checking on each other now. If something is working for you, instead of following what they (the department) say you well here is how I do it and it works for me. And as much as it is negative emotions that come through, in a way it is a good thing. If there were no emotions at all, that would be a big problem. It would mean you don't care. You need to have those groups of people that say I hate this. Then we can say, fine, let's talk about this."

Tshidi makes a very important point here where she indicates that having those teachers who feel negative, opens up room for discussions among teachers.

Older and younger teachers expressed how their colleagues helped them cope with the challenges of curriculum change, indicating that both older and younger teachers need their support colleagues.

To summarize, this section highlights the role teachers' colleagues play in helping them through the difficulties they face in curriculum change; it became clear that their colleagues are a very vital part of teachers' sense making of curriculum change. Both older and younger teachers express their reliance on colleagues to help them through challenges.

4.5. Teachers' emotions regarding training received

Object of teachers' emotions	Total responses	Positive responses	Negative responses	Ambivalent responses	Older teachers	Younger teachers
Training received for curriculum change	23	2	21	0	Positive: 2 Negative: 11 Ambivalent: 0 **Total= 13**	Positive: 0 Negative: 10 Ambivalent: 0 **Total =10**

Table 8: showing responses to the sub-object' training'

There were 23 responses from the teachers with regards to the training they received in preparation for curriculum change. The proportion of negative to positive comment was very high. Older and younger teacher had almost the same number of responses.

When teachers spoke of their feeling regarding the training they received in preparation for the introduction of curriculum, they all spoke negatively. The positive responses they gave were directed at the training they received in preparation for the introduction of C2005. However the training they received for the introduction of CAPS elicited only negative responses from them.

> (Anna 50+) *With the C2005, there was a 7day workshop during the holiday where there was, I think, 5 days of intensive training and you came back knowing exactly what you were required to do and what to expect.*
>
> (Leticia 40+) *I had only been teaching a few years when C2005 was introduced. I felt that the type of training that was put into that and the sharing of information was better. We attended a 3- day workshop where we actually grappled with the documents. I guess that was the idea with CAPS training, but it was never implemented. From the training side, we said we were going to engage the teachers with activities XZY and actually grapple with the document, but when it came to the actual training; we never did all that had been planned out. I think the C2005 dissemination of information was a little bit better thought out and planned and implemented.*

Most of the negative emotions were elicited by the lack of training teachers received in preparation for CAPS, and this can be attributed to the poor execution of the workshops.

> (Leticia 40+) *As a lead teacher in the training for CAPS to prepare for CAPS, they were so rushed. Even though I had attended six months' worth of training, when the time came for us to teach teachers at the workshops, the workshops were only for one and a half hours. There were teachers who didn't attend, some teachers were told to attend only if they wanted to. Some teachers came with arms folded; 'you cannot teach me anything new today' kind of attitude. The training from the department was not done well enough. It felt like CAPS was rushed, like 'Oh gosh we are supposed to be implementing this year, lets quickly (clapping hands to signify hurry) get the information out there'. So as a trainer it was frustrating and difficult. You know when you said that teaching is an emotional practice; I could see every emotion from one end of the room to the other. So I understand that aspect.*

Leticia conceded that although the training workshops left much to be desired, some teachers came with preconceived notions and attitudes or some didn't attend at all. This could have also contributed to the failure of the workshops.

Cindy's and Marjorie's comment confirm Leticia's and their comments show that Leticia's observation as a training facilitator that the CAPS training was rushed and not sufficient is right. They comment;

> (Cindy 20+) *I was one of those teachers who came with arms folded. It was about 40 minutes of workshop and she didn't say anything that taught me anything about CAPS. So my arms were folded and I was not interested. At the end of the training, I walked away not knowing anything new or how to put it into practice*.

Cindy's comments shows that the training workshops were probably also not effective because some teachers already came with preconceived notions and attitudes. The lack of preparedness of the facilitators also contributed to the ineffectiveness of the workshops. Marjorie's comment below highlights the unpreparedness of some of the facilitators at these GDE workshops.

> (Marjorie 30+) *That too. You would go for a meeting and you ask the facilitator, sorry, how many activities make up a task, and you would not get an answer*.
>
> (Cindy20+) *Ya, they didn't know.*
>
> (Marjorie 30+) *All I'm asking to know is whether it is 6 or 4 - just tell me an answer. You don't have to tell me what they have to be, just give me an answer. But you would not get a straight answer. The first time we had 24 assessments and they told us we had done way too much.*

These comments about the quality of the workshops; the unpreparedness of the facilitators; teachers coming with preconceived notions and attitudes shows some of the underlying reasons for the failure of training workshops.

When I interviewed some of the teachers again in 2015, Leticia made this comment about trainings and meetings that were held to discuss CAPS.

(Leticia 40 +2015) *you know the facilitators of those meetings themselves have no idea and have never been in the classrooms. They have no idea about the practical implementation of what they are saying. Oh, just do it and that is very frustrating. And I know teachers from different districts and they have the same complaint. They all say they'll go to a meeting and the district official will be saying "in terms of what you are assessing it's ABC" and they will go to another meeting and the district official will say it is XYZ. There is no cohesion even at district level. So it seems there in not much clarity up there and it does not filter down. As far as I am concerned, if I speak to my friend who is a grade1 teacher in a district on the other side of Johannesburg, we should be speaking the same language, and we don't.*

(Leticia 40+, 2015) *I think every time we go for those meetings the discussion in the car on the way home is fairly heated*

(Anna50+) *derogatory*

(Leticia 40+) *and full of frustration because reports back on meetings are often not very positive.*

(Anna 50+) *How well are the trainers themselves trained? That is the question I always ask.*

From what the teachers said, even three years after the introduction of CAPS, workshops and trainings are still not properly planned or executed.

Tshidi also talks about the inadequate training she received in preparation for CAPS.

(Tshidi 20+, 2013) *we didn't get proper training in terms of how to teach under CAPS. But I still felt that we were going back to basics.*

(Tshidi 20+, 2015) *we are still waiting for workshops. Last year just before I went on my maternity leave, they had promised that somebody will come from the district and she never pitched. Letters were sent to the district, they called, they sent emails, and this is like last year around term 1 so it was like February, March, April, May, in June schools closed and I went on my maternity leave and came back in December. And this year, nobody has come. You literally have to ask around. You are like a scavenger. You have to ask people what's going on. So we have a school down the road where we go to when we don't understand a lot of things. They have been doing this much longer. They have been GPLMS for like 6-7 years. And we have been doing it for like 3 years. So we go to them and like ask them but how are you doing this, how are you doing that? Is it working for you? They normally get the resources and the teaching manuals faster than us,*

> *because they have been GPLMS for longer. But with us we get things like a month before the schools close. That is when you get your manual. And we are like but what do we do for like 2 months? So we just go to the department. So we are like scavengers, we have to find out what is going on and ya, that's it.*

For Tshidi the label of underperforming elicited more negative response from her in 2013, but in 2015 it seemed that to some extent she had made peace with the fact that the label was not going to be wished away, so the teachers in her school are going the extra mile, trying to do the best for their students. She describes their efforts as scavenging because the department fails to provide materials and resources for them at the appropriate time and they have to resort to any means possible.

All the teachers older and younger complained about the poor training workshops organised by the department in preparation for CAPS. Their expressions of negativity are attributed to lack of clarity when question were asked at these workshops, they have also admitted to going to these workshops with negative attitudes and conceptions. This shows that older and younger teachers feel the same way about the training they received in preparation for CAPS and more than three years since the introduction of CAPS, their complaints remained the same.

In summary, all the teachers in this study expressed their dissatisfaction with the training they received in preparation for the introduction of CAPS and mostly described feeling frustration. For the teachers I interviewed 2 years after the initial interview, the feelings of frustration had not gone away, as the subsequent trainings and meetings continued to produce the same feelings of frustration, dissatisfaction and confusion. The ineffectiveness of these training sessions can be attributed to poor planning and execution of workshops by the department, ill-prepared facilitators who lack clarity on what to do and how to respond to teachers' questions, as well as teachers' preconceived notions and negative attitudes regarding the trainings.

