

https://dspace.org/

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

Williams, Megan

2014-03-24
http://hdl.handle.net10539/14292

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

OUTCOMES-BASED EDUCATION: HOW HAVE SELECTED TEACHERS RESPONDED TO CURRICULUM 2005?

A research report submitted to the Faculty of Education, Adult Education Department, University of the Witwatersrand, Johannesburg, in fulfilment of the requirements for the degree of Master of Education.

Megan Williams
Cape Town 1999

ABSTRACT

On the 30 July 1996, the Department of Education launched a national curriculum process. Included in this process was the establishment of an outcomes-based education (OBE) system. This research reflects how selected South African teachers responded to the implementation of an outcomes-based education curriculum, at the onset of 1998. The research also reflects the perspectives of individuals whose task it is to design the new curriculum.

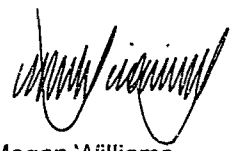
The research is housed in an interpretative paradigm and has a qualitative perspective to it, in that it is primarily concerned with understanding the individual teacher's perspective and experience of outcomes-based education. The case study research method is used, with interviews and questionnaires as the data gathering methods.

The research reveals teachers' understanding of OBE, as well as their concerns and aspirations of an outcomes-based curriculum. A number of recommendations are made to aid teachers and curriculum developers during this time of curriculum change.

(**Key words**: adult education, curriculum development, Curriculum 2005, outcomes-based education (OBE), teacher education)

DECLARATION

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



Megan Williams

1st day of December 1999

ACKNOWLEDGEMENTS

I would like to acknowledge the following persons for various reasons:

1. Twiggy Tolken for her patience and understanding.
2. Dr Jo Ewart Smith for her guidance and support in the supervision of this report.

CONTENTS

Title

Abstract page 2

Declaration page 3

Acknowledgements page 4

Table of Contents page 5 - 6

List of Abbreviations page 7

List of Appendices page 8

CHAPTER 1: INTRODUCTION

- Statement of the Research Problem page 9
- The Importance of the Research page 10
- Research Aims page 11 - 12
- Research Issues page 12
- The Scope of the Research page 13
- Limitations of the Research page 13 - 14
- Assumptions of the Research page 14

CHAPTER 2: LITERATURE REVIEW

- Aim of the Literature Review page 15
- Literature Review: Section 1 page 15 - 29
- Literature Review: Section 2 page 30 - 38

CHAPTER 3: RESEARCH DESIGN

1. Research Aim Re-stated page 39
2. Graphical Representation of Research Design page 40
3. Research Issues Restated page 41
4. How the Research was Organised: page 41

   4.1 Deciding on a Number of Case Studies page 41

   4.2 Selection of Participants: page

   4.2.1 Teacher Sample page 42

4.3 Design Sample page 44
5. Developing the Research Instruments page 44
5.1 Interview schedule page 44
5.1.1 Contact summary sheets page 45
5.2 Questionnaire page 45 - 46
6. Appropriateness of Interviews for this Research Project page 46 – 60
7. The Need for More than One Research Technique page 60 - 62

CHAPTER 4: RESULTS AND FINDINGS

- Introduction page 63
- Case Study 1 page 65 - 104
- Case Study 2 page 105 - 137
- Case Study 3 page 138 - 181
- Case Study 4 page 182 - 219
- Case Study 5 page 220 - 259
- Case Study 6 page 260 - 297
- Design Team Analysis page 298 - 316
- Cross-Site Analysis page 317 - 358

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

- A. Discussing and Interpreting the Results In Relation to the research Questions page 359 - 364
- Discussing and Interpreting Other Results page 364 – 369

APPENDICES page 370 - 377
LIST OF REFERENCES page 378 - 386

ABBREVIATIONS

APT	Association of Professional Teachers
DET	Department of Education and Training
GDE	Gauteng Department of Education
HOD	Head of Department
INSET	In-Service Training
JCE	Johannesburg College of Education
MIET	Media in Education Trust
NAPTOSA	National Professional Teachers' Organisation of South Africa
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSB	National Standards Body
OBE	Outcomes-Based Education
SAQA	South African Qualifications Authority
TUATA	Transvaal Union of African Teachers Association
WCED	Western Cape Education Department

LIST OF APPENDICES

Appendage A:	National Qualifications Framework (NQF)	page 371
Appendage B:	Interview Schedule	page 372
Appendage C:	Contact Summary Sheet	page 375
Appendage D:	Design Team Questionnaire	page 376

CHAPTER 1
INTRODUCTION

STATEMENT OF THE RESEARCH PROBLEM

The initial implementation of an outcomes-based education (OBE) system in South Africa, began in January 1998 and this research project investigates how teachers have responded so far to Curriculum 2005, in Gauteng Province and Western Cape Province. It also investigates the influence Curriculum 2005 has had on teachers' classroom practice thus far.

The research provides teacher educators, teachers, as well as those who have designed the OBE system and any other individual who is concerned about education in South Africa, with an in-depth perspective of the knowledge, understanding and attitudes held by a sample of teachers who implement such a system.

THE IMPORTANCE OF THE RESEARCH

This research project has a number of purposes:

The researcher of this project is involved in teacher education and it is of interest and value both to her and other teacher educators, to seek a deeper understanding of teachers' feelings about, their understanding of, as well as their reaction to, the implementation of an outcomes-based education system. The research reveals the needs, wants, hopes and fears of those who will implement an outcomes-based education system. A knowledge of the above aids the researcher and other teacher educators in developing appropriate courses and materials for teachers. The findings of this research are therefore "adjunct to the practice needs of the profession" (Deshler, 1989, in Merriam, 1989:151), in that an essential objective of the research is to improve educational practice.

This research project is also of importance to those individuals and organisations whose task it is to design and set into motion an OBE system in the Gauteng and Western Cape Provinces. The results of the research project will be shared with such bodies, enabling them to review that which they have thus far designed and implemented. The findings of this research project can be used as part of a formative evaluation process.

RESEARCH AIMS

Background Information:

In January 1998, an OBE system was implemented in Grade 1 classes, in State schools across South Africa. It is the intention of the National Department of Education that over the next few years OBE will be implemented in all grades eg. In 2000, OBE will be implemented in Grade 7. In temporal terms, this research project is undertaken at the initial stages of the implementation of the OBE system.

It is the view of the researcher that the OBE system that began its initial implementation in January 1998, has been thrust upon teachers, who in the years ahead are expected to implement such a system effectively. The hurried manner in which OBE is being established has resulted in educators and teacher unions calling for a postponement of the process. This is evident in newspaper articles, for example a headline in The Star Newspaper (Wednesday June 4 1997:3) reads "education experts call for a delay in the implementation of new curriculum." The researcher believes that insufficient thought and consideration has been given to teachers' feelings, concerns and hopes regarding outcomes-based education.

Research Aims:

An analogy has been drawn between OBE and a Tsunami - a tidal wave (Chamberlain, 1996); its surging force cannot be halted. This research establishes what teachers' responses are towards OBE, in order to inform the designers of the OBE system, so that they may prepare educators in all grades to stand more steadfast for its imminent arrival.

The research also determines the views and perceptions of a sample of individuals whose tasks are related to the design and implementation of OBE in Gauteng and Western Cape Provinces. The responses of these individuals are compared with those of the teachers, in order to ascertain the similarities and differences between the views held.

RESEARCH ISSUES

The research investigated the following questions:

1. What do teachers understand by outcomes-based education (OBE) because 'even when we are instructed to leap through hoops, we must stop to look at them'.
2. How did teachers come to gain particular knowledge about Curriculum 2005?
3. Why do teachers believe broader changes have taken place in education in South Africa, during the past two years?
4. Do teachers support the change towards OBE?
5. What views, hopes, fears and concerns do teachers hold regarding outcomes based education?
6. What are teachers' feelings towards the teaching profession during this time of curriculum change?
7. What impact has the introduction of OBE had on teachers' classroom practice?
8. What views are held by selected individuals who are involved in design and implementation aspects of OBE in Gauteng and Western Cape Provinces?

THE SCOPE OF THE STUDY

The research takes place in six schools, across two provinces in South Africa. Two of the schools are in Gauteng Province and four in Western Cape Province.

The research is contained within a particular time frame. It situates itself between the Department of Education's launch of a new national curriculum process, on the 30 July 1996 and 30 April 1998, four months after the initial implementation of OBE in Grade 1 classrooms across South Africa.

LIMITATIONS TO THE RESEARCH

Researcher bias is a limitation that must be taken into consideration. During 1997, the researcher designed a course for student teachers that taught how to develop learning programmes within an OBE framework. It was the task of the researcher to develop in the future teachers an understanding of what an outcome is, as well as, the ability to design units of work and write performance indicators. When initially confronted with OBE, the researcher was in fact 'caught up' with the implementation of the new curriculum and spent insufficient time scrutinising the implications of OBE. For a brief period of time the researcher became what she believes many other teachers have and will become, 'a blind follower of a new cult'; a person who had not given enough critical thought to the changes that were taking place in the educational context around her. Consequently, it is with a somewhat new, circumspect perspective that the researcher approached the research.

An additional limitation that must be borne in mind, is that those individuals and bodies whose task it is to establish OBE in the Gauteng and Western Cape Provinces are not compelled to utilise the results of this research project. The social worth of the research may be evident, however it may not necessarily result in an meaningful changes in practice.

ASSUMPTIONS OF THE STUDY

There is a critical assumption that lies at the heart of the research: It is that teachers during a time of curriculum change are adult learners, who are faced with the prospect of learning something new and assimilating it into their existing knowledge. As adult learners they should be treated as such.

CHAPTER 2

REVIEW OF RELATED LITERATURE

AIM OF THIS CHAPTER

This section of the research report presents a review of literature related firstly, to outcomes-based education and secondly, to curriculum change. The literature review is divided into two sections; Section 1 is titled **The Problems with Outcomes-Based Education – a Critical Literature Review** and the title of Section 2 is **Different Maps for Different Journeys: Managing Curriculum Change in South Africa.**

SECTION 1

THE PROBLEMS WITH OUTCOMES-BASED ADULT EDUCATION - A CRITICAL LITERATURE REVIEW

INTRODUCTION

Since the mid-1980's, countries around the world have seen the rapid development and spread of outcomes-based education or OBE. This educational approach has thus far taken root in counties such as England, parts of the USA, New Zealand, Australia and now South Africa. Hyland (1993) suggests that the shortcomings of outcomes-based education need to be exposed and the generally uncritical acceptance of the approach needs to be challenged.

This section of the literature review sets out to explore the nature of outcomes-based education (OBE), in both a global and a South African context. It also examines some of the problems associated with outcomes-based education.

The literature review is structured in a thematic way. Key themes that are explored include:

- establishing what outcomes-based education (OBE) is.
- knowledge in relation to OBE.
- the nature of assessment in outcomes-based education and the implications of such assessment practices on the South African education context.
- examining what is expected from educators who have to implement outcomes- based education programmes.

LINKING THE LITERATURE REVIEW AND THE RESEARCH PROJECT

This literature review forms part of a qualitative research project, that explores how South African teachers have responded to outcomes-based education. It is worthwhile to briefly consider the nature of the research project and how aspects of this literature review relate to the aim of the research project.

The research project is a qualitative piece of research, one that is housed within the interpretative paradigm. It explores a particular issue with the intention of gaining a deeper insight into the dynamics of the issue. A central endeavour of the interpretative paradigm is that it strives to "...understand the subjective world of human experience" (Cohen and Manion, 1996:37). The research project strives to understand teachers' responses towards an educational change they are experiencing, as well as the impact this change has had on their classroom practice. It is necessary that a reader of this literature review understand the nature of the research project, as the key issues to be explored in this literature review, are related to the broader aim

of the research project eg. the nature of the assessment practices utilised in OBE may have some impact on teachers' responses towards such an education approach.
The writer of this paper is an adult educator who is directly influenced by the establishment of an outcomes-based education system in South Africa. It is the task of the writer of this paper to aid teachers in developing their understanding of OBE and how it impacts on their classroom practice. Consequently it is from this perspective that this literature review is undertaken.

Research around outcomes-based education in South Africa is still very much in its beginning stages, due to the fact that the South African Qualifications Authority (SAQA) Act, which gave SAQA the power to establish the National Qualifications Framework and outcomes-based education (OBE), was passed by Government in 1995 (Isaacman,1995).

