

https://dspace.org/

Curriculum reform in Lesotho: teachers' conceptions and challenges

Selepe, Cecilia Mannuku

2016

http://hdl.handle.net/10539/20785

Selepe, Cecilia Mannuku (2016) Curriculum reform in Lesotho: teachers' conceptions and challenges, University of the Witwatersrand, Johannesburg, <http://hdl.handle.net/10539/20785>

Downloaded from a DSpace repository. https://dspace.org/

DECLARATION

I declare that this research report is my own unaided work. The sources used from other authors have been referenced. It is submitted for the degree of Master of Education to the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Cecilia Selepe

15 March 2016

937837

ABSTRACT

In Lesotho the development of the Curriculum and Assessment Policy is considered a crucial milestone in the history of education in the country as it is the first official curriculum document to be published post-independence. The policy advocates an integrated approach with a merge of eleven subjects that were taught at primary school into five learning areas. Integrated curriculum is adopted as a means to make education relevant in an attempt to address the socio-economic needs of the country. Curriculum revision towards integrated curriculum is done in phases, and the process of implementing the new curriculum is currently at primary school level. In 2013 implementation started in grade one, two and three, it has moved progressively such that in 2015 implementation was in grade five. The aim of this research was therefore to explore challenges primary school teachers face in implementing integrated curriculum. This study intended to find out how grade three and grade five teachers' interpret and enact integrated curriculum.

The study followed a qualitative case study method in which six teachers from three schools participated. The data was gathered through semi structured interviews in order to find out how teachers understand integrated curriculum. To further understand how teachers interpret the curriculum lesson observations were conducted. The study was informed by Bernstein (1971) concepts of classification and framing as they provided the language for description of their pedagogic choices. The lessons were coded and classification and framing values were designated. The findings revealed that in two of the three schools the teachers attempted to implement the curriculum, however in terms of classification and framing their pedagogic understanding was limited and varied. The teachers' understandings of integrated curriculum across the schools varied. Teachers in School A understood the curriculum to mean making links between everyday knowledge while the understanding of teachers in school B was interconnection between concepts across learning areas. In the third school the teachers were not implementing the curriculum; findings showed that they lacked understanding of integrated curriculum as all their lessons were strongly framed and classified. In all three schools the findings reflected that teachers' pedagogic choices were related to their understanding and interpretation of the curriculum. Given this, there is still a need for further teacher development and follow up in schools.

Key terms

Curriculum reform, integrated curriculum, pedagogy

ACKNOWLEDGEMENTS

I have fought a good fight, I have finished the race, I have kept faith! 2 Timothy 4: 7

First and foremost I thank God for always making me realise that this was not my race to run, but rather He was always there to protect me and always take me a step further than my anticipated destiny.

To my supervisor Ms Bronwen Wilson- Thompson, your patience, motivation, and professional guidance is what kept me going. I am very much grateful to you for believing in me even when I doubted myself; your aura and sense of humour always got me through murky days. Best of all I will forever be indebted to you for the academic growth you instilled in me. Thank you!

My sister Bokang, your selfless sacrifice of looking after the kids while I study will never be forgotten. My heartfelt gratitude goes to my kids for understanding and letting go of the presence of their mother. Without support and patience from Taelo, my partner and best friend, I would not have finished my research. Thank you for always encouraging and pushing me to follow my dreams, for being a shoulder to lean on.

Doris your presence in my life during this journey made all my memories at Wits worth remembering! I cannot thank you enough for making me part of your family while I finish my research.

The financial and emotional support from Career Wise and Kellogg Foundation is highly acknowledged, without their support this study would not have been successful.

DEDICATION

This work is dedicated to my late parents Anna ʻMaphori and Selepe Joseph Selepe, the love of education you instilled in me always kept me going!

Table of contents

CONTENT		PAGE
Declaration		i
Abstract		ii
Acknowledgements		iii
Dedication		iv
Table of Contents		v
CHAPTER ONE: INTRODUCTION		
1.1	Introduction	2
1.2	Background	2
1.3	The problem statement	5
1.4	The Purpose statement	5
1.5	Research Objectives	5
1.6	Research Questions	6
1.7	Rationale	6
1.8	Chapter Outline	7
1.9	Conclusion	8
CHAPTER TWO: LITERATURE REVIEW		
2.1	Introduction	9
2.2	Curriculum change in Lesotho	9
2.2.1	Integrated Curriculum	10
2.2.2	Pedagogy	12
2.2.3	Assessment	14
2.4	Integrated curriculum reforms in Sub-Saharan Africa	15
2.5	Teachers and curriculum change	17
2.5.1	Theoretical Framework	21
2.6	Conclusion	23

CHAPTER THREE: METHODOLOGY

3.1	Introduction	24
3.2	Research Approach	24
3.3	Research Design	24
3.3.1	Case Study	25
3.4	Sampling of teachers and schools	26
3.4.1	Teachers	26
3.4.2	Schools	28
3.5	Data Collection Methods	29
3.5.1	Interviews	30
3.5.2	Observations	32
3.5.3	Document Analysis	32
3.6	Data Analysis	33
3.6.1	Analysis of lesson observations	33
3.7	Trustworthiness, Credibility and Transferability	37
3.7.1	Credibility	37
3.7.2	Transferability	37
3.7.3	Dependability	37
3.9	Conclusion	

CHAPTER FOUR: DATA DISCUSSION AND ANALYSES

4.1	Introduction	40
4.2	Presentation of lesson observations	40
4.2.1	School A	40
4.2.2	Maama‘s lesson	40
4.2.3	Letsie’s lesson	44
4.4	School B	47
4.4.1	Seeiso’s lesson	47

4.4.2 Lerotholi's lesson 51

4.5 School C 55

4.5.1 Nkuebe's lesson 55

4.5.2 Mathealira's lesson 60

4.6 Conclusion 63

CHAPTER FIVE: DISCUSSION OF ANALYSIS

5.1 Introduction 64

5.2. Teacher's understandings of integrated curriculum 64

5.3 Teacher's pedagogic choices 66

5.4 Teacher's challenges in implementing integrated curriculum 67

5.5 Classification and Framing 69

5.6 Conclusion 69

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1 Overview 70

6.2 Key emergent 71

6.1 Limitations 72

6.3 Final remark 72

6.4 References 74

6.5 Appendices 78