4.6 Teachers' emotions regarding image of profession

Object of teachers' emotions	Total responses	Positive responses	Negative responses	Ambivalent responses	Older teachers	Younger teachers
Image of profession	21	19	2	0	Positive: 11 Negative: 1 Ambivalent: 0 **Total = 12**	Positive: 8 Negative: 1 Ambivalent: 0 **Total = 9**

Table 9: showing responses to the sub-object image of profession

This table shows that the teachers, in spite of all that has happened and is happening around them, still had a positive image of the teaching profession. Most of the responses of the teachers with regards to the image of the profession were positive.

I started the interviews by asking teachers how and why they had gone into the teaching profession, and what they thought about it. I noticed that when teachers spoke of why they chose to go into teaching, their eyes lit up and they held their heads high and were sitting with shoulders straight.

9 of the 10 teachers interviewed very passionately spoke of how they knew from a very tender age that wanted to be teachers and make a difference in people's lives. They also said that it is their passion for teaching that keeps them going.

> (Polite, 50+) *I think that without teachers, those other professions would not exist. So for me, there is nothing like teaching. Look, I am a very passionate teacher, so there is no other profession that can take the place of teaching. Teaching is in my DNA. I live and breathe teaching. There is some sense of accomplishment that I get from my work as a teacher.*
>
> *Well you see, my parents were teachers themselves, so I think in our house we never really thought of doing something different, except of course my younger brother who studied medicine. So for me, it was how I got into teaching. We all knew that teachers are not best paid, but it is a very noble profession. My father used to say that if you are not a teacher, then you are nothing. I think he said that because he felt that teachers are the bedrock of society. So I also felt that if I didn't become a teacher, then I would be nothing. That statement always rings in my head. Teachers are there to make a difference and so I knew that that is exactly what I would do when I grow up. So that is why and how I went into*

teaching. I also love children, so it made sense to combine my love for children with my ambition and so that how I started teaching foundation phase.

(Leticia 40+)*: Well growing up, I had always known that I would become a teacher, because that all I ever wanted to do.*

(Marjorie 30+)*: I think it was the same for me as well. I knew I wanted to go into that field from when I was little. Education I mean. It seemed like a worthy profession. You know, to be able to teach people.*

(Cindy 20+)*: My own influence came from my grade 1 teacher. I just liked the way she looked, spoke, taught us and carried herself. I think that was when I became inclined to becoming a teacher, so after Matric I went ahead to study towards it.*

(Anna 50+)*: Well, for me I also never thought of doing any other profession. So Ya! I just went ahead with it.*

In talking about why they went into the profession, teachers make two significant points. They see teaching as a noble profession and teaching as requiring a personal commitment.

(Marjorie 30+) *For me, I think it is a very passionate vocation in the sense that if you are not passionate about it, you cannot do it. Even if you get into it by chance, you will very quickly lose you way. I feel that you really have to love working with little ones, and have the patience for them, especially if you are going to have 30 plus of them with you every single day.*

(Cindy20+)*: I think I agree with what you guys have said. And for me you need to really love it to be able to do it.*

(Anna 50+)*: For me, while people don't really regard it that much, I think it's the most important profession there is, because if we didn't have any teachers, all those other professions would not exist. Yeah?*

(Grace 40+) *I became a teacher because I wanted to make a difference in children's lives and I could relate to them. Like if I was in a place and a child was lost, I felt them come to me to ask for help. Why me I didn't understand. So I felt like there was something that those children could see in me that they knew. That is the person that they could ask.*

I used to do Sunday school teaching, and from there it began. I wanted to be a teacher since I was about 9 years old, but as you grow older you look at other things. I enjoyed imparting new things and showing them the world really.

(Julia 20+) I just loved children and I just wanted to help. So when you see the kids here, you realize and then you get an SMS from a parent saying thank you for you work. You don't get it a lot and it's rewarding. I never thought about becoming anything else.

These teachers also spoke of passion, patience, care and commitment as vital to remaining in the profession. These teachers know that when times get tough, it is these qualities that have kept them going.

Leticia and Tshidi said there was some sense of unimportance attached to the profession and so for Tshidi a younger teacher, admitting that she wanted to be a teacher was somewhat shameful initially.

(Leticia 40+) *While some people may think that it is not really up there with the other professions, I take pride in being a teacher because we are educating the nation. It requires passion and patience, just like Marjorie said, and you need to be dedicated as well.*

(Tshidi 20+) *Well ... initially I didn't want to become a teacher. It was one of those things that was a very last resort, but I realized when I got to grade 11. At my high school, we had universities come in and talk about different professions and we did have a brochure from Wits that talked about teaching and I looked at it. And even then I was very ashamed to admit it. So I have always wanted to become a teacher but I was suppressing it because I was so ashamed of how people will perceive me. You know because being a teacher is not a grand thing in my generation, because everybody wanted to do something fancy. I've always known that I wanted to become a teacher. And here I am five years later loving it. It's stressful, but I love it. It's nice, it's fun.*

Although Tshidi initially felt ashamed in the midst of her peers to admit that she wanted to be a teacher, her passion and desire to teach outweighed the shame and fear of admitting that she wanted to become a teacher.

Reflecting on these comments, I think that these teachers feel deep within themselves that teaching is the best profession there is and they are proud and honoured to be teachers. They take

pride in being teachers, as words like “teaching is in my DNA”, “I take pride in being a teacher”. Although Tshidi initially mentions that she felt ashamed to admit that she wanted to become a teacher, she admits that she always knew she would become a teacher and she loves that she followed her heart and became a teacher. I think maybe the general perception generated by the media that teachers are failing in their duty to educate the nation is stigmatizing the profession, and potential young teachers are inadvertently being affected by it and driven away from the profession. I also understand that it is the love and passion that teachers have for teaching that gives them the driving force to continue.

There was no significant difference in their feeling and thoughts about this sub-object. Older and younger teachers alike share the same passion and understand teaching to be a vocation. They all talked about how proud of the profession they are. Between them, there is a sense of honour and pride that has withstood the trials and stresses that accompanies being a teacher.

4.7 Age and Career Phase

Regarding the comments of older and younger teachers in this study in relation to each of the sub-objects, there were similarities in the teachers’ responses to the sub-objects. In response to curriculum and assessment policies, 3 of the 5 older teachers felt positive about the introduction of CAPS, and described being “happy”, “excited” and “quite glad” with the introduction of CAPS, while the other 2 older teachers were “confused” and “sad”. All the older teachers expressed their dissatisfaction at the confusion around the assessment policy. 3 of the 5 younger teachers described feeling “not happy”, “a bit scared” with the introduction of CAPS, while the other 2 younger teachers said they were “quite happy” and “found it easier” with the introduction of CAPS. All the older teachers and all the younger teachers also expressed dissatisfaction with the assessment policy due to confusion around assessment requirements.

With regards to teacher's self-image, 3 of the 5 older teachers felt positive about themselves in the face of curriculum change, while the other 2 "felt unsure of themselves" and "panicked". 3 of the 5 younger teachers had positive self-images, while the other 2 had negative self –images.

With regards to the sub-objects 'Colleagues' and 'Image of Profession', all 10 teachers had positive expressions with these sub-objects.

With regards to sub-objects 'Department' and 'Training' there were no positive responses from older and younger teachers.

In essence, the data indicates that the older and younger teachers have similar emotion responses to the transition to CAPS.

4.8 Tying it all together

This data presentation chapter showed the sub-objects of curriculum change and how each of these sub-objects elicited different emotion responses from the teachers. The data showed the different dimensions of curriculum change as it affects teachers and how teacher's emotions are directed at and elicited by these sub-objects.

The main insights of this chapter are that for teachers, there are five different aspects to curriculum change. When teachers implement new policy, the ease or difficulty of the implementation affects their self- image and attitudes and through all the challenges and stresses that the change presents, their colleagues provide a strong support for them to carry on and are also a source of comfort to them.