During the year 1996, the Faculty of Education, at the University of Durban Westville, showed particular interest in the implementation of OBE in South Africa. At a National Conference on Outcomes-Based Education in March 1997, Sharma Bhikha, a teacher from Durban Girls' Secondary School presented a paper that has direct relevance to the research project. Ms Bhikha conducted a survey, with a random sample of fifty teachers, in the Kwazulu Natal Province (Bhikha, 1997, in Goolam, 1997). The survey results showed that the teachers held "vague and different understandings of OBE" (1997:52). Bhikha expressed concern that this could lead to confusion and disorientation. She questioned what effect this would have on learners. The research project may be seen as 'building on' and extending Bhikha's survey. The literature review itself is explicit in delving into a number of writings, in an attempt to understand the nature of OBE.

BROADER EPISTEMOLOGICAL DEBATES AROUND OBE:

1) What is outcomes based education?

In answering this question, it is necessary for this literature review to first trace and explore, the origins of outcomes-based education (OBE). Outcomes-based education can be traced to the use of clearly defined objectives in performance-based Teacher Education programmes in the United States, during the 1950s and 1960s (Hyland, 1994; Brady, 1996). The taxonomy of educational objectives designed by Bloom, in 1956 provided a framework within which to write objectives and thereby helped to establish this tradition (Brady, 1996). Interestingly though, proponents of OBE, eg. individuals such as William Spady, reject the links made to Bloom's 'mastery learning', "because 'mastery' had already been destroyed through poor implementation" (http://members.tripod.com/~bcbruns/obe.htm).
Examining the nature of OBE, helps shed some light on the discrepancy highlighted above; outcomes-based education is a "learner centred, results orientated design, based on the belief that all individuals can learn" (OBE Discussion Document, 1997:17). It focuses on the results/outcomes of learning processes, as the "emphasis shifts from a process based on inputs to one focused on outcomes" (Brady, 1996:14).

There have, however, been many interpretations of OBE in countries such as Australia, the United States, New Zealand, England and Wales:
Boscher and Baron (1993:1) define outcomes-based education as a "student-centred, results (outcomes) orientated design, premised on the belief that all individuals can learn." OBE is a transformation of a system that is based on inputs, to one that stresses outcomes (Brady, 1996). Other interpretations include one in the United States, that maintains that decisions about teaching are driven by outcomes that are desirable in learners (Brady, 1996). Another interpretation is that outcomes-based systems are utilised to make schools more accountable; learners must "demonstrate mastery of outcomes" (Brady, 1996:8).

Spady and Marshall (1991, in Brady, 1996:9) identify "three different OBE designs, that comprise an evolutionary sequence", in an attempt to shed some light on the prevailing confusion surrounding the issue of interpretation:
1) Traditional outcomes-based education which emerges from existing curricula; the content and structure of the curriculum remains the same except now it is explicated in terms of outcomes.
2) Transitional outcomes-based education which moves away from existing curricula. Essential knowledge and skills for students are identified and these are used to "cultivate higher order competencies" (Spader, 1991, in Brady, 1996:9).
3) Transformational outcomes-based education questions the purpose of education and then in that light a number of outcomes are designed, which have direct influence over curriculum planning, resource allocation etc. The envisioned outcome of such OBE is competent future citizens (http://members.tripod.com/~bcbruns/obe.htm). This is the OBE design that has been developed for South Africa.

This literature review explores at a later stage, aspects of the OBE design that has been developed for South Africa, however before moving to the local context, another broader issue will be examined (albeit only an aspect of it) – knowledge in relation to outcomes-based education.

2) Knowledge and outcomes based education – exploring the relationship

This literature review has established already that OBE focuses on results and outputs. In the light of this, it "seems common sense that OBE should meet with little resistance...parents want to know what the schools expect their children to know and do and how well their children are learning..." (http://www.edexcellence.net/issuespl/subject/obe/obemanno.html). The results and outputs underpinning OBE are presented in a list of outcomes that the learners have to reach. These outcomes emphasise knowledge, skills and values (National Department of Education booklet, 1997). Critics

of OBE protest that the knowledge outcomes are often sidelined. As Mueller (1992:5 & 6), explains, "...an academic focus is missing...most OBE outcomes are behaviour outcomes rather than academic outcomes!" Other critics are more straight forward in their criticism; Phyllis Schlafly (in Manno, 1994:2) states quite bluntly, "OBE is converting the 3R's to the 3D': Deliberately Dumbed Down." Although the affective dimension of education receives a greater emphasis in OBE, there are critics who argue that this dimension is in fact devalued (Towers, 1994; Zlatos, 1993, in Brady, 1996). Due to the fact that it is more difficult to assess affective outcomes, it is feared that they may be ignored or merely be assessed in a superficial manner.

Supporters of OBE on the other hand, clarify that knowledge has a definite role to play regarding OBE. Harris (1995:67) insists that "there is still a need for the content of what is to be mastered." This view of Harris' reveals his belief surrounding the role of knowledge in outcomes-based education; knowledge and understanding are only necessary if they relate to the outcome that needs to be attained. For Hyland (1993), this reflects one of his biggest concerns about OBE. Such an approach is not concerned with learning and the development of knowledge, it is concerned with measuring and assessing.
The claim by Mansfield (1990, in Hyland, 1993:60), "that to perform competently we need knowledge, understanding and skills...", is a reminder of the "...instrumental thrust of the debate in this area" (Hyland, 1993:60). Jessup (1991:121,123) argues in a similar manner, stating that "there is no justification for assessing knowledge for its own sake, but only for its contribution to competent performance."

It is the view of Hodkinson and Issitt (1995:67) that "knowledge and understanding influence performance, as in turn performance alters our knowledge and understanding." What they identify as problematic though, is the manner in which outcomes-based education oversimplifies this

relationship, by teasing out what knowledge and understanding directly contribute to performance (Hodkinson and Issitt, 1995).
The purpose of knowledge should not only be to underpin performance. Hyland (1992:24) states quite firmly that "there is something quite unsatisfactory about a theoretical position which seems to recognise knowledge and understanding only to the extent that these are revealed in the performance of tasks." Raggatt (1993, in Calder, 1993:151), too expresses concern about such a narrow view regarding knowledge and understanding, where "...reference to knowledge and understanding is justified *only* in terms of the individual's ability to do the job properly." Edwards and Usher (1994:7-8) also state that "...it is very noticeable that the discourse of competence marginalises knowledge and understanding unrelated to performance."

Edwards and Usher (1994:7) however, provide a cautionary word, stating that "tying skills, knowledge and understanding too narrowly to successful performance of activities does not provide the basis for transferring skills ...", understanding and knowledge to a different context. In such an instance, knowledge becomes too context bound.

OBE systems have attempted to further distinguish the distinction between knowledge and performance, by creating what Hyland (1992:24) terms "a modified language of assessment". Wolf (1990, in Burke, 1990) distinguishes 'first order measures' (examining performance alone) from 'second order measures' which take into account 'underpinning knowledge and understanding'. Hyland (1992:24) scorns the creation of such a distinction, stating that "...this new metaphysics...does nothing to eliminate confusion..."
In outcomes-based education, a learner needs knowledge and understanding to be able to achieve certain outcomes, but the emphasis remains on performance i.e. attaining the outcomes and not on the development of knowledge and understanding.

Hyland (1993:60) believes that those who advocate outcomes-based education, "still need to explain what sort of knowledge is meant to underpin competence." He argues that this confusion regarding knowledge is compounded by the fact that those who design outcomes-based education programmes, 'pick out' that knowledge thought to be necessary for those outcomes that are to be achieved. It is almost as if "...knowledge has to be manipulated so that it fits the desired framework" (Hyland, 1993:61). This is a simplistic view of knowledge, one that implies knowledge is inert and passive.

It is imperative that this literature review consider what has been discussed above, in relation to discourse around outcomes-based education in South Africa. The views held by Professor Jansen, of the University of Durban-Westville (in Goolam, 1997:70), a fierce critic of OBE, support those espoused by Hyland (1993), Raggatt (1993) and Hodkinson and Issitt (1995) above. Jansen argues that "...the means-ends OBE stance...offers an instrumentalist view of knowledge." Jansen (1997) also argues that OBE trivialises content. This claim is reflected and supported by the words of Matthews (1997:2), who states that "the old system placed emphasis on knowledge which the learner acquired, but now the focus will be on what the learner can do with the knowledge acquired."
Jansen (1997) also points out that OBE threatens to atomise and fragment knowledge and it assumes that knowledge acquisition proceeds in a linear way.

In concluding, the debate regarding OBE and knowledge, Hyland (1994:74) states the following; "there exists an impoverished knowledge framework linked with a mechanistic and reductionist conception of evidence and standards..."

3) Assessment in outcomes-based education

The literature review has explored some of the discourse around knowledge and outcomes based education. What role will assessment play regarding the "impoverished knowledge framework" (Hyland, 1994:74), outcomes, results and standards? The literature review moves on to explore this aspect of OBE:

The role of assessment is paramount in outcomes-based education (Hyland, 1994), in that the approach concerns itself with the assessment of outcomes; "the programme of learning is designed to achieve outcomes" (Discussion Document: Lifelong Learning through an NQF, 1996:25). Jessup (1991) provides a similar explanation, stating that assessment in OBE, involves a process of collecting evidence and making judgements on whether performance criteria have been met.

The end point of a learning experience is known to the learners; in essence their starting point is where they will end up (Hyland, 1994). It is the view of Bull (1985, in Hyland, 1992:24) that "...pre-determined objectives of this kind stress only the instrumental value of learning and thus foster an impoverished conception of educational activity."

Owen (1995, in McKenzie, 1995:152) argues in favour of assessment procedures of this kind, explaining that the traditional assessment practices of universities, colleges etc, are "demystified", in that the process is a transparent one.

It is important to note that assessment in outcomes-based education, considers the needs and potential of the individual learner. Continuous assessment is utilised, which "informs ongoing teaching and learning, as well as diagnosing strengths and needs" (OBE Discussion Document, 1997:26). Such an assessment practice incorporates an ongoing process of reflection, providing data for further learning decisions (Boscher, 1993:4). As opposed to relying only on traditional means of assessment such as formal, written exams/tests, assessment practices in OBE "enable

learners to see that they do employ their intelligence in every area of their lives, not just when they sit down and write examination papers and assignments" (Owen, 1995, in McKenzie, 1995:152). When using continuous assessment, should a learner not achieve an outcome initially, then provision is made for appropriate remedial work that will enable the learner to do so eventually. Such an assessment practice may seem appealing on a surface level: individual needs are taken into consideration and the process of reflection provides opportunity for problem areas to be rectified and outcomes to be achieved, through the provision of alternate learning experiences. Critics like Wolf (1994, in McKenzie, 1995:166) bemoan the "mechanistic and atomistic" manner of such an assessment practice. A problem that does emerge in such an assessment practice, is that when learners "...fall so far behind in the achievement of outcomes...their perception of failure is heightened" (Brady, 1996:11).

Brady (1996), in her critique of outcomes-based education, argues that the greatest demands OBE places on those teaching such programmes, are those involving assessment. Research undertaken by Hyland and Weller (1994), at twelve further education colleges in England, supports Brady's argument. The research revealed that lecturers at the colleges found the assessment procedures far too time consuming and involved excessive amounts of paperwork. Hyland (1994) concluded that the OBE assessment systems were cumbersome and that the assessment of competence, not learning, was of paramount importance. Brady explains that it is "...not just the volume of work that is demanding..." (1996:13), but that a number of different assessment techniques have to be incorporated into continuous assessment. As stated by Boscher (1993:3), "...individual's needs are accommodated through multiple assessment tools."
The Education Reform Act of 1988, in England and Wales, is an example of this; "assessment should be criterion-referenced...and differentiated..." (Brady, 1996:14).

It is necessary to take a closer look at the implications of using criterion referenced assessment procedures in OBE. Simply stated, the utilisation of such procedures implies that a learner's progress is measured against the achievement of certain outcomes. Hyland (1994) and Boscher and Baron (1993) explain this process clearly; learners' performances are not compared with one another, they are measured against the standards. Haas (1992, in Brady, 1997:59) explains that an advantage of this that the focus is on the "learning achieved rather than time served." William Spady, considered to be one of the "major forces...pushing for OBE" (Mueller, 1992:2), explains in his seminars, "Just say no to comparative grading...because it invalidates students' learning and puts them on a list" (Spady, 1992, in Mueller 1992:3). Chamberlain makes a point regarding this issue, but in the light of the New Zealand context; "this eradication of competitiveness is in direct conflict with one of the New Zealand Qualification Authority's (NZQA's) clear imperatives, which is to equip and educate upcoming generations... to compete in an increasingly combative, dog-eat-dog global economy" (1996:116). Mueller (1992:2) expresses a similar sentiment in the light of the American society; "The American capitalistic society successfully thrives on competition but OBE attempts to eliminate it from the education environment." Chamberlain critiques further, claiming that learners and lecturers will start to concentrate on what is likely to be assessed (1996). Hyland (1994:56) believes that this leads to a "narrowing of focus."