This chapter also shows teacher's relationship with the department is a problematic one and this is because teachers think the department does not recognise and respect their professional integrity, and as such are at constant logger-heads with the department. Inadequate training and lack of support from the department are some of the broader issues that underlie this tense relationship between teachers and the department.

Regarding the age and career phase, there was no significant difference in the emotion responses of older and younger teachers, in relation to the sub-objects, yet there seems to be a difference in the reasoning behind the emotions towards the sub-objects.

The next chapter will better analyse these issues and at the end try to reflect on ways in which the various challenges may be overcome and how relationships could possibly be put right.

Chapter 5: Data Analysis and Interpretation of Data

This chapter seeks to interpret the findings in relation to the conceptual framework and research questions, using the data presented in chapter 4 and the conceptual understanding of emotions established in the second section of the literature review. Of particular importance is Frijda's (1986) understanding that emotions are "relevance signalling mechanisms" that provide information to our cognitive and action systems regarding current events and Nussbaum (2001) an understanding of emotions as "evaluative judgements in relation to objects" that we consider important for our flourishing.

Four claims arise from the data and are reflected on using the literature.

5.1. Claim 1: In teachers' emotion reaction to curriculum change, there were distinct differences depending on which sub-object teachers were talking about

In Chapter 2 South African curriculum changes were described, together with implications for teachers in terms of the changes in teachers' roles, the required pedagogical paradigm shifts and teachers' complaint that their opinions were not adequately taken into consideration when it came to matters that affected them. While the curriculum change literature refers to curriculum change in general, looking at curriculum change through the lens of teachers' emotions showed that when teachers think, experience and talk about curriculum change, they referred to five different aspects of curriculum change.

Nussbaum, (2001) argues that "people feel most strongly about the 'objects' they consider most important to their flourishing" (p.27). The teachers in this study considered the five objects most important to their flourishing to be: Curriculum and Assessment policies, self-image, Department of Education, colleagues, training received for curriculum change. Teachers' emotional experience of each of these 'objects' of curriculum change was influenced by their perceptions and understanding of how their flourishing as trained professional was enhanced or undermined. Positive responses from the teachers were elicited by sub-objects that enhanced their flourishing as professionals, while negative responses were elicited by sub-objects that undermined them as professionals.

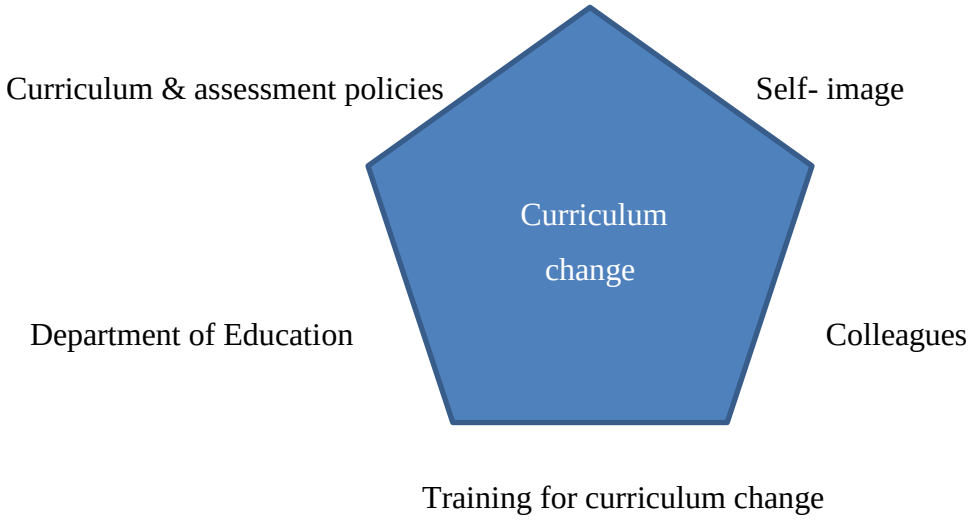


Figure 2: Diagram showing the different sub-objects of curriculum change as experienced by teachers

The sub-objects 'Department of Education' and 'Training for curriculum change' elicited only negative reactions from the teachers, 'colleagues' elicited mainly positive responses while 'Curriculum &Assessment policies' and 'Self-image' elicited both positive and negative responses from the teachers. The teachers' comments are representations of their feelings towards the 'object' under discussion.

5.1.1 "We don't get support from them" (Lucy)

Talking about the department elicited only negative emotions such as frustration, anger, disappointment, guilt, disillusionment, anger, fear and powerlessness from the teachers. These negative emotions are indicative of the teachers feeling unsupported by the department. Comments like *"there is no support for us as educators in the GDE, no support really." "Nobody listens to us as teachers who are faced with these children in the classroom*" are typical examples of their sentiment.

Kelchtermans (2011), explains that vulnerability is generated by teachers' interactions with other actors in the school and the community. He attributes teachers' vulnerability to three major sources: firstly, at the classroom level where teachers experience vulnerability in their struggle

with the limits of their teaching impact on pupils' learning; secondly, interactions with principals, colleagues and parents at the level of the school; and thirdly, at the level of the education system, particularly the unilateral ways in which educational policy makers arrive at and impose decisions. These are structural conditions under which teachers work, and the way in which these conditions are enacted makes a big difference to them. Kelchtermans argues that vulnerability for teachers has both political and moral roots, in other words, the emotions in teaching are linked to matters of interest and value (p.73).

Reflecting on the experiences of these teachers, it seems that teachers in the South African school system experience vulnerability from all the sources mentioned by Kelchtermans, but in this situation of curriculum change, it seemed to have emanated more from their relationship with the department. Their expression of lack of support from the department is a candid experience of vulnerability which has political roots. For example, Lucy, a fifty something year old teacher with more than 20 years teaching experience, complained about the amount of administrative paperwork that teachers had to get done. *"I feel sad and even now they are coming to check up on me and sometimes it isn't even policy, but to make their lives easier. The GDE are supposed to be listening to National, but because they have got so much work, they are putting more paper work on us so that they can collect all these papers so they write their own reports. And it's not really supporting the learner or the teacher*".

Ball (2003) argues strongly that a culture of accountability places teachers in a position where they are straining to perform their actual duties because they are required to write reports and "fabrications" instead (p.224) and where they feel robbed of their sense of self-worth as professionals by the constant implication that they are not doing enough, or should be doing something different.

Lucy's frustration also came from her understanding that teachers were not given enough support by the department when it came to dealing with issues that arose in the classroom. More precisely, Lucy felt that her professional integrity was undermined when the GDE did not consider having a child move schools to a special needs school, although an assessment had been carried out, and the child was positively identified as needing extra attention. She also thinks that the department would rather take the side of the parent than support the teacher's suggestion, and it is this lack of trust in her judgement that caused the feelings of vulnerability for Lucy. However this example from Lucy is an indication of a general culture of lack of support, within which curriculum change is taking place.

Lucy values her voice as a teacher, and she classed herself as a capable teacher and she felt undermined by the department not taking into consideration her opinion and suggestion about what was best for this learner, thus silencing her 'voice'. According to Kelchtermans (2011), "being a proper teacher" implies the social recognition of both one's technical skills and competences and one's moral integrity, and it is a very crucial element in teachers' professional self-understanding" (p.77). Lucy's experience of vulnerability included feelings of powerlessness and political inefficacy, meaning that the workplace conditions she considered necessary for good job performance and job satisfaction were lacking. Lucy's experience helps understand Kelchtermans' comment that "work place conditions, whether material, organizational, social or cultural, always affect teachers' professional self-understanding" (p. 77).

5.1.2 "They are out to get us and our good work is never acknowledged" (Tshidi)

Looking at the data that there seemed to be an "us versus them" mentality that teachers had about the department and its officials. The teachers felt that department officials were bent on victimizing, fault finding them, and didn't consider all the extra work they put in with their learners.

There was the sense that the teachers felt the department was the predator and they were the prey, and this perception strained the relationship between teachers and the department. The tension in the relationship between teachers and the department also arose from the negative feelings teachers had about having "these people from the district" coming to check on them. The teachers said that rather than offer support, these district officials only came to rile them and criticize their work regardless of any extra effort they put in to ensure that learners were doing well. The teachers felt attacked about not 'being proper teachers' by these district officials. As Kelchtermans (2011) argues, threats to 'being a proper teacher' are so closely connected to one's personal and professional identity, they arouse intensely emotional reactions (p.76).