OBE IN THE SOUTH AFRICAN CONTEXT

The literature review has so far considered a number of the broader issues concerning OBE. It moves now to explore OBE in the South African context. In order to present the OBE design that has been developed for South Africa, it is necessary to explore the reasons why outcomes-based education is being adopted in South Africa:

The introduction of OBE must first and foremost be seen in the light of South Africa's historical context. In 1994, the newly elected African National

Congress (ANC) Government, inherited a fragmented governance of an education system, which mirrored the extremes of privilege and deprivation (NEPI Report, 1993). The ANC called for a centralised, national, unified education department and common education policy. This culminated in the creation of the National Qualifications Framework (NQF) and an OBE system in 1995. A comment made by Enver Motala, the Deputy Director General of the Gauteng Department of Education, at a debate held at the University of the Witwatersrand in June 1997, provides some insight into the rapid design and implementation of the NQF and OBE; Mr Motala stressed that the new initiatives must be seen to be moving as quickly and as far as possible away from Apartheid Education. This view reflects a statement put out by the National Department of Education, in an information booklet on OBE and 'Curriculum 2005'; "...change is urgently needed...too many have been deprived of too much for too long" (1997:8).
Clearly, the recent changes that have taken place in education in South Africa, reflect the views of political leaders (Braithwaite, 1993).

These changes are also in line with education reform initiatives in the global context, where concrete steps have been taken to bring the world of work and education closer. In order to reveal the link between South Africa and this global context, it is necessary to explain that outcomes-based education in South Africa is linked to the creation of a National Qualifications Framework (NQF). Such a framework has been created to link all areas of education and training (See Appendage A). The framework governs all levels of education and training, be it in formal education, or on the job training. The framework makes a real attempt to redress disparities caused during the Apartheid era; people who may have attained some sort of certification through their workplace, may now 'place' their certificate on the NQF and if they should wish, find the equivalent formal education qualification. Such individuals may then, if they desire it, progress further in the formal education sector.

An outcomes-based system applies to all levels of qualifications on this framework; in order to complete a particular qualification, a learner must have attained a number of outcomes. Having done so, a learner may then move to the next level on the framework. What is pertinent to note, is that countries such as Great Britain and New Zealand, have also developed similar frameworks. In 1986, Great Britain established the National Council for Vocational Qualifications (NCVQ), a framework initially structured for vocational purposes, but which now "extends into just about every sphere of education activity" (Hyland, 1993:57).
Similarly, the New Zealand Qualification Authority (NZQA) was established in 1990 to develop a "framework of qualifications...in which all qualifications have a purpose and a relationship to each other that students and the public can understand" (Chamberlain, 1996:115).

The frameworks outlined above were not merely created for the purpose of relating qualifications to one another; an underlying reason was the need to create a "...flexible, adaptable workforce, capable of responding to the unpredictable challenges of technological and industrial change" (Raggatt, 1993, in Calder, 1993:146).
Janish (1997) makes similar statements regarding the NQF and OBE in South Africa; he stresses that the education in the past did not prepare South Africans adequately for the world of work. Parker(1997, in Goolam (ed) 1997) states that OBE comes out of unions, business and a training paradigm.
It is evident from the above that the creation and establishment of the NQF and OBE in South Africa, must first be viewed in a historical context and secondly, in the light of educational changes in the global context, that reflect strong links between education and the economy.
The purpose of this literature review however, is not to critique the origins of OBE in South Africa, but to explore specific features of such an approach, in the South African context:

OBE Assessment Practices in the Context of South Africa

As discussed previously in this literature review, OBE assessment practices place many demands on teachers. This problem is exacerbated in the South African context. Future teachers will enter classrooms with a teacher to learner ratio of 1:40. Parker (1997, in Goolam (ed) 1997:40) states that OBE has "worked well in wealthy countries like Norway, where you have a teacher-pupil ration of 1:8..." Teachers may find it problematic to implement OBE assessment practices in large classes. The OBE Discussion Document (1997), put out by the National Department of Education, counters the above statement, claiming that "...good planning ensures that assessment and reporting is manageable" (1997:29). Perhaps, those who are in agreement with the statement made by the National Department of Education, should take up the challenge offered by Bhikha (1997, in Goolam, 1997:57); "I challenge all those educators who have not taught in a government or public school in the past five years to go back to the public classroom and teach there for a minimum period of three months." This challenge proved to be a motivational springboard for the Researcher of this project as she ventured out into the schools with the intention of uncovering the reality concerning this issue.

What is particularly appealing about outcomes-based assessment practices, is that "advancement is based on achievement of outcomes, rather than on seat time..." (Boscher and Baron, 1993:3). In the light of what transpired in South Africa's previous education system, this aspect of OBE has particular appeal.

Other Demands OBE will place on South African Educators

What is expected from educators who are required to implement outcomes-based education programmes? Jansen (1997, in Goolam (ed), 1997) argues that in order for OBE to be successful, it requires highly qualified educators. The term 'highly qualified' refers not to the

qualifications of the educators, but to their ability to "understand the theoretical underpinnings of OBE and demonstrating capacity to transfer such application and understanding across different contexts" (Jansen, 1997, in Goolam (ed), 1997:70).

The introduction of an outcomes-based education system demands a degree of flexibility on the part of educators. The introduction of OBE initially demands "considerable program change" (Thompson, 1977:9), as well as time, resources and energy, in that OBE is still new and evolving (Thompson, 1977). Harris (*et al*,1995) talk of a flexible delivery of OBE learning systems i.e. educators must be "willing to undertake changes in their instructional approach" (Harris *et al*, 1995:149). Such a change does not always come about easily. Gerber (1995) explains that educators resent moving away from a comfortable situation. Halliday (1996:64) states quite bluntly that "...after ten years you know how you teach."
Just how highly qualified and flexible are South African educators in meeting the demands of OBE? This question, emerging from the literature, was one the research project intended shedding light on.

In concluding this section of the literature review, a summary is made of the issues that have been discussed:
The literature review has made explicit links to the research project. The research project has been viewed in the light of similar research that has been undertaken in South Africa. Links between OBE and global education reform initiatives have been made. Key issues regarding outcomes-based education were also considered. These issues were also related to the path the research project took.

LITERATURE REVIEW – SECTION 2:

DIFFERENT MAPS FOR DIFFERENT JOURNEYS: MANAGING CURRICULUM CHANGE IN SOUTH AFRICA

INTRODUCTION

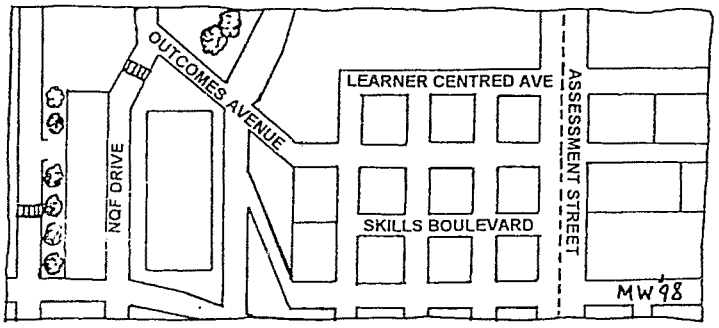
A new map has been drawn for education in South Africa. Curriculum 2005 is this map and it includes new paths, unknown destinations and unfamiliar terrain. This section of the literature review scrutinises the Curriculum 2005 map, by exploring some of the literature concerning curriculum changes. In doing so, the following issues are examined:

- how those managing curriculum change in South Africa need to be aware of adult learning principles, if they are to help educational practitioners read and understand this map.
- how teachers need to develop their own personal management strategies in dealing with this curriculum change

A map is a drawing of an aspect of reality. It is a tool that people use that enables them to move along a certain path, from one place to another. Maps are also used to find out what a place looks like. People use different maps for different journeys.

In February 1997, the then Minister of Education, Professor SME Bengu, unveiled Curriculum 2005 – a new national curriculum that would take South Africa into the twenty-first century. It was evident that a new map had been drawn for education in South Africa. The Curriculum 2005 map would be the map that educational practitioners would have to use as they ventured with their learners, on a journey and new path into uncharted territory and towards new destinations.

The Curriculum 2005 Map



CHOSING THE PATH AND DRAWING THE MAP

It is the view of Grundy (1987) that in order to understand any set of curriculum practice, it is necessary to realise that such practice has arisen out of a set of historical circumstances. In Section 1 of this literature review it was explained how in 1994, the newly elected ANC government called for a centralised, national, unified education department and a common education policy. Hence, the unveiling of an outcomes-based education system known as Curriculum 2005, in 1997; a mandated educational change, reflecting the views of political leaders (Braithwaite, 1993). This decision to implement large scale, planned curriculum change has certain implications which will be explored.

Firstly, the design and current implementation of Curriculum 2005 reflects a systems approach (Holt, 1987) to curriculum change. Curriculum 2005 is a planned, structured system that is being implemented across all state schools. There is an arranged procedure as to how Curriculum 2005 was designed and is being implemented. Underpinning a systems approach is the belief that curriculum change can only be achieved in terms of control and careful planning. Such an approach to curriculum change has been described as technocratic, mechanistic and bureaucratic (Holt, 1987). Hirst (1980, in Galton, 1980), highlights the fact that planned, structured curriculum change means that there is a blue print of the intended path of change and the ultimate destination of the change. Although most effective

change programmes have a clear definition and understanding of results to be achieved, when starting with a blue print it is almost impossible to judge possible problems that may emerge. Implementing a curriculum from a blue print also requires a high autocratic control to carry it through (Hirst, 1980). Utilising a blue print also implies that such a curriculum change does not draw on the experiments and trial and error that may be evident in a collegial type of curriculum change eg. a school based curriculum change.

UNDERSTANDING A NEW CURRICULUM MAP

The literature review turns now to consider how those managing a curriculum change process help teachers understand the new curriculum. When considering this issue, explicit links are made to principles of adult learning.

Firstly, teachers who are faced with the move towards Curriculum 2005, are bringing to this change process, years of teaching experience. Many teachers are highly competent individuals, who have been functioning capably for many years. It is essential that those managing the change towards Curriculum 2005 take cognisance of a central principal of adult learning i.e. the fact that teachers are adult learners and adult learners bring rich experience with them (Rogers, 1989). Failure to draw on and use the experience of teachers, risks a rejection of any new ideas (Rogers, 1989).

To return to the analogy of the map; teachers have been using their own maps and are now faced with the prospect of understanding and using the Curriculum 2005 map. Meizerow (1990) refers to such maps as meaning perspectives; each teacher carries with them their own personal construction of meaning, into which new experience is assimilated and transformed by past experiences (Meizerow, 1978, in Boud (ed), 1988:102). It is the task of those managing the curriculum change process, to help teachers change their meaning perspectives and constructions, as

well as understand and validate these perspectives in a prior context. A vital adult learning principle must be kept in mind i.e. those managing the curriculum change need to be "...sensitive to established meaning perspectives" (Freire, 1987, in Meizerow, 1990:368). There is also the added danger of not acknowledging the experience adult learners bring with them (Rogers, 1989).

Meizerow (1990) argues that if adult learners are to move to a new integrative meaning perspective, learning must be done in a developmental manner. Curriculum 2005 is being implemented within a particular time frame; it was launched in 1997 and Grade 1 teachers in all State Schools began working with it in January 1998. What implications do such time constraints have for these teachers? Rogers (1989:45), makes two points around this issue, firstly that "if adults are asked to learn something new under time pressure...the more likely they are to become confused and make mistakes" and secondly, "...adult learners are more likely to want to sacrifice speed for accuracy in learning..."

Meizerow (1990) also moves on to say that if reflection and transformation are to take place in adult learners, then it is imperative to begin with the learners' real-life problems. These thoughts are in line with Boud's view regarding the way in which adults learn. Boud (1988) stresses that when adults learn it takes a considerable amount of effort on their part, because the "new ideas are not just received, but are assimilated" (1988:233). They need to be assimilated, not only into their meaning perspectives, but into the real-life issues they are faced with.

From a management in adult education perspective, it is necessary to make a distinction between training and change. Training does not necessarily lead to change, in that it does not take into account feelings, attitudes and alternative map constructions people may have.

Such a view is supported by Keane (1988, in Boud (ed), 1988:97), who argues that "changing attitudes often requires more than giving people new information and much more than directing them to change."



Training does not guarantee transformation of teachers' perspectives. Meizerow (1990) argues that transformation of adult learners' meaning perspectives takes place through critical self-reflection and this is achieved through dialogue. He points out that it is through dialogue that adult learners attempt to understand and learn; "meaning is validated through critical discourse" (1990:18).

UNDERSTANDING ASPECTS OF CURRICULUM CHANGE

The literature review turns now and explores writings around the notion, that only when teachers understand the nature of curriculum change, are they able to develop personal change strategies to cope with it. Similarly, it is essential for those managing curriculum change to acknowledge and understand the way in which teachers experience curriculum change. Failure to achieve these ends results in frustration and anxiety in both

those managing the process and those who are expected to implement the change. The above will now be explored in some detail:

Teachers cannot be viewed as individuals who need to be manipulated to work within the systems that have been established. "Teachers are not passive agents by which change is brought about" (Holt, 1987:7). Wildavsky (1979, in Holt, 1987:64) supports this view stating that "...ends and means are chosen simultaneously." It is impossible to only concentrate on the end goal, as the means needed to achieve the end goal must be realised eg. teachers' obligations, attitudes, judgements, as well their management of the change. There must not be a greater emphasis on the task, as opposed to people's needs (Maslow, 1954, in Bennett, 1992).

Grundy (1987:42) is also in support of the above stressing that "...all the careful work of curriculum design by the curriculum developers can come to naught unless the classroom operators can be persuaded to adopt their recommendations..."
Fullan (1991, in Maloney, 1993:23) emphasises the need to "examine the processes of how people actually experience change..." he indicates that failure to consider this has resulted in the lack of success of many innovations. With regards Curriculum 2005, teachers have no choice but to implement the mandated change. Teachers in South Africa have to learn now to use the Curriculum 2005 map. The President of the Association of Professional Teachers states quite bluntly, "...the bottom line is that we will have this new curriculum whether we like it or not" (Rees, 1997:2). Fullan (1992) argues that such a reality imposes considerable stress and demands on teachers, as their meaning perspectives are being disturbed. Fullan's view is supported by the words of McWhinney (1992:61), who states that "on every occasion when one's belief about reality is disturbed conflict is an inherent consequence."

This conflict manifests itself in a resistance to the curriculum change. it is crucial to those managing Curriculum 2005 to understand the true nature of this resistance (Lawrence, 1989, in Kotter, 1989).
Meizerow (1990) argues that if adult learners' meaning perspectives are to be transformed, it involves more than an intellectual change. It includes a change in attitude or disposition. Those managing Curriculum 2005 need to understand the complexity of this transformation; "...they must know what the process of change is like" (Kean, 1988, in Boud (ed), 1988:97) and in achieving this, they will become more powerful helpers, as they facilitate the change process (Kean, 1988, in Boud, 1988).

Meizerow and Kean make valid points above, but it is also necessary for those who manage curriculum change to acknowledge and understand other reasons why teachers resist curriculum change. Kotter (1989) explains that people fear they are losing something of value. Teachers fear they will lose the security of the way in which they have been teaching. Gerber (1995) explains that teachers resent moving away from a comfortable situation.

DEVELOPING A PERSONAL CHANGE STRATEGY:

Holt (1987) suggests that often writers on curriculum change propose a number of new ways of thinking about curriculum change and in fact merely, "...add new language to old problems" (1987:10). In the light of Holt's view, the literature review explores some of what has been written about developing personal change strategies, in dealing with curriculum change and suggests a number of such strategies that will help South African teachers manage the change to Curriculum 2005.
As part of their personal change strategy that teachers need to develop when confronted by change, is the realisation that resistance is a natural part of any change process. Fullan (1982, in Bennett, 1992:139) distinguishes four phases of any educational change process; an orientation/needs phase, an initiation/adoption phase, the

implementation/use of the change and finally a continuance of that which is implemented. Curriculum 2005 has thus far only been implemented in Grades 1 and 2; it will only be fully implemented over the years ahead. In the light of Fullan's change process, Curriculum 2005 lies at present, between the initiation and implementation phases. It is at this phase that resistance is heightened in that "problems of clarity, complexity and quality...cannot be resolved" (Fullan, 1992, in Bennett, 1992:112).
It is only during the implementation phase, that the implemented change becomes clearer. This is due to the fact, that at this phase teachers have the opportunity to experiment with the new ideas and innovations in their classrooms. Print (1982) supports this view stating that it is at this stage that participants usually develop confidence and expertise with the innovation and it has a greater chance of success.

The views of Fullan and Print are in line with adult learning principles; Rogers (1987:40) states that "...all learning is best done through active involvement." This principle of 'learning by doing' is further supported by the views of Rees (1997:2), expressed in an editorial to teachers who were preparing for the implementation of Curriculum 2005 in 1998; "I urge you to keep an open mind, try out all that is promising and sift out all that won't work for you." Such a move will also lead to the development of a number of skills, which will aid teachers in coping with circumstances of uncertainty (Mintzburg, 1990, in Bennett, 1992).
It is also necessary for teachers, as part of their personal change strategy, to realise that "...there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things" (Machiavelli, in Kotter, 1991:67). Change is never an easy process.
Finally, teachers need to realise that the success of Curriculum 2005 lies in their hands and not in the hands of curriculum designers (Rees, 1997). Such a realisation is a step towards greater self-empowerment. Such a

realisation also poses a challenge to those who are managing the change process.

CONCLUSION

What has emerged in this section of the literature review is the need for those who manage curriculum change, to remember that "...curriculum change is not a single entity; but rather multidimensional" (Fullan, 1982, in Blenkin, 1992:31). And that cognisance must be taken of the adult learning principles and change management principles and processes that have been discussed in this part if the literature review. Failure to do so may result in large-scale change in education amounting to nothing. The issue of teachers developing their own personal change strategies was also considered.

CHAPTER 3

RESEARCH DESIGN

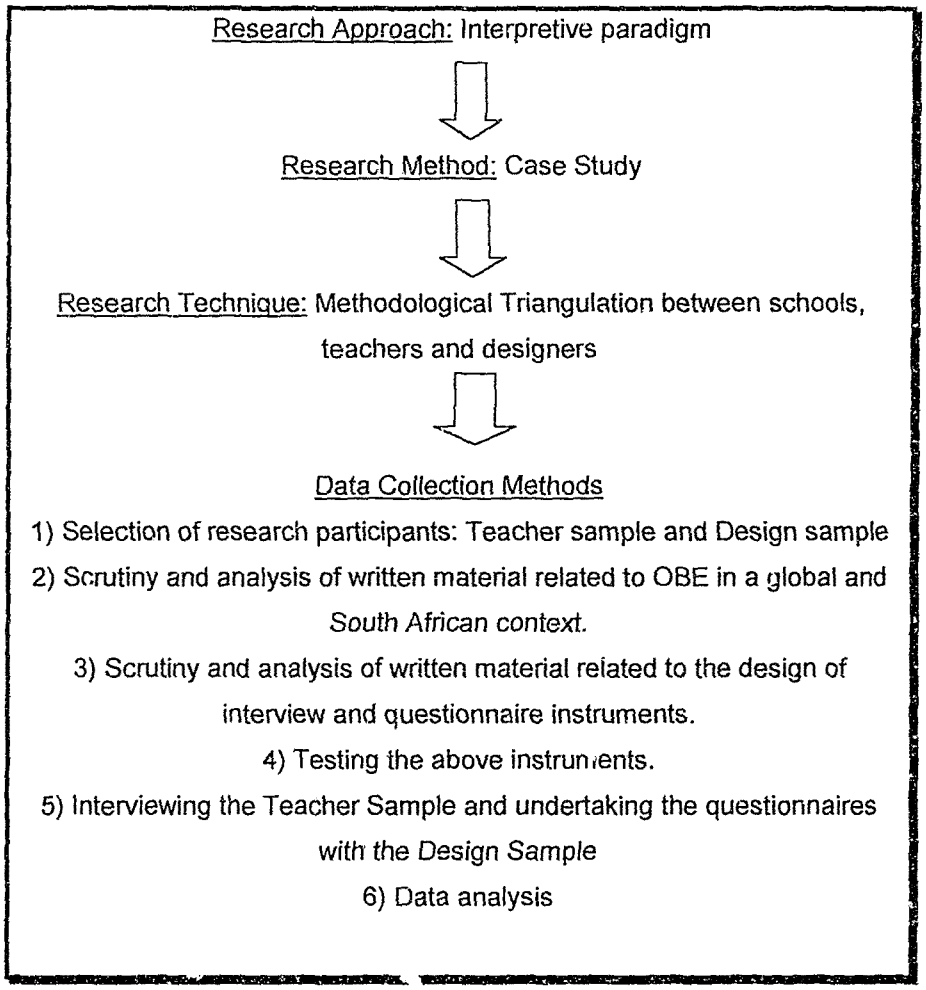
1. RESEARCH AIM RESTATED

The aim of this research project was to investigate how a selection of teachers in the Gauteng and Western Cape Provinces have responded thus far, to the implementation of an outcomes-based education system (OBE), known as Curriculum 2005. The initial implementation of Curriculum 2005 took place in Grade 1 classes, across all State Schools in January 1998.

The project aimed to establish both teachers' feelings towards and their understanding of OBE, in order to provide those whose task it is to design and oversee the implementation of OBE, with a deeper insight into the understanding and perceptions of those who will implement OBE. Through establishing the above, the research project also revealed what teachers need and want in order to function effectively as those whose task it is to implement an OBE system.

The design of the research project is summarised overleaf. The graphical representation of the design provides an overview of the approach, methods and techniques utilised by the project.

2. GRAPHICAL REPRESENTATION OF THE RESEARCH DESIGN



The various aspects of the research design that presented above, are discussed in greater detail at a later stage in this chapter.

3. RESEARCH ISSUES RESTATED

RESEARCH ISSUES

This research project investigated the following questions:

1. What do teachers understand by outcomes-based education (OBE) because 'even when we are instructed to leap through hoops, we should stop to look at them'.
2. How did teachers come to gain particular knowledge about Curriculum 2005?
3. Why do teachers believe broader changes have taken place in education in South Africa, during the past two years?
4. Do teachers support the change towards OBE?
5. What views, hopes, fears and concerns do teachers hold regarding outcomes-based education?
6. What are teachers' feelings towards the teaching profession during this time of curriculum change?
7. What impact has the introduction of OBE had on teachers' classroom practice?
8. What views are held by selected individuals who are involved in design and implementation aspects of OBE in Gauteng and Western Cape Provinces?

4. HOW THE RESEARCH WAS ORGANISED

4.1. Deciding on a number of case studies:

Due to the nature of the research issues a case study method was deemed appropriate. (A discussion concerning the use of case studies follows on page 49.)

4.2 Selection of participants:

4.2.1 Teacher Sample –

In order to gauge the responses of teachers who teach in a variety of different environments, a number of different schools were chosen for the research. The reason for this was to "...consciously vary the type of people interviewed until you have uncovered the full range of perspectives held by the people in whom you are interested" (Taylor, 1984:83).

Due to the historical past of South Africa, present-day State schools can display a number of characteristics:

CHARACTERISTICS	DETAIL
rural school	- situated in a rural environment eg. a farming environment.
urban school	- situated in an urban environment eg. an inner city or a suburb.
non-pilot school	- a school that was not part of the Pilot Programme initiated by the National Department of Education, for Curriculum 2005.
pilot school	A school that was part of the Pilot Programme initiated by the National Department of Education.
ex-HOR school	- prior to the first democratic election in 1994, 'coloured' children attended separate schools, that fell under the control of the House of Representatives (HOR).
ex-Model C school	- prior to the first democratic elections in 1994, white children attended separate schools. Some of these schools voted to become Model C schools i.e. ones in which the governing body, principal and school community could assume greater independent control over the running of the school. Many of these schools were well-resourced eg. they had libraries, audio-visual equipment eg. TV and video, sporting facilities etc.
ex-DET school	- prior to 1994 black children attended separate schools that belonged to what was known as the Department of Education of Training. Many such schools lacked even basic resources, eg. running water, sufficient number of teachers etc.

In the light of the varying characteristics outlined above, the following schools were chosen for the research project:

Composition of the Teacher Sample

Case Study 1 – urban, pilot, ex-model C school
Case Study 2 – urban, non-pilot, ex-DET school
Case Study 3 – rural, non-pilot, ex-HOR school
Case Study 4 – rural, non-pilot, ex-model C school
Case Study 5 – urban, non-pilot, ex-model C school
Case Study 6 – urban, pilot, ex-HOR school

The six schools comprising the Teacher Sample were drawn from two Provinces - Gauteng and the Western Cape. The reason for this was twofold; the researcher relocated and to explore the teachers' responses to the training they had received from the Provincial Education Departments. Why were only six schools chosen? There was only one researcher who undertook this research project; time was a constraint. Also, this project is a case study, it is not a survey, that aims to gather the views of a large number of teachers. The six schools comprising the project were drawn from a cross-section of State-run schools in South Africa.