Understanding the reason for the strain in the teacher-department relationship would provide vital insight. Bantwini and King-McKenzie (2011), argue that district officials' assumptions influence the nature of the support they give teachers, for they become the department's lens for the viewing and engaging with teachers. These assumptions also contribute to shaping the reform implementation or non-implementation process (p.1). Teachers understand their relationship with the department based on their interactions with district officials, and also on statements released by the department regarding teachers, teaching and learning. Most of the teachers interviewed in this study expressed the need for support and clarity on the new curriculum assessment requirement in order to understand it well. Yet, as was described in the data, the teachers did not gain a clear understanding of the new curriculum because of the inadequate workshop facilitation approach used by the district officials.

While one can argue that the teachers' feelings of anger and unhappiness about the department were valid and inevitable, I also wondered if there is an underlying anxiety. Are teachers feeling attacked not because of being questioned about being a good teacher, but because they are hyperaware that the "district officials" will see the limits to their efficacy?

Although the teachers did not explicitly used emotion words that referred to fear or anxiety, I got the sense that there was an underlying anxiety they felt. Like the fear of being charged or the fear of not living up to expectation. Hargreaves (1994) and Palmer (2000) provide some clarity. Hargreaves suggests that guilt is a central emotional preoccupation for teachers, as it occurs frequently when they are asked to talk about their work and their relation to it, and the feelings of guilt and frustration that teachers commonly experience can be profound and deeply troubling for them. Palmer writes about fear, and he suggests that teachers generally fear encounters in which the "other" (department, student, parent, colleagues, subject or even a self- dissenting voice within) is free to be itself, to speak truth, to tell them what they may not wish to hear (p.37). This is because teachers want those encounters on their own terms, so that they can control their outcomes, and their view of the world and self is not threatened.

Reflecting on Palmer and Hargreaves, I think that the teachers in this study were already guilt-ridden, as they continually felt guilty about not having done enough for their learners, while also living with their fear of an encounter with the department and the media. They often questioned themselves and what they did, so they did not want the Department represented by district officials to further point out their short-comings to them. So it may be that to avoid an encounter with the department, teachers hid behind their knowledge of the inadequacies of the department.

5.1.3 "They (Department) were not ready for CAPS" (Leticia)

As section 4.5 indicates, the teachers in this study had nothing positive to say about the training they received in preparation for CAPS and there was no lessening of the frustration over time - two years later they still had the same derogatory comments about workshops and meetings, namely a lack of support and questions not being answered.

The teachers maintained that information dissemination by the department was very poor, causing a lot of confusion. Michael Fullan (1998), argues that making subjective meaning of

change and understanding the objective reality is a vital step in ensuring that change happens (p.29). He adds that the objective reality of educational change is that people often don't understand the nature and ramification of most changes, and the implementation of a new policy involves changes in materials, teaching approaches and beliefs and individuals may implement none, one, two or all three of these.

The teachers explicitly mentioned that not enough time was allocated for the CAPS training workshops and that facilitators at these workshops were unable to provide clarity on what to do in certain areas where they encountered difficulties. Yet some of the teachers also conceded that they attended these workshops with preconceived notions and beliefs. These preconceived notions and beliefs probably hindered their absorption of information given at these workshops. M Fullan (1991), explained that "the quality and practicality of change is important, whether it is a new curriculum, a new policy or a restructured school" (p80). He added that it is necessary to combine change and quality, because inadequate quality or unavailability of materials and other resources can lead to neglect and improper implementation. Fullan maintains that it is what people develop in their minds and actions that count (p.80). Following Fullan's argument, I argue that organizing and executing proper training workshops for teachers could have helped teachers in possibly changing their beliefs, and in promoting a clearer understanding of CAPS requirements.

5.1.4 "There is too much paper work that does not contribute to teaching" (Lucy)

The teachers complain about administrative demands complicating their work confirms Kelchtermans (2011) description of educational administration/policy as a source of teacher's vulnerability. He explains that changes that affect teachers' daily workplace context and conditions impact them personally and emotionally. When teachers realize that they lack control over important workplace conditions they feel depreciated personally and professionally (p.68). All of the teachers acknowledged that CAPS directly impacted their workplace conditions and these decisions were outside their control. While two teachers expressed negative emotions

towards the introduction of CAPS because they understood the policy change as an indication of their failing as a profession, several other teachers tried to distance themselves from that judgement by talking about the disparities between teachers, thus implying that because they knew what they were doing, they didn't really need a prescriptive curriculum.

5.1.5 "CAPS stifles our creativity" (Grace)

Reflecting on Fullan's (1991) point that teachers' making subjective meaning of change is very important to the proper implementation and success of the change, the teachers who felt unhappy about the purpose of the policy felt it was "too prescriptive" and "stifled their creativity", yet the teachers who felt "happy" and "glad" about CAPS and its purpose felt they had "grown as teachers" and felt confident about their own implementation of CAPS. What this signals is that the meaning teachers make of a curriculum, will invariably affect their feelings towards that curriculum. It also indicates that the teacher's thoughts and feelings are in a symbiotic relationship. The symbiosis between the teacher's thoughts and feelings can be clearly seen, in the instances of Anna and Tshidi who shifted from initially being "unhappy", "confused" and "panicked" with the introduction of CAPS to feeling positive and happy once they saw how CAPS benefitted their learners. Anna was unhappy because "she had been used to teaching in a particular way and was suddenly asked to change". The "suddenness" of the change could be ascribed to the fear of moving out of her 'comfort zone' to an unsure place. Once her fears had been allayed with the help of her colleagues, she settled and was able to see the benefit of CAPS.

For Tshidi, because she could not do anything about the change and the challenge of being labelled, but work with CAPS, her initial unhappiness gradually waned once she saw how her learners benefitted from CAPS.

5.1.6 "Learner achievement reflects our abilities" (Leticia)

Comments from the teachers about curriculum and assessment policies mostly focused on the department's handling of the policy rather than about the policy itself. As described in section

4.1, teachers were mostly bothered by the administrative tasks that accompanied the new curriculum in general and specifically the assessment part of the policy elicited feelings of negativity. Hargreaves' (1998) argument that "the emotions of teaching, their nature and form are also shaped by the moral purposes of those who teach and the extent to which the conditions of teachers' work permit them to fulfil those purposes" (p.840) provides a starting point to understanding teachers negative emotion towards assessment.

Teachers' expression of negative emotions like sadness, frustration, confusion, disappointment and despair over assessment indicated that some requirements regarding assessment may not allow them to fulfil their moral purpose of teaching. The teachers argued that more time should be spent on teaching than on assessing and that the frequency of assessment did not allow enough time for learners to fully understand certain concepts.

Assessment also elicited more intense feelings from the teachers because when students pass or fail, they experience it as a reflection of their abilities as teachers. Student pass rate is also one of the criteria by which the department measures both teachers' and schools' performances. The teachers took assessment performance personally as an indicator of how good or bad they are as teachers. This was an important finding, as it confirms Steinberg's (2013) point that assessment is an emotional practice that lies at the centre of teachers' professional identity (p. 279).

5.1.7 "What others think, matters" (Tshidi)

Section 4.2 indicates that any change that affects teachers' professionally invariably affects them personally. There is a significant amount of literature that talks about self-image or self -concept or true self. In Korthagen (2013 p.250), self-image is defined by Beijaard (1995) as "who or what someone is, the various meanings people can attach to themselves or the meanings attributed by others." Gecas (1982) argues that "identity gives structure and content to the self-concept and anchors the self to social systems" (p.739) and Nias (1987) argues that the "concept

of self is crucial to understanding how teachers function"(p.178). These descriptions and definitions of self-image helps one see how others perception can influence how teachers perceive themselves.

The teachers in this study directly tied their self- image to how they or others perceived their effectiveness in teaching based on how well their learners were doing, and what the department or the media said about teachers. If learners were not doing well, the teachers didn't feel good about themselves and vice versa.