4.2.1.1. Selection of participants for each case study:

Three interviews were conducted at each school. Each interviewee was representative of a particular group/strata at the school:

1. **Management** – interviewee was either the principal or deputy principal. An individual representing the management structure at the school.
2. **OBE Teacher** – this individual played some type of role in the implementation of OBE at the particular school. More often than not this interviewee taught Grade 1.
3. **Other Teacher** – any other teacher at the school. Someone not implementing OBE at present.

The reason for interviewing three individuals, who each played a different role regarding the implementation of Curriculum 2005 – an education system underpinned by an outcomes based approach, allowed for a variance in perspective.

4.3. Design Sample –

This research project also sought the perspectives of a number of individuals who each played some role in the design and/or implementation of Curriculum 2005. Collectively, these individuals were termed the 'Design Sample' or 'Design Team'. The point of gauging the views of the Design Sample was to see, strictly in relation to the Teacher Sample's contributions, what kind of congruence existed between the designers' vision and the implementation of the new curriculum.

Composition of the Design Sample

1. SAQA member
2. A representative of the Gauteng Department of Education's Institute for Curriculum Development
3. A nominee for the NSB for Education and Training
4. A representative of a large media organisation, whose task it was to develop and distribute information booklets and teacher materials, to educators across South Africa

5. DEVELOPING THE RESEARCH INSTRUMENTS

5.1. The Interview Schedule

The questions for the interview schedule that was used with the Teacher Sample, emerged in a slow, evolutionary fashion from the broader Research Issues. Four draft schedules were developed in this process and each question in the interview schedule was related to a specific research issue. The fourth draft of the interview schedule was pre-tested at Rennish Primary School – a school that had no connection to the research project. A Grade 1 teacher agreed to test the schedule. She ensured the questions were written in a clear logical fashion and that they were easily understood.

The Grade 1 teacher also evaluated the researcher's interviewing skills. The following questions proved useful in this regard:

a. What type of relationship did I establish with you?
b. What changes must I make in order to make you feel more comfortable/at ease?
c. Comment on the pace at which the questions were asked?
d. What comments do you have to make regarding the pitch, tone and volume of my voice?

The interview schedule was also tested on an individual, who had no part in the research project. Once again this was for the purpose of checking clarity regarding the questions etc.

5.1.1. Contact Summary Sheets

A contact summary sheet was developed to use with each interview **(See Appendage C)**. The function of such a sheet was to continually evaluate the researcher's interviewing skills, but more importantly, to keep focused on issues such as reliability and validity. It also proved useful in monitoring any changes eg. changes in interviewing style, from one interview to the next. It allowed for an in-depth reflection on each interview situation. The contact summary sheets were completed as soon as possible after each interview, so that finer details, comments and thoughts were not lost over time.

5.2. Questionnaire

A questionnaire was used to gather the thoughts, views etc. of the Design Sample. The reason for the use of this particular data collecting instrument was that individuals comprising the Design Sample lived in different parts of South Africa and it would have been costly and time consuming to interview them all. To reiterate what was mentioned previously, the intention of gathering data from the Design Sample was to establish what kind of congruence existed between the designers' vision and the implementers of the new curriculum. Consequently, the questions utilized

in the questionnaire were very similar to those in the interview schedule. (See **Appendage D** for Design Team questions.)

6. INTERVIEWS – AN APPROPRIATE RESEARCH TECHNIQUE FOR THIS PROJECT?

The **Research Design** chapter has thus far presented an overview of various aspects of the Research Design. The following aspect of this chapter explores the reasons why interviews, as a research tool, are appropriate for this research project, which considers how selected teachers in South Africa have responded to outcomes-based education. Interviews as a research tool will be critiqued, focusing particularly on the issues of validity and reducing bias in interviews. The limitations of using only one data gathering technique are also considered, as well as the inclusion of questionnaires as an additional research tool. An overview of the broad societal context of the research project, as well as the nature of the research project itself, are considered initially.

Placing the Research Project in Context:

It is necessary to place the research project in context, as the use of interviews, as a research tool must be considered in the light of this context. It is only necessary to reiterate some points, as it is in the Literature Review that the issues have been explored in more detail:
In 1994 the newly elected African National Congress (ANC) government inherited a fragmented governance of an education system and immediately called for a centralised, national, unified education department and common education policy. This ultimately led to the launch of Curriculum 2005 in 1997. It is necessary to restate that this curriculum initiative was implemented by the National Department of Education; the decision was taken by those in authority, reflecting the views of political leaders (Braithwaite, 1993). Thus, the curriculum initiative does not reflect the collegial efforts of educators across South Africa. It is also due to the

speed at which the curriculum process is being introduced, that collegial efforts have been minimised.

The above points are echoed in the words expressed by Enver Motala, the deputy director General of the Gauteng Department of Education, in a debate held in June 1997, in which he stressed that the new curriculum initiatives must be seen to be moving as quickly and as far as possible away from Apartheid Education. The design and initial implementation attempts of such initiatives, have in fact occurred at such a rapid rate, that educators and teacher unions have called for a postponement of the process eg. a headline in The Star Newspaper (Wednesday June 4 1997:3) reads "Education experts call for a delay in the implementation of the new curriculum."

It is through the curriculum reform process, that the National Department of Education also intends bringing the world of work and training, and the formal education system closer together, so that learners would be prevented "...from being trapped in one learning situation..." and would have the opportunity to "...move more easily between different areas and levels of education and training..." (Isaacman, 1995:5).

Inherent in the curriculum process initiated by the National Department of education is the establishment and implementation of an outcomes-based education system and curriculum. The prospect of a new curriculum has direct implications for teachers, as they are faced with the reality of having to learn as much as possible about the curriculum initiatives – having started in 1998, the new curriculum is being implemented in a new Grade each year.

In the light of this, Gauteng Province, a predominantly urban based, well-resourced province, initiated a number of workshops and meetings from which much information has been disseminated. The extent of such meetings must be viewed in the light if the, then Minister of Education, Professor SME Bengu, in a press statement released on the 15 July 1997, in which he stated that "...some (educational) departments are spending up to 97% of their budgets on personnel related matters...there is thus

very limited resources to invest in the developmental programmes such as the introduction of a new curriculum." It is in the light of this reality, that teachers are having to learn something new at a rapid rate. Braithwaite (1993) argues that adult learners, faced with the imposition of such a reality, experience considerable stress, as their meaning perspectives are disturbed. Often this stress manifests itself in conflict and a resistance to the curriculum change.

It is in view of the context outlined above, that this research project emerged.

A brief overview of the research context also needs to be considered, as the appropriateness of interviews as a research technique will need to be examined in this light:
The nature of the research issues (See page 41), reveal that the research project is in fact a qualitative piece of research; one that seeks to understand what Kvale (1996:29) terms the "lived world" of teachers. The project established and delved into the perceptions and responses of those individual teachers, who implemented the outcomes-based education system in 1998, as well as those who are yet to implement it in the years to come. The research project highlights a number of additional characteristics of qualitative research:

- The researcher spent considerable time in the settings she was interested in i.e. time was spent exploring, observing and collecting data in each of the six schools. The issue of context was vital to the researcher (Fraenkel and Wallen, 1990). The researcher was also particularly interested in the perspectives of the educators at each school, as well as the perspectives of the designers of the curriculum.
- Data was analysed inductively; issues, trends, problems, ideas, questions etc. emerged from the data collecting process and the

researcher constructed a picture of what was occurring at each school (Fraenkel and Wallen, 1990).

The research project is housed in the interpretive paradigm, in that it explored a particular issue with the intention of gaining a deeper insight into the dynamics of the issue; the project works "...directly with experience and understanding..." (Cohen and Manion, 1996:37). A central endeavour of the interpretive paradigm is that it strives to "...understand the subjective world of human experience" (Cohen and Manion, 1996:36); this research project strove to understand teachers' responses towards a curriculum change they were experiencing, and the impact this change had, thus far, on their classroom practice.

Due to the very nature of the interpretative paradigm, the case study as a research method was applicable to this project. A case study allows for an "...aspect of an issue to be studied in some depth..." (Bell, 1993:8). It takes a look at a particular unit for analysis. This project explored an aspect of current curriculum change in South Africa i.e. how selected teachers had responded towards OBE. In essence, the research project, concentrated on a specific situation and attempted to identify the various interactive processes at work (Bell, 1993). Although a specific situation or unit is considered, it is important not to lose sight of the fact that the specific situation belongs to a whole or a system. It is through focusing on the specific that the researcher comes to understand the system.

Part of the aim of this research project was to establish what teachers' responses towards OBE are, in order to inform designers of Curriculum 2005 eg. Provincial Departments of Education, so that they may adequately prepare other educators who are yet to implement the new curriculum. Merriam, 1988:xiii), explains that a qualitative case study is the "best methodology for addressing problems in which understanding is sought in order to improve practice." Merriam highlights another strength of a case study; it can deal with a full variety of evidence (1988). This

research project used data gathered from interviews, as well as questionnaires.

A problem with the case study method, and one that must always be kept in mind when analysing the data, is the fact that it is "only a slice of life that is studied" (Merriam, 1988:33) and not the whole.

Exploring the appropriateness of interviews as a data gathering technique:
Stewart and Cash (1988:3) define an interview as a form of communication with a "...predetermined and serious purpose designed to interchange behaviour and involving the asking of questions."
How appropriate is such a communication for this research project?
An aim of the research project was to seek specific information i.e. teachers' responses towards and understanding of a curriculum change. The project sought to gather these perceptions, understand them and at the same time assist teachers in exploring their own beliefs. Easterly-Smith (*et al*, 1996:81) suggest that interviews are "a useful tool during times of change...as researchers and organizations undergoing change will often gain contextual data, that can assist the change process..."

Kvale (1996:105) suggests that "...interviews are suited for studying peoples' understanding of the meanings in their lived world, describing their experiences and self-understanding, and clarifying and elaborating their own perspective on their lived world." This view is supported by the words of Schmitt, "...as a technique for qualitative research, interviews are used to gain insights regarding how individuals attend to, perceive, or deal with some phenomenon" (1991:139).

As stressed previously, specific data was sought by the research project. Semi-structured interviews, as a research technique, were appropriate for this research project, in that they utilize an interview schedule. Such a schedule incorporates a number of set questions, that are used to gather

the necessary data, however the interviewer doesn't have to follow a strict sequence of questions and can explain or add to the questions (Cohen and Manion, 1996). An advantage of using such a semi-structured interview is that they are "more likely to be revealing..." (Armstrong, 1988:148). If necessary the interviewer may utilize a number of probes to delve deeper into particular responses from the interviewee.

The nature of the questions in the interview schedule, also need to be considered, in view of what the research project set out to do.

The interview schedule utilized a number of open-ended questions. Such questions tend to elicit relatively long, varied responses from interviewees. Some of the advantages of using open-ended questions need to be considered in relation to the broader aims of the research project:
1) Open-ended questions allow the interviewee "some degree of control over the areas of discussion, what to emphasize and how much detail to provide" (Shipley, 1996:53). This is particularly important, in that the teachers interviewed for this research project shared their understanding, feelings and attitudes and it was imperative that they did not feel that the interviewer was expecting to hear the 'correct answer'.
2) Open-ended questions encourage interviewee participation and often reveal the respondent's prejudices and attitudes, as well as insight into the interviewee's knowledge about the topic at hand (Stewart and Cash, 1994, in Shipley, 1996). In this research project which establishes teachers' responses to outcomes-based education, this advantage is particularly significant.
A number of disadvantages associated with open-ended questions also have bearing on the research project:
1) Open-ended questions can become very time consuming because the answers tend to be long and some interviewees may respond with unorganised or rambling answers (Oppenheim, 1992, Shipley, 1996). This point certainly bears relevance on the research project; as a relatively

inexperienced interviewer, the researcher of this project had to continually bear in mind that it is the interviewer who guides the semi-structured interview. Stewart and Cash (1994, in Shipley, 1996:54) too comment that "an interviewer who is inexperienced with open-ended questions may find it hard to control the direction of an interview."

The researcher of this research project utilized a primary question (Ackroyd, 1981) at the onset of each interview and then depending on the response to this question, proceeded with a related discussion or question, which was not necessarily the following question on the interview schedule. Stewart and Cash (1988) talk about incorporating such an element of flexibility into the interview schedule, in order to adapt to each interviewee, situation and response. This proved particularly true of the research project, where individual teachers were interviewed, each bringing their own understanding of and responses towards outcomes-based education.
It is necessary to motivate the reasons why this research project chose not to use what Easterly-Smith *et al* (1996) term, a non-directive interview. Such an interview, as its name implies, involves the interviewer and interviewee, engaging in a far more informal type of interaction, which is not guided by an interview schedule. Such an interview often results in the clouding of issues and leads to poor data which is difficult to interpret (Easterly-Smith *et al*, 1996).
A semi-structured interview, utilizing an interview schedule, "...is less costly in time and more straightforward to code and process" (Ackroyd, 1996:73).

The flexibility in the sequence of questions asked and the forms of questions, in a semi-structured interview, have an additional advantage that bears relevance to this research; the interviewer is "...free to probe beyond them as necessary" (Ackroyd, 1981:71). A probe is a "device that clarifies or stimulates the respondent to focus in a certain way" (Adams

and Schvaneveldt, 1991:226). Kvale (1996) states that a probe allows the interviewer to follow up or clarify the answers given. Gorden (1992:1450 views a probe as the "interviewer's tool for rectifying inadequacies in the initial response to a question." Probes that proved useful in this research project included:

- "Could you mention two merits of outcomes-based education, off hand?" (Interview 1)
- "Different in terms of writing a Performance Indicator?" (Interview 2)
- "In what terms has that strategy been poor?" (Interview 3)

Probes in relation to the issue of bias will be considered at a later stage.

Other reasons why interviews are an appropriate research technique for the research project include the following:

One of the main advantages of interviews is that at the onset of the process, the interviewer can explain the purpose of the research, how the interviewee came to be chosen, and who will have access to the data (Adams and Schvaneveldt, 1991). The interviewee also has the opportunity to ask the interviewer any questions. Such a discussion or briefing, as termed by Kvale (1996), goes a long way at putting the interviewee at ease. Some teachers who were interviewed for the research project felt anxious at the prospect of someone asking them to express their understanding of and response towards outcomes-based education, especially in view of the tension and stress caused by the impending date f 'Curriculum 2005'. (See Contact Summary Sheets -Interview 1 and Interview 6). In the light of the above, it was vital for the interviewer to "...establish a rapport which leads to trust and a willingness to participate..." (Adams and Schvaneveldt, 1991:212).

In further establishing the appropriateness of interviews as a research technique for this research project, it is essential to critique related aspects of such a tool:

Reliability

Reliability in an interview situation pertains to consistency (Oppenheim, 1992; Kvale, 1992; Shipley, 1996). Regarding the issue of reliability in this research project, it is vital to bear in mind that an aim of this qualitative project was to uncover a range of responses to outcomes-based education, from teachers who work in very varied social contexts. Consistency in terms of interviewee responses is certainly not what was sought.

As there was only one researcher who conducted all the interviews for this research project, it was vital for the researcher to maintain a constant style i.e. "...control variables such as voice, facial expressions and appearance..." (Stewart and Cash, 1988:7). This statement is supported by the words of Keats (1993:133) when he states that "reliability hinges on the interviewer's consistency." In addressing this issue, the researcher ran a pilot test of the interview and critically reflected on the above mentioned variables. It is also worth noting the words of Kvale (1996:236), who warns that too much of a strong emphasis on reliability "may counteract creative innovations and variability."

Validity

How valid are interviews as a research technique ? How true is the information gathered; does the interview actually measure what it initially set out to measure (Adams and Schvaneveldt, 1991)?

The questions of validity needs to be critiqued in the light of the research project:

1) In examining the issue of validity, it is worthwhile beginning with the relationship that is established between the interviewer and the interviewee. Most of the teachers interviewed in the research project were strangers to the interviewer, consequently there was no guarantee that they would tell the truth. Some of the teachers felt anxious about revealing their knowledge about outcomes-based education (See Contact Summary

Sheet – Interview 6). Others initially viewed the interviewer with some scepticism; wondering as to her motive and interest in their views. In the light of this it was necessary for the interviewer to provide enough information about the research project eg. explaining the purpose of the project, what the questions were about, who would see the results etc. (Shipley, 1996). Ackroyd (1981) supports such a strategy, stating that "...the methods of good interviewing...can be seen as devices to encourage the respondent to speak authentically" (1981:89).

There is no guarantee however that the establishment of "a 'warm, trusting' relationship ensures that the respondent will now tell the truth, it is just as likely that the respondent may result in blandness, and other deceptions to maintain conviviality" (Cicourel, 1964, in Ackroyd, 1981:85). It may also arise, due to the affective nature of the relationship that the interviewee exaggerates eg. personal problems related to outcomes-based education. Fully aware of the above, the interviewer in the research project, made use of probing questions, summaries from time to time, as well as asking the interviewees to elaborate on their responses, to check if they were eg. contradicting themselves.

2) Kvale (1996:241) states that "validity is ascertained by examining the sources of invalidity." A possible source of invalidity can be found in the responses of the interviewees (Gorden, 1992). The interviewer needs to recognise incongruencies between the verbal message presented by the interviewee and the non-verbal accompaniment of that message eg. pitch of voice and pacing (Gorden, 1992). "Any such incongruencies give clues to possible invalidity" (1992:131). For the purpose of the research report the interviewer had to develop the necessary observation skills (Bennett, 1992; Kvale,1996; Shipley, 1996); closely observing any form of non-verbal communication eg. eye contact aversion and frowning. Such observations were noted in the Contact Summary Sheets.

3) The interviewer also needs to focus on contradictions that may arise in the verbal comments made by the interviewee eg. statements made at the end of an interview may contradict earlier statements (Gorden, 1992). For example, in Interview 5 the interviewee contradicted himself. (See Contact Summary Sheet for Interview 5)

4) An aspect that could have impacted on the validity of an interviewee's response in the research project, is the status or position a teacher might hold in a school. A teacher who heads a particular grade, may want to give the impression that she knows a great deal about outcomes-based education and that she has made a number of changes in her teaching methodologies. It was necessary for the interviewer to continually evaluate the responses of the interviewee, while listening to the responses so that at the first opportunity a response could be probed to test and improve its validity (Gorden, 1992). The use of such probes, as well as prompts were particularly useful in Interview 1. It is important to note that there were a number of occasions during the interviews, when probes were not utilised enough eg. Question 6a - Interview 18, Question 5 – Interview 15.

5) Other specific steps that may be taken to enhance the validity of the interviewees responses, include asking the respondents to elaborate on some of their statements by providing concrete examples to support their attitudes eg. teachers who said that the introduction of outcomes-based education had led to many changes in their classroom practice, needed to provide concrete, specific examples of those changes. Kvale refers to such validity as being pragmatic i.e. "Validation of a subject's verbal statement is based on supporting action that accompanies the statement" (1996:249).

It was also valuable for the interviewer to engage in what Oppenheim (1993) terms construct validity i.e. to correlate the data collected in the interviews with "a set of theoretical assumptions" (1993:161). In the research project, data gathered from the teachers was viewed in the light of the body of literature on curriculum change and outcomes based education.

The steps outlined above were undertaken in the research project and are supported by the views of Taylor (1984:99-100), who stresses how important it is to "...draw on as many sources of data to check out informants' statements."

6) Validity of data may also be influenced by the method used to record the interview. A tape recorder was used for the purpose of the research project and it was necessary that the interviewer had some "extended time in which to get informants to relax and become accustomed to the tape recorder" (Taylor, 1984:102). A small, unobtrusive tape recorder was used to lessen any anxiety on the part of the interviewees.

During an interview, validity may also be enhanced by feeding back to the interviewee, tentative interpretations which they may mull over and refine (Easterly-Smith *et al,* 1996). An example of this lies in Questions 2 and 5 – Interview 8.
Although the qualitative researcher is interested in perspectives, not truth per se (Taylor, 1984), it is necessary to employ a number of measures to ascertain the validity of such perspectives.

Bias

Interviews are a highly subjective technique, therefore there is always the danger of bias (Bell, 1993). What follows is a number of steps that had to be taken in order to address the issue of bias in the research project.
The interviewer in the research project, is herself involved in teacher education and has strong feelings towards the implementation of a new curriculum in South Africa and is concerned about the stress this implementation is causing teachers. Easterly-Smith (1996) emphasises that interviewers need to refrain from projecting their own opinions or feelings into the interview situation. The first concrete step in addressing the issue of bias in the research project, was for the interviewer to recognise her personal biases and beliefs, so as not to be inadvertently or

inappropriately influenced by them (Shipley, 1996). It was the task of the interviewer to then work towards "switching off" (Openheim, 1992:66) her attitude and trying to be "...unaffected by circumstances, by her attitude to the topic, or the respondent, or by personal involvement" (1992:66). This did not mean the interviewer had to remain aloof or unfriendly. In fact, interviewees "generally appreciate an interviewer who can truly empathise with them" (Shipley, 1996:88). This worked particularly well in Interview 6, where the interviewer began to speak of herself as a teacher, in an attempt to show the interviewee that she understood her feelings of anxiety. What is important is finding that balance between agreement and empathy. An interviewer who over-empathises with an interviewee may cause further bias, in that the interviewer may be leading the interviewee towards that which he/she wants to hear. There were times during the course of the interviews when the interviewer inadvertently lead the interviewees eg. Question 4 – Interview 9.

The interviewer also needs too be particularly vigilant eg. the interviewer needs to consider if someone else asked the same question would they get the same answer (Bell, 1993). The interviewer must be careful of not 'leading' in an interview eg. "...particular emphasis and tone of voice, can elicit very different responses" (Bell, 1993:95). Questions must be asked in a neutral manner, so that the interviewer does not bias the respondent; "leading questions are inappropriate when we want genuine responses" (Shipley, 1996:53). This "...standardisation of the interviewer's behaviour and of the interview schedule..." is essential in combating interviewer bias (Oppenheim, 1992:87). Due to the nature of the semi-structured interview, such 'standardisation' is not easily achieved; there are times when an interviewer might find it necessary to depart from the text of the interview schedule eg. to clarify a question a respondent may have misunderstood. In instances such as these it is essential to produce what Oppenheim (1992:87) terms "stimulus equivalence; the interviewee's understanding of the question must be the same as every other respondent interviewed by

this interviewer." Should a decision be taken to use a probe, the interviewer must ensure that the probe does not bias a response eg. the probe must not "...communicate that the interviewer desires or expects a certain answer" (Oppenheim, 1992:148; Bell, 1993).

In the research project there was only one interviewer, which may increase the "...scope for biased analysis of data collected...as the sole interviewer is almost totally responsible for the quality, validity or accuracy of the data" (Miles, 1979, in Schmitt, 1991:151). Such bias, on the part of the interviewer may be consistent and go unnoticed (Bell, 1993).

In the light of the issues raised above, the research project undertook the following:

- Questions designed for the interview schedule were pre-tested with an individual unrelated in any way to the project, to ensure they were free of any interviewer bias. The interview schedule was also piloted with a Grade 1 teacher who was not involved in the research project.
- A self-evaluation process was incorporated for the interviewer; after each interview the interviewer spent some time reflecting on the interview (Shipley, 1996). A checklist incorporating a number of questions was used for this purpose. (See example of Contact Summary Sheet – Appendage C)
- Interviews were transcribed after each interview had taken place. This allowed the interviewer to record any observed changes in facial expressions, body language and voice, during the interview. Transcribing during an interview can lead to a loss of information, in that the interviewer may select information which he/she feels is valuable. Such a selection may reflect bias, in that "...sometimes the interviewer only hears what she expects to hear" (Oppenheim, 1992:116).

Bell (1993) stresses that an interviewer must acknowledge the fact that bias can creep in, rather than eliminate it altogether. Having reached this understanding, the researcher utilised the cross-checks discussed above. These cross-checks were concrete steps utilised to combat biases.

7. THE NEED FOR MORE THAN ONE RESEARCH TECHNIQUE

It has been indicated thus far, the appropriateness of interviews as a research technique for this research project. A reliance on one technique is problematic though:

As mentioned previously, due to constraints of time and distance, the sole interviewer could not gather all the data using interviews. In order to gather data from the Design Sample, questionnaires as a research technique were utilised. The advantages of using two data gathering techniques, as well as critiquing the use of questionnaires is discussed below:

Adams and Schvaneveldt define questionnaires as "a list or grouping of written questions which a respondent answers" (1991:200). The pre-arranged questions are printed and arranged in a specific order. Unlike the interview where the respondent is orally presented with questions, the questionnaire requires that the respondent answer the questions directly.

Questionnaires are an economical way of obtaining information from a large group of people, or from a group of people who live a great distance from the interviewer. As a data gathering technique they present the same questions, in the same form, to all respondents. Unlike interviews, respondents are able to answer the questions without any interference from the interviewer. Keats (1993:11) is in support of this claim, stating that "questionnaires often find more favour than interviews, on the grounds of the interviewer being insufficiently objective." Stewart and Cash (1988) point out that questionnaires can supplement other methods of data collection eg. interviews. Merriam (1988:8) explains that a case study "can also include data gathered by a questionnaire."