From the way the teachers in this study explained and experienced the change to CAPS, it shows that perceptions about teachers by the department affect their self -image. Labels such as "under-performing" by the department demoralized the teachers as they began to attach these negative labels to themselves, undermining their self–image. In this study, the teachers in the underperforming school had to go the extra mile to dig themselves out of the label. Labelling of schools has a profound effect - the label sticks.

Although the teachers did not use these words to describe their feelings, the teachers experienced guilt, shame and worthlessness, and these emotions can be attributed to teachers feeling that they have "fallen morally short of their own or others moral standards in a fundamental way" (Hargreaves, 1994 p. 143). Scheff (1990) says that when people feel that they have fallen short on moral standards, not only do they begin to regard their actions as insufficient or imperfect but they also feel their integrity and themselves have been placed in question and they begin to question their sense of their selves as professionals. Grace, Julia, Tshidi questioned their sense of selves as professional with the introduction of CAPS, as they felt that the introduction of a "prescriptive" curriculum implied that teachers were failing as a profession.

Hargreaves (1998) points out that although teachers generally are prone to falling short emotionally, because the expectations of the job are too high – to be kind and considerate, yet demanding and stern; or optimistic and enthusiastic even when harbouring private doubts and

misgivings, there are also very specific conditions that will magnify or minimize their imperfections (p.836). For Anna, Grace, Julia, the transition to CAPS may have magnified their imperfections as CAPS they believed that "stifled their creativity" and also required them to change from what they were used to something different. Yet for Leticia, Cindy and Marjorie, they believed that CAPS helped them grow thereby "minimizing their imperfections" (Hargreaves, 1998, p. 836).

5.1.8 "We are in this together, we grow together" (Anna)

Section 4.4 showed that the teachers only had positive comments regarding their colleagues. "Successful teaching depends on teachers establishing close bonds with key people around them, colleagues as well as students, and on creating working conditions that make emotional understanding possible" (Hargreaves, 2001, p.508). Establishing close bonds with each other enabled the teachers in this study overcome some of the challenges of curriculum change. The teachers depended on their colleagues for support, and their colleagues helped them to see that the struggle with curriculum change was not a personal problem- so it was important for them to work together and help each other.

5.1.9 Summary

In summary**,** this section described the teachers' emotions directed at the five sub-objects of curriculum change (curriculum and assessment policies, self-image, department, training, collegiality in a community of practice). Each 'sub-object' directly affected the teachers as professionals and the success of curriculum change. The critical research question posed at the beginning of this study was "how do teachers of different age and career stage emotionally respond to the transition from RNCS to CAPS?" While this first claim analyses the emotions expressed by the teachers, the fourth claims elaborates on the age and career phase distinction and similarities in the teachers responses. The main argument of the claim is that curriculum change affects teachers through its different facets.

Different facets of curriculum change elicited different responses from the teachers. The teachers' relationship with the department was sour and unhealthy.

Sour, because the 'us/them' mentality the teachers had was an indication of a relationship that needed mending.

Unhealthy, because the onus of educating the nation rests squarely on the shoulders of teachers and the Department of Education, so a situation where teachers blame the department and the department blames teachers for a failing education system can only be detrimental to education.

Training teachers in preparation for curriculum change is the responsibility of the department, and when the department failed to properly organise and execute training workshops for teachers, many questions from teachers were left unanswered. The teachers who attended the workshops with negative preconceptions and ideas still left with those negative ideas and a chance to change those negative preconceptions was lost. Teachers like Grace and Julia, whose impressions that the introduction of CAPS was a reflection of their failing as a profession could possibly not have had that impression, if the training workshops had been properly executed.

Teaching is a passionate vocation, and for passion to be sustained, teachers need to feel good about themselves and what they do. The teachers' self-image took a knock when a label such as "underperforming" was ascribed to a school. The label stuck, and the teachers in the school labelled under-performing took on these labels and this led to feelings of worthlessness and despair. Feelings of being undermined as a professional also affected teachers' self- image and this led to some of the teachers questioning their abilities. Leaners achievement is also tied to teachers' self-image, and when learner perform well, the teachers felt good about themselves, because they felt they were achieving their moral purpose.

The teachers having a colleague's shoulder to lean on proved to be the aspect of curriculum change to elicit positivity only. Relying on colleagues in difficult times seemed to be the teachers' source to strength and support, as the Department had failed to provide adequate support for the teachers.

In terms of age and career phase variation, there was no systemic pattern which indicated that older and younger teachers experienced curriculum change differently. The data showed that older and younger teachers experienced curriculum change in similar ways, as both older and younger teacher expressed the same emotions towards the sub-objects.

5.2. Claim 2: The teachers only accepted the CAPS curriculum once they saw how CAPS enabled learning in their learners

At the beginning of this study, I sought to answer the question "what do teachers' think and feel about the change from RNCS to CAPS?" This claim explains how the acceptance of CAPS was tied to the teachers' identifying its benefits in their learners.

Hargreaves (2005) explains that "teachers do not all experience change in the same way" (p.967). In relation to teachers' acceptance of the CAPS curriculum, my findings showed that some of the teachers thought of the curriculum as "being too prescriptive and stifling their creativity", while others had the opposite opinion and thought it "allowed them be "creative and flexible" in their teaching and also "think out of the box". Emotions teachers expressed in relation to curriculum and assessment policies ranged from "being happy with CAPS to "being disheartened". Out of the ten teachers interviewed, five (3 older and 2 younger) were initially unhappy with this transition.

Frijda (1986) explains that "positive emotions are elicited by events that satisfy some motive, that enhance one's power of survival, or demonstrate the successful exercise of ones' capabilities and positive emotions tend to arise from achieving such conditions of satisfaction" (p.133). Frijda adds that many negative emotions result from painful sensations and threat or harm to some concern (p.133). For the five teachers who said CAPS allowed them to be flexible, they maintained that because they could adjust the curriculum to suit the needs of their class, they felt more like professionals implementing the curriculum, and they tended to express more positive emotions, as they "demonstrated the successful exercise of their capabilities" (Frijda, 1986,

p.133). It was also significant that these teachers belonged to a school where a culture of collaboration and collegiality was widespread.

Conversely, the teachers who said it stifled their creativity mentioned that the curriculum was so prescriptive. They understood the prescriptiveness as undermining them as professionals. Using Frijda's point about negative emotions, these teachers felt that CAPS was a threat to their flourishing as professionals. This could also explain why two years after the initial interview, the teachers who initially had been unsure about CAPS, had changed and expressed positive emotions regarding CAPS. Teachers like Tshidi and Anna went from 'not liking CAPS' in May 2013 to 'feeling very positive about CAPS' in May 2015. In the time that had passed, as they used the curriculum in teaching, they could see the benefits of CAPS to their learners and subsequently expressed feeling of "happiness and gladness" regarding CAPS. While these teachers were resistant to policy change at first, they were able to change their initial frustrations because they saw benefits for learners from the systematic progression of learning.

Fullan's (1991) point about subjective meaning being a very crucial determinant in the success of change guided me in understanding how a teacher could go from "not liking CAPS" to "feeling positive about CAPS". I understand that subjective meaning is interconnected to one's emotions, and as the teachers began to see the benefits of CAPS their initial negative emotion response towards the introduction of CAPS shifted. Because Tshidi and Anna had made subjective meaning of the transition to CAPS, they were able to embrace CAPS because through the impact of the curriculum on their learners, they made positive subjective meaning of the change. This shift from negative to positive feelings towards CAPS are the result of judgments teachers have made about the usefulness of CAPS in helping them to achieve their goal of "making a difference in the learners and imparting knowledge to them". Fullan points out that "if change works out, it can result in a sense of accomplishment and professional growth" (p.23).

Hargreaves (1998) using Denzin (1984) explains that judgments about things are based upon emotional as well as cognitive understanding. Due to the passage of time using the curriculum and seeing the benefits of CAPS to their learners, Anna's level of cognitive understanding about CAPS had improved and this allowed for positive judgments about CAPS. Equally, Oatley's (1991) work shows that we most often feel happiness when our purposes are being fulfilled. Happiness often derives from the experiences of achievement. Anna and Tshidi's shift towards satisfaction with / happiness towards CAPS came from their learners' experiences of achievement with CAPS.

On the other hand, when purposes cannot be achieved, anxiety, frustration, anger, guilt and other negative emotions are the consequence. This can happen when people are obstructed from achieving their goals or when they are compelled to realize other people's goals and agendas that they find inappropriate or repugnant (Hargreaves, 1998, p.841). At the beginning of 2013 when I first interviewed Tshidi and Anna, their negative feelings signalled their goals were not being achieved. Day and Gu (2007) explain that teachers are essentially engaged in work which has fundamental moral and ethical as well as instrumental purposes; their capacity to exercise these effectively is related to their ability to manage positive and negative scenarios in different professional life phases (p.423). This enables one understand why Anna and Tshidi initially had negative emotions towards CAPS, because at that point they could not see how CAPS benefitted their learners so they felt their fundamental moral and ethical purpose of ensuring learner achievement had fallen short. This feeling of having fallen short according to Day and Gu (2007) affects teachers commitment and resilience thereby affecting their effectiveness as teachers.

The older and younger teacher's emotion reaction to the acceptance of CAPS showed that regardless of age and career phase, meaning making and beliefs are what determines when and how curriculum change is accepted or rejected.

In summary, my findings confirm the arguments put forward by Frijda (1987), namely that events are appraised as relevant, pleasant and unpleasant through emotions and by Fullan (1991), namely that teachers' subjective meaning making of change is very crucial to the proper

implementation of the change. As seen through the emotions of the teachers in this study, proper implementation of change can only happen when teachers not only understand the change, and can also see the benefits of the change to their learners.

5.3. Claim 3: For the teachers, belonging to a community of practice enabled teacher sense making of CAPS and provided vital support to cope with the challenges of teaching in new ways

Claim 3 argues that collegiality and belonging to a community of practice is a prime way for teachers to become able to cope with the challenges brought by curriculum change. "Teaching together is reputed to be better than teaching apart and cooperation and collaboration among teachers gives teachers access to the new ideas, creative energy and moral support that helps them be more effective with their students" (Hargreaves, 2001, p.503).

My study confirmed this point, because the teachers all indicated that speaking to their colleagues provided some sense of comfort and support. They also said that speaking to their colleagues about the challenges they faced with the new curriculum helped give them a new perspective on engaging with the policy. Hargreaves (2001) said that "whether it is a passionate, emotionally engaged enterprise, or a dull and disengaged one, teaching is always an emotional practice that arouses and influences the feelings and actions of teachers and those around them including teachers' colleagues (p.505)." The teachers interactions with their colleagues provided them with a sense of relief, as they understood that the challenges they faced are common, i.e. not particular to themselves. Speaking to their colleagues helped them debrief and as such gave them an opportunity to reflect on their emotions, and helped them deal with some of the anxieties they experienced, therefore giving them hope and assurance.

Hargreaves (2001) explains that although classroom responsibilities are at the core of teachers' work, it is "teacher's relations with other adults that seem to generate the most heightened expressions of emotionality among them" (p.506). And I agree because throughout this study, when teachers spoke about their learners, there was a gentle demeanour in their voice and mannerism, but when they spoke about other adults, especially the department officials, there was tenseness in their voice and mannerism.

Little's analysis helps me to better understand the dynamics of the adult relationships teachers have. In Little (1990) analysis of teachers' emotional responses to the disappointments of

educational reform, she remarks on how “the reform environment draws emotional energy away from the teacher-student relationship and invests it in the adult work required to make the reform school-wide or even team–wide” (p.510). Little suggests that when these professional exchanges go well, they yield great satisfaction, but sometimes the same exchanges can engender conflict if it fails.

Older and younger teachers alike all expressed positivity towards their colleagues. There was no sense of age or career phase disparity in the nature of support received from colleagues. Older and younger teachers thrived on the knowledge that their colleagues would be there for strength and support.

To summarize, in this study, the collegiality among the teachers yielded positive results not only for their self-image, but also in the implementation of curriculum change and in the improvement of the teaching and learner achievement. I also saw that most of the teachers who felt positive about CAPS from the onset belonged to a school where the culture of collaboration and collegiality prevailed. Although the other teachers spoke about working together to share ideas about the curriculum, I did not get the sense that their school culture promoted collegiality and collaboration as much. What this observation led me to determine, is that curriculum change opens up discussion in communities of practice that teachers belong to, allowing for shared meaning and also that the more teachers collaborate in their work, the more likely they are to feel positive about their work.

5.4. Claim 4: These teachers’ emotions towards CAPS as a new curriculum were only partially shaped by their years of experience. An equally influential factor was the nature of their teacher education.

One of the quests of this study was to find out if “there were any discernible differences between the responses of the older and the younger teachers?” While the data showed that both older and younger teachers emotionally experience curriculum change similarly, however, there was a variance in the reasons for those emotions.

Older teachers' emotion reaction to the introduction of CAPS was partially shaped by their years of teaching, and they based their competencies on their years of experience. More precisely, older teachers' emotion reaction to the introduction of CAPS indicated that they felt that as teachers who had been in the system for so long and had undergone various curriculum changes, they had acquired enough experience about what worked best for learners especially as foundation phase teachers, and the introduction of new curriculum had no significant effect on how they taught. This concurs with Hargreaves' (2005) study, which showed that because older teachers experience many changes throughout their long career and see the change of focus shift from one initiative to the next, many of them are likely to be skeptical of the change and that is because they have been through far more changes than the younger teachers and are wiser. They may have also seen enough changes to see what's really going to make a change or not. Grace's comment encapsulates the general feeling from older teachers.

> (Grace 40+) *I started off teaching with the Christian National Education way back and since then the curriculum has changed and changed and changed. What I basically see is that especially for Grade 1 teachers, you can call the curriculum whatever you want to. Learning to read is still the same. I mean I have tried all these new ways and in the end I seem to go back to the way that I feel is the best; what I call my core policy.*

On the other hand, younger teachers' emotion reaction was partially shaped by their teacher education. Where the older teachers often referred to how long they had been teaching or what their long years of experience had taught them about learners and learning, the younger teachers often referred to how easy it was for them to adapt to change, as they did not have all those years of experience and being established in their ways of teaching, and also because as they had been trained differently to the older teachers. For instance, two younger teachers said

> (Cindy) *I think as a younger teacher, I found it much easier because I had not been teaching for 20+ years and then suddenly be asked to change and so I felt a lot more comfortable and flexible and able to adjust.*

(Tshidi 2013) *So I am not happy with CAPS in the sense that it has taken away the professional me out of the picture. I mean I was a professional for about 2 years when I was doing the NCS and I loved it because, as I said, it's in me. I know how to do these things, because that was part of my teacher training.*

For Cindy, what she has going for her is being a new entrant to the profession, and therefore she does not have the number of years of being established in a particular teaching paradigm, so making changes to her teaching comes more easily for her than for her older colleagues. For Tshidi, it is slightly different. Tshidi is also a new entrant to the profession but, beyond that, her problem with CAPS stems from her perception that the prescriptiveness of CAPS undermines her as a professional. Her perception is founded on the idea that she had been trained well in her teacher education, therefore she knows what to do in her class.

Hargreaves (2005) suggests that in the first few years of their teaching career, new teachers are trying to establish their basic confidence and competence as professionals. For the young teachers in this study, their basic confidence and competence as a professional lay in the knowledge that their teacher education had equipped them with the right tools to do their work as teachers. The young teachers in this study had been trained during the OBE years and during their teacher education, they had been taught to work with a curriculum that had outcomes, but made it the teacher's responsibility to collate the materials and knowledge and create the path for learners to reach those outcomes. On some level, they were curriculum creators rather than curriculum implementers. I think this could be where their confidence as professionals stems from.