Strict attention had to be paid to the structure of the questions in the questionnaire that was utilised in the research project. The questions had to be carefully designed so that respondents didn't have "...difficulty fitting their 'true' answers into response categories...provided" (Keats, 1993:12). The questionnaire utilised in the research project included a number of carefully worded, open-ended questions. (See Appendage D) Such questions gave each respondent the opportunity to openly express what they believe, feel and understand about outcomes-based education (Adams and Schvaneveldt, 1991).

A disadvantage of utilising questionnaires is the loss of information that occurs eg. in the questionnaire completed by Respondent A – question 8 was not answered in full; the facial expression and tone of voice of the respondent is not seen or heard (Oppenheim, 1992). There is also no opportunity for the use of probes, which can follow up ideas, investigate feelings and ultimately result in richer, fuller responses (Bell, 1993). The responses to a questionnaire though, are easier to analyse than those in interviews (Keats, 1993). Unlike interviews, where a prepared explanation of the purpose of the research may be given, questionnaires often have to rely on an accompanying letter.

A final disadvantage of utilising questionnaires, is the issue of congruity between what the respondent has stated and what is actually done eg. a respondent from the Design Sample may have indicated that she/he embraces the fact that the curriculum is changing in South African schools, however in their own practice this may not be the case. An interview would give more of an opportunity to explore the possibility of a mismatch between what is said and what is done.

There is another reason for having utilised a number of data gathering techniques in the research project. Cohen and Manion (1996), advocate the use of more than one method of data collection. This is termed methodological triangulation. Such a technique is used in case studies in order to reach a fuller, deeper understanding of an issue and to increase

the reliability of data. One method of data collection may "bias or distort the research's picture of the particular slice of reality she is investigating" (Cohen and Manion, 1996:233).

CHAPTER 4

RESULTS AND FINDINGS

INTRODUCTION

This chapter presents an analysis of the data collected for the research project. The six case studies are analysed separately and are followed by the analysis of the Design Team's responses. Finally, a cross-site analysis examines the data across all six case studies.

Extracting Meaning From the Data:

The simplest way for a reader of this chapter to gleam meaning from the data is as follows:

1. Refer to the questions in the Interview Schedule (Appendage B).
2. Begin with the 'Findings' section for each question.
3. Relate the 'Findings' for each question, to the data in the various tables for that specific question. Begin with the tables that are found just before the 'Findings' section. For example, in reading Case Study 1, Question 6a, begin with the 'Findings', then read Table 1.6a.3, then Table 1.6a.2, then Table 1.6a.1.

CASE STUDY 1

CASE STUDY 1

Site: Urban, pilot, ex-Transvaal Education Department (TED) Model C school

BACKGROUND DATA ON THE SITE:

Comments and Reflections of the Researcher:
This school is situated in the heart of a predominantly white, middle class suburb. The school grounds are carefully maintained. The staff consists of well-qualified teachers who are giving Curriculum 2005 'a full go'. The teachers interviewed gave the impression that the school could in fact implement Curriculum 2005 from Grade 1 through to Grade 7 immediately! The teachers seem confident enough. They are also keeping abreast with each new change regarding Curriculum 2005. The school has in place a number of support structures for teachers in this regard; competent Heads of Departments and an involved management committee (In fact on the day of the interviews a member of this committee was at school and inquired about this research project). This school strikes me as a tightly structured organisation. Parental involvement is encouraged and the staff seem to be a hard-working team. The school is well resourced; facilities include a computer classroom, boardrooms, music rooms etc.

INITIAL CONTEXT CHART

Political Context: Ex-TED school, prior to the first free elections in 1994 this school was considered to be advantaged; more than adequate facilities, qualified staff etc.

Social Context:

1. School Environment - urban setting, large sports grounds, administration building could in fact be the offices of a corporation There are conference facilities and offices for each HOD.

Personal Context:
- Established support structures eg. competent HODs
- Motivated staff
- Managerial-type principal

2. Parental involvement encouraged
3. Very involved management committee
4. Two secretaries in the administration building.

Three interviews were conducted in Case Study 1. The respondents in these interviews are as follows:

a. **Other Teacher 1 –** This teacher teaches Grade 6 and has been teaching for less than five years.
b. **OBE Teacher 1 –** Teaches Grade 2 and has been teaching for 30 years.
c. **Management 1 –** The principal does not teach. He is involved in the management of the school and has been part of the education profession for 29 years.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Contact Summary Sheets were utilized with each interview. Such sheets aided in recording any details, feelings, comments etc. related to the various interviews. The Contact Summary sheets were completed as soon as possible after each interview and also included initial thoughts on any issue(s) that may have been discussed during the interviews. What follows is a synopsis of these Contact Summary Sheets, for Case Study 1. The inclusion of these is to aid in developing background detail about each interviewee and interview situation.

CONTACT SUMMARY SHEET - INTERVIEW 1

Date interview undertaken: 24 February 1998
Respondent: **OTHER TEACHER 1**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

This is a young, enthusiastic teacher who finds herself in a supportive environment. In my mind, she has a good grasp of what OBE will mean in South African schools. She is embracing the changes. At the onset of the interview, I think she was rather nervous and consequently her initial comments tended to be somewhat quick. I believe that as an interviewer I established a good rapport with the respondent. I was also nervous though, and missed a question! I had to go back and get the response from the teacher.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant, but I was too 'gushy'/supportive.
2. Validity: Summaries and checks – did any discrepancies arise? Made good use of probing questions, to encourage the interviewee to provide more detail or examples of what she was saying.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.

4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?
Body language indicated she felt 'on edge' at first, but she relaxed after a while. I think I tried too hard to reassure her that I was 'on her side'.
5. What proved successful in this interview?
Getting the interviewee to relax and trust me.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: I need to think more carefully about the responses I gain from the interviewee – there is the danger of wanting to capture lots of data and if I just slow down and listen carefully, I could ask more probing questions.
7. What could have been done differently in this interview?
I could have slowed my pace.
8. What changed from the previous interview? This was the first interview.

CONTACT SUMMARY SHEET - INTERVIEW 2

Date interview undertaken: 24 February 1998
Respondent: **OBE TEACHER 1**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

Good rapport established early in the interview. I was under the impression that this teacher taught Grade 1, having specifically asked for such a teacher. The principal however presented a Grade 2 teacher, as the Grade 1 teachers were too busy. I was pleased to have had the opportunity to interview her. She has worked very closely with the Gauteng Department of Education regarding Curriculum 2005, however it seems as if she has had some kind of fallout with the Department – they demanded too much from her in terms of training other teachers in Vosloorus (an area in the Gauteng Province). The Department insisted she train other teachers, but was not willing to pay her for her services. Having 'put her foot' down, the Department is no longer on good terms with her. She believes that it is problematic that teachers have to pay for instruction on OBE methodology and that OBE will eventually fail due to this and other related problems.

I keep on reminding myself, that an interviewee's responses must always be perceived in the light of their context. This particular teacher knows more about teaching OBE than any person I have ever met, so you can imagine her frustration with having to provide a service for a Department which is not prepared to pay her. She even guides the Department eg. she designed the report card format the Grade 1's are using in Gauteng Province.
She is a dedicated teacher who has been teaching for 30 years! (What a feat!)

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant. I maintained the same style from Interview 1.
2. Validity: Summaries and checks – did any discrepancies arise?
Once again, good use was made of probing questions, encouraging the interviewee to provide more detail or examples of what she was saying.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview?
I put the teacher at ease relatively quickly.
6. What were my weaknesses as an interviewer? See Question 7 below.
7. What could have been done differently in this interview?
I need to put a stop the excessive use of supportive comments eg. fantastic.
8. What changed from the previous interview? I listened more carefully.

CONTACT SUMMARY SHEET - INTERVIEW 3

Date interview undertaken: 24 February 1998
Respondent: **MANAGEMENT 1**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This principal is running a pilot school for Curriculum 2005. My gut feeling tells me that he is a good manager and that he has some superb members of staff who keep him informed of the latest in education circles. Based on the interviews, I suspect there are teachers in the school who know more about OBE than he does.
This interview made me think about the role of the principal during times of curriculum change. I believe that this principal is a manager who doesn't feel the need to know more than his teachers/team. He has established an environment in which there is a lot of room for individual teachers to grow and develop new ideas. As a leader/manager/principal he has embraced this curriculum change.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant.
2. Validity: Summaries and checks – did any discrepancies arise?
Made good use of probing questions.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview?
Getting the principal to really elaborate on some answers.

6. What could have been done differently in this interview?
I interrupted the interviewee's train of thought at times.
7. What changed from the previous interview?
I felt somewhat nervous at first, as this was the first principal I interviewed.

FINDINGS: CASE STUDY 1

QUESTION 1:

CASE STUDY 1 QUESTION 1: TABLE 1.1.1
What are your feelings about Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 1	Positive Feelings	1) "There is definite merits in the system that appeal particularly to the children..." 2) "...and there are mixed reactions, particularly from the parents...some think that this is not going to achieve what was achieved in the past. More competent pupils will not be recognised as they were in the past. There are mixed reactions; we are still getting into the system."
OBE TEACHER 1	Mixed Feelings	1) "Well I think Curriculum 2005 has potential..." 2) "...but there are unfortunately problems with the teacher training...there are like one or two people in Teaching and Learning *(a particular division of the Gauteng Provincial Department of Education)* that service anything from 75 – 300 schools, which is totally impossible..." 3) "The curriculum was handed down without any thought of what happens in the classroom; the classroom management, the practicality of it and that is what nobody knew about, so that people in Teaching and Learning at the moment have very little idea of what actually happens in the classroom..." 4) "...and that is what is frustrating teachers at the moment. They have learnt the theory, but they cannot implement the theory because they don't know how to and nobody was trained in that, the training came with the theory and there was no training in classroom management and what happened in the classroom and that will make Curriculum 2005 fail."
MANAGEMENT 1	Positive Feelings	1) "I think it is a very good product being poorly marketed and it is essentially what has been happening in education since I've been in it. It's a wonderful product but the marketing strategy is very poor...if you take me for example, at no stage have I ever been involved in the process. The only reason why is because I have made it my business and I've allowed my teachers to get involved at a provincial level, but I'm the last person to be involved in the process at all and I am, in this organisation, the primary marketer, so if I don't go with it, the school's not going to go with it...And many schools that's what's happening; ...you get the odd enthusiastic teacher hearing about it, being exposed to something good, going back to school and the principal is saying it's a lot of rubbish and we're not going to do it..."

CASE STUDY 1 QUESTION 1: TABLE 1.1.2
How many positive and negative statements have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASONS UNDERPINNING THE REACTION
OTHER TEACHER 1	Positive Feelings	1) "There is definite merits in the system that appeal particularly to the children..." **(POSITIVE)** 2) "...and there are mixed reactions, particularly from the parents that some think that this is not going to achieve what was achieved in the past. More competent pupils will not be recognised as they were in the past. There are mixed reactions, we are still getting into the system." **(MIXED REACTIONS – from parents)**
OBE TEACHER 1	Mixed Feelings	1) "Well I think Curriculum 2005 has potential..." **(POSITIVE)** 2) "...but there are unfortunately problems with the teacher training...there are like one or two people in Teaching and Learning *(a particular division of the Gauteng Provincial Department of Education)* that service anything from 75 – 300 schools, which is totally impossible..." **(NEGATIVE)** 3) "The curriculum was handed down without any thought of what happens in the classroom; the classroom management, the practicality of it and that is what nobody knew about, so that people in Teaching and Learning at the moment have very little idea of what actually happens in the classroom..." **(NEGATIVE)** 4) "...and that is what is frustrating teachers at the moment. They have learnt the theory, but they cannot implement the theory because they don't know how to and nobody was trained in that, the training came with the theory and there was no training in classroom management and what happened in the classroom and that will make Curriculum 2005 fail." **(NEGATIVE)**
MANAGEMENT 1	Positive	1) "I think it is a very good product **(POSITIVE)** being poorly marketed and it is essentially what has been happening in education since I've been in it. It's a wonderful product but the marketing strategy is very poor...if you take me for example, at no stage have I ever been involved in the process, the only reason why is because I have made it my business and I've allowed my teachers to get involved at a provincial level, but I'm the last person to be involved in the process at all and I am, in this organisation, the primary marketer, so if I don't go with it, the school's not going to go with it...and many schools that's what's happening; ...you get the odd enthusiastic teacher hearing about it, being exposed to something good, going back to school and the principal is saying it's a lot of rubbish and we're not going to do it..." **(NEGATIVE)**

CASE STUDY 1 QUESTION 1: TABLE 1.1.3
Positive Sentiments Towards Curriculum 2005

	POSITIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
POSITIVE COMMENTS	Learner	• "...there is definite merits in the system that appeal particularly to the children..."	Other Teacher 1
	Potential of the Curriculum	• "...I think Curriculum 2005 has potential." • "It is a very good product..."	OBE Teacher 1 Management 1

CASE STUDY 1 QUESTION 1: TABLE 1.1.4
Negative Sentiments Towards Curriculum 2005

	NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
NEGATIVE COMMENTS	Manpower Shortages	• "...there are problems with teacher training...only one or two people in Teaching and Learning to service anything from 75 – 300 schools, which is totally impossible..."	OBE Teacher 1 (OBE1)
	Management of the Implementation Process	• "The curriculum is handed down without any thought as to what happens in the classroom; ...the practicality of it and that is what nobody knew about..." • "...It's a wonderful product but the marketing strategy is poor...eg. at no stage was I involved in the process ...the only reason why is because...I've allowed my teachers to get involved at a provincial level...and in this organisation, I'm the primary marketer...so if I don't go with it the schools not going to go with it..."	OBE Teacher 1 (OBE1) Management 1
	Teacher Training	• "...they (teachers) have learnt the theory but cannot implement the theory because they don't know how to. And nobody was trained in that, the training came with the theory and there was no training in classroom management and what happened in the classroom and that will make Curriculum 2005 fail."	OBE Teacher 1 (OBE1)

FINDINGS EMERGING FROM TABLE 1.1.3 AND TABLE 1.1.4:

Respondents feel positive about Curriculum 2005 in terms of...	Respondents feel negative about Curriculum 2005 in terms of...
- The learner - The potential of the curriculum	- Teacher training - Manpower shortages - Managing the implementation process

The respondents have expressed positive and negative sentiments about a number of different issues.