The third empirical sub-question of this study sought to find out if there are any discernible causes for the patterns of the difference'. There were no discernible causes for the pattern of the difference. However this claim suggests that teacher education and years of experience differentially affected how the teacher's embraced curriculum change. The older teachers trusted their years of experience to have equipped them with the practical knowledge and ability to teach effectively and efficiently. The younger teachers relied on their teacher education, as they

perceived their education to have sufficiently equipped them with the knowledge to be good teachers.

This is in line with the findings of Hargreaves (2005) which showed that older teachers were more likely to be weary of change because they had been through so many changes to know that some of the change efforts did not always yield the desired results. Older teachers in that study had been more resistant to change than their younger counterparts because "their experiences of repetitive change wore them down" (p.967). The older teachers were set in their ways and were less likely to embrace change. The younger teachers in the Hargreaves' study were more likely to embrace change because unlike their older counterparts, they had no previous experiences of failed change efforts and were more flexible, adaptable and even enthusiastic about change. Their teacher education had prepared the younger teachers in Hargreaves' study, not just to deal with change, but also to understand and be able to implement the changes encompassed by that reform environment in particular. While there was no evidence from this study to suggest that the younger teachers had been specifically prepared to be adaptable to change, the younger teachers had confidence in the quality of teacher education they had received. Older teachers in this study relied on their years of experience, just like the older teachers in the Hargreaves study.

5.5 Tying it together

These four claims have shown some of what can be learnt from researching teachers' emotions in the context of curriculum change. Researching the emotions of teachers provides a productive lens for seeing the dynamics of the teacher/ curriculum relationship.

Considering Frijda's (1986) point that emotions are relevance signalling mechanism, I infer that; The teacher's negative emotions of sadness, anger and frustrations in relation to the lack of support they received from the department indicates that teachers acknowledge the importance of support from the department, and feel sad when they are not receiving the support they desire and require to do their jobs efficiently and effectively, indicating that support from the Department is vital for their flourishing. The teacher's confusion and unhappiness with the

training workshops organised by the department is also a signal that teachers are acknowledging they need help, and when they are left in that state of confusion due to unanswered questions at these workshops, it upsets them.

In addition, teachers' feelings of demoralization and despair due to being labelled under-performing is also an indication that they do not want to be attached to any form of negativity in relation to their work and may therefore go the extra mile to dig themselves out of those labels, signalling that a positive self-image is relevant to their flourishing.

Feelings of unhappiness and confusion around assessment requirements signals that clarity is required so that teachers are able to teach and assess learners properly so that knowledge is gained, and the feelings of happiness with CAPS curriculum signals that teachers can see how CAPS benefit their learners, and helps them fulfil their moral purpose.

Importantly, teacher's happiness, cooperation and collaboration with colleague's signals that support from colleagues helps teachers fill the gap created by the lack of support received from the Department. Yet it also signals that a good relationship between teachers is a vital part to successful teaching.

While the teachers of different ages and career phases did not differ in their emotion responses the transition from RNCS to CAPS. The evidence provided by this study illustrates how the teacher's emotions towards and relationship with CAPS changed depending on the meaning they made. More importantly, for the teachers to make meaning there was an emotional dimension that inevitably determined how well the change was understood and implemented. These emotions were differentially shaped by their years of experience or teacher education. The teachers accepted the change when they could see the benefits to their learners. In addition, collaboration and collegiality provided vital support for the teachers giving them energy and motivation to carry on. All the emotions of the teachers towards the different sub-objects signalled that a clearly understood curriculum policy, a healthy relationship with the department and colleagues, a positive self and professional image is relevant for the flourishing of teachers.

Chapter 6. Conclusion and reflection

6.1. Conclusion

Looking through the lens of emotions, this study reveals that curriculum change is more than just a new curriculum policy document; it is a multifaceted piece of educational reform as experienced by the teachers in this study. Through the lens of emotions we now understand curriculum change as a new policy document that requires changes in teachers' approach to teaching, modifies teachers' self- understanding and self- image, presents different undercurrents in the teachers / department relationship, requires subjective meaning making by teachers and nurtures already existing collaboration and collegiality among teachers. The teachers emotion responses to each sub-object of curriculum change responds to Nussbaum's (2001) definition of emotions that emotions arise in people as an evaluation of how an 'object' (event, situation, person, thing, idea, etc.) contributes to the person's flourishing. Feeling "positive" with CAPS shows that teachers understand CAPS as contributing to their "flourishing" as teachers who are making a difference in people's lives.

This study indicates that although it may seem like teachers are initially resistant to curriculum change, teachers will embrace a new policy when they see how it benefits their learners. This is because teachers always want to ensure learner achievement, as learner achievement is tied to how teachers perceive themselves, and how others perceive teachers. Seeing the benefits of a new policy for their learners helps teachers make meaning and as Fullan (1991) pointed out, subjective meaning making is crucial to ensuring lasting and real change. In relation to curriculum change, just because teachers' emotions change over time, does not mean they must be ignored, rather it is important to find out the reason for the change in emotions.

This study also reveals that collaboration and collegiality among teachers is very important. Teachers get much needed support from their colleagues and are able to cope with the challenges of teaching. Through belonging to communities of practice, teachers are able to gain clearer understandings of change through shared meaning. The culture of collaboration helps teachers convert tacit knowledge into shared knowledge through interaction. This confirms Hargreaves (2001) point that cooperation and collaboration among teachers gives teachers access to new

ideas, creative energy and moral support that help them to be more effective with their students (p.503).

This study reveals that older and younger teachers emotionally experienced the introduction of CAPS in similar ways, however, while older teachers' emotions were based on their years of experience, younger teachers emotions were based on their teacher education.

6.2 Reflection

Because I used emotion as a lens to enquire into curriculum change, it provided a different lens to using statistics or the quest for effectiveness. Additionally, using emotion as the lens for research showed the teachers motivations, perceptions, decisions and problems and the relationships they have with the various 'objects' and issues they were concerned with.

Using Nussbaum's (2001) definition of emotions as 'evaluations' of 'objects' (persons, things, events, situations) that are outside of the person's control but important for their flourishing proved to be very useful because during analysis, I looked at which emotions were involved, what / who they were aimed at, and what they said about the teachers' flourishing. I also used Frijda's (1986) idea that emotions are relevance signalling mechanisms which enable us judge if an event is favourable or unfavourable. I looked for what issues teachers considered unfavourable in the curriculum change.

Even though the sample size of ten teachers may seem small, the findings extracted from these 10 teachers provided me with a useful standpoint from which to possibly make generalizations about other teachers' experiences of the introduction of CAPS, because curriculum change involves all teachers in the education system.

Additionally, studying the emotions of teachers who are committed to their job gives insight into what it means to be a teacher in the democratic South Africa, and advances understanding about the problems at the core of their identity. I also wondered if all the teachers in the study had been teaching at different schools, would the responses have been the same? So if I had interviewed

ten teachers from ten different schools would they all have felt the same way the teachers in this study felt towards the sub-objects of curriculum change?

Like Steinberg (2013), I feel, while it may seem like a simple conclusion to arrive at, the significant message that came out of my findings is that teachers have to be given support because they have the responsibility of implementing the curriculum. More so, because their emotions and attitudes are inextricably linked with their perception of the benefits of a new curriculum, and because the emotional experience of their work shapes their motivation and energy available for enabling learner achievement, they have to be given support.

Following Kelchtermans (2011), I understand that support and respect needs to come from the Department of Education, as this is where the teachers complained bitterly about a lack of support from. The media needs to present both sides of the story, because media reports are often about teachers striking and refusing to work. The conditions teachers work under are not often highlighted as much as their striking is. This inevitably paints a picture of a teaching system filled with lazy and inconsiderate teachers who are all about advancing the size of their bank balance. Parents also need to actively participate in helping their children learn. Support from the department, media, and parents will soothe teachers' feelings of vulnerability significantly.

Following Steinberg (2013), in analysing curriculum policy initiatives, questions such as these should be asked: will this policy, and the way it is communicated to teachers, enable teachers to access positive emotions, fulfil their moral purpose and thus will this policy support teachers in wanting to work creatively towards learners' achievements? Asking such questions will help in the proper coordination, introduction and implementation of new policies.

Based on the responses of the older and younger teachers at the honours tutorial class I attended in 2012, I thought older and younger teachers would emotionally respond differently to curriculum change. Through this study, I have understood that older and younger teachers' experiences of change requires consideration, so that proper understanding is gained, and false assumptions and impressions may be corrected. An important lesson from this study is that under

similar working conditions, older and younger teacher emotionally experienced the introduction of CAPS in similar ways.

As a researcher, I set out to research the emotions of others; but I became very aware of my emotions in this research process. When I took a 15 months hiatus, I encountered my emotions in ways I had never understood before. I also became aware that emotions are like a light source in darkness, they cannot easily be diminished or extinguished, and they will always resurface. I am now more aware of the power of emotions thanks to Frijda, Nussbaum, Turner, Hargreaves and Palmer. I have also become more sensitive to the emotions of others. I have come to welcome emotions.

Finally, teachers need to embrace their fears and try to transcend them to reconnect with the reality of teaching and learning (Palmer, 1998, p.57). The reality is that for teachers, the work is never done. Teaching is a never ending story (Hargreaves, 1994, p. 147). Rather than dwell on guilt and fear, teachers could use their emotions as a vehicle for action and social justice (Winograd, 2003, p.1669). In essence, there is a way out of the dysfunctional relationship teachers have with the Department. According to Carl (2005), "teachers are in effect the principal role players" when it comes to the curriculum. As such, their voices must be heard and must not remain "a voice crying in the wilderness" (p.223).

Following Bullough (2011), I would argue that the education department has a responsibility to "provide teachers with an enabling environment" (p.28) capable of supporting their desire to bring out the best in learners. Relationships can be mended and assumptions changed so that teachers work in a healthy system that enables learning and development for all involved, where hope and happiness thrives because children and adults (too) learn best when they are happy (p.28).

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Appendices

Appendix A

PROFILE INFORMATION SHEET

Participants' profile

What is your:

Academic/professional qualifications _____

Age range: 20+, 30+, 40+, 50+, _____

How many years of teaching experience do you have? _____

What are your teaching subjects? _____

_____

_____

What kind of school do you teach in? _____

_____

_____

What grade do you teach? _____

Appendix B.

INTERVIEW SCHEDULE

You as a teacher

I want to start off by asking you how you understand yourself as a teacher, as you are the one who is enacting the curriculum

- Why and how did you become a teacher?
- What do you think of teaching as a profession?
- What do you think motivates you to be a good teacher?
- How do you work with curriculum documents in planning and coordinating your work?

Response to previous Curriculum changes

- When you were training as a teacher, which curriculum was predominant at the time?
- What other curriculum changes have you experienced?
  (Tell us about each one of them in terms of your understanding, feeling and how it impacts learners.)
- How do you think your experience of those changes is influencing your feelings about the current curriculum change?
- How did you feel in January 2012 when you were embarking on the new CAPS curriculum?
- **Response to curriculum change from RNCS to CAPS**
- How do you understand the difference between RNCS and CAPS?
- What has been your experience in the change from RNCS to CAPS?
- How has the transition made you feel?
- Do you believe that following CAPS will help get learners to achieve more?
- How do you feel now one and a half years on?
- Have you undergone any curriculum training or study around curriculum change?
- Can you remember how you felt then, and how do you feel now afterwards?

- How has the curriculum change affected your sense of yourself as a professional?
- How do you deal with your emotions associated with curriculum and teaching?

Appendix C

PARTICIPANT'S INFORMATION SHEET

I am Chioma Nwachukwu, a Master of Education student at the University of Witwatersrand, doing a research on emotions of teaching titled: **The influence of age and career phase on teachers' emotional responsiveness to curriculum changes in South Africa.**

My focus is on teachers who are teaching with CAPS, and who have previously taught with RNCS. The study aims at understanding the emotions of teacher with regards to the transition from RNCS to CAPS, and how age and career phase affects this. The data collection for this research is scheduled for March and April 2013.

To do this, I will conduct focus group interviews where I will be asking questions to the participants regarding curriculum change and how teachers think and feel about it.
You are kindly invited to participate in this study. Participation in this study is entirely voluntary and choosing not to participate will have no consequences whatsoever. Should you choose to participate you may withdraw from the study at any time. You have a right not to answer any question that is put to you.

The research is purely for academic purposes, such as my research report and possibly conference presentations or an academic article. This means the data collected will not be used for any other purpose other than the stated. Confidentiality and anonymity will be guaranteed in that names of participants or their schools will not be used in the writing of the research report.

Any information gathered will be kept private and confidential and will be destroyed upon completion of the project.

Thank you in advance.

Yours truly

_____
Chioma Nwachukwu

Appendix D

Participant's Consent Form for audio taping

Please could you kindly fill and return the reply slip below and indicate your willingness to have your interview audiotaped for my research project: ***Influence of age and career phase on teachers' emotional responsiveness to curriculum changes in South Africa .***The reason for audio-taping the interviews is to ensure that your exact words, ideas, comments and conceptions are clearly captured as this research focuses on your emotional responses and will not be misinterpreted, misquoted and misunderstood by me.

Permission to be audio taped

I _____

give my consent to have the interview recorded.

- I know that I may withdraw from the study at any time and will not be advantaged or disadvantaged in any way.
- I know that I can stop the audiotaping of the interview at any time without repercussions.
- I know that the tapes will be destroyed within 3-5 years after completion of the project and will be kept safe until then.

Signature: _____ Date: _____

Thank You.

Chioma Nwachukwu
rite2chi@yahoo.com
0832227372

Appendix E

PARTICIPANT'S CONSENT FORM

I am Chioma Nwachukwu, a Master of Education student at the University of Witwatersrand. I am doing a research on the emotions of teaching titled: "*The influence of age and careers phase on teachers' emotional responsiveness to curriculum changes in South Africa"* where I am looking at the emotions of teachers with regards to curriculum change. I kindly request your participation in this study. This study is purely for academic purposes only.

This letter serves to inform you that participation in this research is voluntary and that you have agreed to the following:

I have received, read and understood the information sheet regarding this study and I am aware that all the information I give will be processed anonymously in this study and its final report.

I understand and agree that the data collected for this study can be processed by the student and destroyed once the study is completed and passed.

I may at any stage without prejudice withdraw my consent and participation from this study and have had sufficient opportunity to ask questions and declare that I am participating voluntarily in this study.

For details you can contact me, Chioma Nwachukwu on 0832227372, and rite2chi@yahoo.com.

If you agree to participate in this study please sign on the space below

PARTICIPANT'S (Initials only)

SIGNATURE: _____ DATE: _____

RESEARCHER'S

SIGNATURE: _____ DATE: _____

Thank you,
Chioma Nwachukwu

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2013/269

GDE RESEARCH APPROVAL LETTER

Date:	**12 February 2013**
Validity of Research Approval:	**4 February 2013 to 27 September 2013**
Name of Researcher:	**Nwachukwu C.**
Address of Researcher:	**P.O. Box 1929**
	Sunninghill
	2157
Telephone Number:	**011 792 0909 / 083 222 7372**
Email address:	**rite2chi@yahoo.com**
Research Topic:	**The influence of generation and career stage on teachers' emotional responsiveness to curriculum changes in South Africa**
Number and type of schools:	**NONE**
Districts/HO	**NONE**

Re: Approval in Respect of Request to Conduct Research

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

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

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0608
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za
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Appendix G

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

Student Number:
Protocol Number:
2013ECE014M

Date: 25-Feb-2013

Dear Chioma Nwachukwu

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

Influence of generation and career stage on teachers' emotional responsiveness to curriculum changes in South Africa

The committee recently met and I am pleased to inform you that clearance was granted. However, there were a few small issues which the committee would appreciate you attending to before embarking on your research.

The following comments were made:

- It is not clear how anonymity and confidentiality will be guaranteed.
- Spelling of participants, anonymity and pseudonyms to be corrected.
- Please make sure that the Consent Forms are complete and separated from the Participant Information Sheets. The former are kept by you and the latter by the participants. Teachers should be entirely aware of what they are consenting to.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

011 717 3416