FINDINGS EMERGING FROM QUESTION 1:

CASE STUDY 1 QUESTION 1: TABLE 1.1.5
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 1	Positive	1 positive	0 negative
OBE Teacher 1	Mixed	1 positive	3 negative
Management 1	Positive	1 positive	1 negative

CASE STUDY 1 QUESTION 1: TABLE 1.1.6
Total number of positive and negative comments

	OTHER TEACHER 1	OBE TEACHER 1	MANAGEMENT 1
TOTAL NUMBER OF POSITIVE COMMENTS	1	1	1
TOTAL NUMBER OF NEGATIVE COMMENTS	0	3	1

Other Findings – Question 1:

1. Other Teacher 1 expressed a positive sentiment towards Curriculum 2005, but also mentioned that she felt that some parents had mixed feelings about Curriculum 2005, because it wouldn't achieve what was achieved in the past. Other Teacher 1 was referring to those learners who had achieved well within a formal exam-type assessment process. She believes that such learners won't receive the same recognition in the new outcomes-based education curriculum.
2. The greatest number of negative comments comes from OBE Teacher 1. At present she is the person working most closely with the new curriculum. She ultimately believes that Curriculum 2005 will fail due to problems related to the training of teachers.
3. More negative comments were expressed than positive.

4. *All three respondents expressed a brief positive statement at the onset of* their response and then went on to discuss issues they were concerned about.
5. Management 1 and OBE Teacher 1's responses reveal two possible short-comings of a 'blue print' approach to curriculum change (See related discussion in the **Literature Review**, pages 31 - 32). Other Teacher 1 states that "...the curriculum was handed down without any thought of what happens in the classroom...and that is what is frustrating teachers at the moment." Management 1 explains his feelings stating, "...take me for example, at no stage have I ever been involved in the process, the only reason why is because I have made it my business..."
6. Management 1's role as a manager during this time of curriculum change is hinted at in his response to Question 1. He utilises language such as 'marketing strategy', 'primary marketer', 'organisation' and explains how his teachers are involved with Curriculum 2005 at a provincial level, because he has allowed them to get involved.

QUESTION 2:

CASE STUDY 1 QUESTION 2: TABLE 1.2.1
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
• "...in the past if a child was not competent they perhaps spent another year in that standard." • "...individual achievement..." • "Formalities – this is Maths and this is English... compartmentalised."	• "...more focus on every child achieving, every child is competent to progress to the next level..." • "...shift of focus...to a group or class to pass the minimum standards." • "...trying to expand the children...lessons more integrated, ...old formalities, this is English, this is Maths have gone...not as compartmentalised...you can have a much wider variety of themes."	Other Teacher 1
• "...based on low-level recall and if you have a good memory you would get though school and get higher grades."	• '...you've got to have the right attitude and it's skills based to be able to get through."	OBE Teacher 1
• *Concentrated on knowledge*	• "...not only concentrating on knowledge, but the knowledge aspect of the curriculum is virtually the same." • "Philosophy behind it is different." • *Teaching method is different* - "...the OBE aspect of it."	Management 1

CASE STUDY 1 QUESTION 2: TABLE 1.2.2 How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 1	OBE TEACHER 1	MANAGEMENT 1
CURRICULUM STRUCTURE	X		X
TEACHING METHODOLOGY			X
ASSESSMENT	X	X	

CASE STUDY 1 QUESTION 2: TABLE 1.2.3 Essential differences between the old curriculum and Curriculum 2005 Summary Table			
DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	RESPONDENT
ASSESSMENT	- if not competent then learners spent another year in that standard. Focused on individual achievement.	- focuses on every child achieving, every child being competent to progress to next level	OT1
	- based on low-level recall, if had a good memory you would get higher grades	- skills-based and have to have the right attitude to get through	OBE1
TEACHING METHODOLOGY		- the teaching methodology is different - the OBE aspect of it.	M1
CURRICULUM STRUCTURE	- concentrated on knowledge	- not only concentrating on knowledge, but the knowledge aspect of the curriculum is virtually the same	M1
	- subjects compartmentalised	- not as compartmentalised and there is a wider variety of themes	OT1
		- philosophy behind it is different	M1

ANALYSING QUESTION 2

FINDINGS:

Principal differences mentioned concern:
- Assessment
- Curriculum Structure
- Teaching Methodology

1. Management 1 believes that the content of Curriculum 2005 is very similar to that of the old curriculum - "...the content of a curriculum is the content of a curriculum...the knowledge aspect of the curriculum is virtually the same – the three R's are the three R's..."
2. OBE Teacher 1 mentions only one difference and it concerns assessment. Of the three respondents at this school, she has the least to say regarding any differences.
3. Searching for common ground...OT1 and M1 both mention differences in curriculum structure. OT1 and OBE1 both mention differences related to assessment.
4. Management 1 uses 'OBE-speak' eg. he talks of Range Statements and Performance Indicators. *(Data from the interview transcription.)*

QUESTION 3:

CASE STUDY 1 QUESTION 3: TABLE 1.3.1 **If a parent asked you about OBE, what would you say?**	
Other Teacher 1	"Immediately they *(parents)* come in with a negative impression, wondering how it's going to ...damage their children, to be honest this is what they are coming with. They are often very concerned at the loss of individuality that they perceive, which is not necessarily true. This is what you can expect, for eg. children are going to be far more socially interactive and socially aware, more able to cope with social conflict. We have to focus on the positives...I would say to them, you are looking at what your child is at the end of their school, not each year...In the past is has been my child is competent in Grade 1...you say to them... your child should be competent to get into a job...Outcomes-based education is trying to get each child to perform to their full potential. It aims at giving learners more skills than knowledge..."
OBE Teacher 1	"I would say that OBE is a wonderful product and the saving grace of this country because in the year 2000 we will have people who...we need to have self-employed people in South Africa. There are no jobs and we need people who are going to create jobs to save South Africa and that is exactly what OBE does... I would define OBE as a knowledge, skills and attitude-based curriculum that children could reach."

Management 1	*(Interviewee initially mumbles incoherently)* "...it is a wonderful product, it solves lots of the shortcomings that I have always felt were in our education system, and, um, so I endorse it fully... I would define it very simply, by saying that the difference between an old method of teaching and an outcomes-based method of teaching is that there is a relevance to life...the content is not that stressed anymore. Content is important, but it is not the be all and end all of it all anymore...and it *(OBE)* is aimed at lateral thinking and is aimed at personal and self-development."

CASE STUDY 1 QUESTION 3: TABLE 1.3.2
***Can you define* OBE?**

RESPONDENT	BEHAVIOURAL ELEMENTS	RESPONSE	UNDERSTANDING OF OBE
Other Teacher 1	Interviewee seemed calm	"I would say to them, you are looking at what your child is at the end of their school, not each year...In the past is has been my child is competent in Grade 1...you say to them... your child should be competent to get into a job...Outcomes-based education is trying to get each child to perform to their full potential. It aims at giving learners more skills than knowledge..."	Fair
OBE Teacher 1	Interviewee seems very sure of herself	"I would define OBE as a knowledge, skills and attitude-based curriculum that children could reach."	Good
Management 1	Interviewee mumbles at first and also attempts to make a joke.	"I would define it very simply, by saying that the difference between an old method of teaching and an outcomes based method of teaching is that there is a relevance to life...the content is not that stressed anymore. Content is important, but it is not the be all and end all of it all anymore...and it *(OBE)* is aimed at lateral thinking and is aimed at personal and self-development."	Fair

CASE STUDY 1 QUESTION 3: TABLE 1.3.3
Respondents' understanding of OBE

	No Understanding	Poor	Limited	Fair	Good	Excellent
Other Teacher 1				X		
OBE Teacher 1					X	
Management 1				X		

FINDINGS QUESTION 3:

Other Teacher 1 – This respondent believes that parents feel negative towards OBE, they wonder how it will damage their children and worry about a loss of individuality. She believes that teachers must focus on the positives of OBE eg. children will be more socially aware. Other Teacher 1's response indicates her belief that OBE focuses on long-term goals i.e. it is future orientated and has direct links to the world of work. OT1 mentions "...your child should be competent to get into a job." See related discussion in the **Discussion, Conclusion and Recommendations chapter**, page 362.

OBE Teacher 1 – This respondent believes OBE will be the saving grace of this country, because it will enable people to create their own jobs. Interestingly, in Question 1 the respondent also expressed the view that Curriculum 2005 would ultimately fail, due to problems related to the training of teachers. OBE Teacher 1 believes OBE is future orientated and related to the world of work. (OT1 expressed a similar point above.)

Management 1 – His response is rather vague and touches on a number of issues. Respondent mumbled at first and attempted to joke; perhaps he felt 'put on the spot' and bided time while he thought over his answer? M1 also mentioned that OBE has a relevance to life.

- The three respondents were able to express some type of definition regarding OBE. In fact OBE1 has a good understanding of OBE. It may be said that M1's definition was the least specific.
- OT1 used some 'OBE-speak' in her response; she spoke of learners having to be 'competent'.
- M1 and OBE1 both refer to OBE as a 'wonderful product'.
- Inherent in all three respondents' answers is the focus on life-relevance or a reference to the world of work.
- OBE1 and M1 refer to the goal-orientated nature of OBE. OBE1 talks of a curriculum that children can reach and M1 refers to personal and self-development.
- In the light of the responses to Question 3, it may be inferred that effective communication is taking place among the staff at this school.

QUESTION 4:

CASE STUDY 1 QUESTION 4: TABLE 1.4.1 Do you support the move towards OBE?		
RESPONDENT	LEVEL OF UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE AND REASON(S)
Other Teacher 1	Fair	• "We haven't been in the system long enough and we haven't got the Junior Primary children feeding up. I would like to say there are merits to it, but long term will tell. *Respondent mentions two merits:* Children who were previously referred to aid classes are staying in the mainstream and children are now spending part of the day outside, studying that, looking at that – they can stimulate themselves from their environment and don't always have to focus on the TV and computers."
OBE Teacher 1	Good	• "Yes, I support the move towards OBE because I believe it is preparing our children for the year 2000 and the new millennium." *(Preparing children to create their own jobs)*
Management 1	Fair	• "Yes, I support the move towards OBE because it is individually-centred, whereas in the past it was the system for the sake of the system...and I think in the long run that it's going to be individuals who are going to come out with a better self-training."

CASE STUDY 1 QUESTION 4: TABLE 1.4.2 (SUMMARY OF TABLE 1.4.1) Do you support the move towards OBE?		
RESPONDENT	UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE
Other Teacher 1	Fair	"...there are merits to it...but long term will tell...We haven't been in the system long enough and we haven't got the Junior primary children feeding up."
OBE Teacher 1	Good	"Yes, I support the move towards OBE...because...it prepares our children for the year 2000..." *(In terms of learners being able to create their own jobs in the future.)*
Management 1	Fair	"Yes, I support the move towards OBE because it is individually-centred...in the long run...individuals are going to come out with better self-training."

FINDINGS QUESTION 4:

1. The respondents have either a fair or good understanding of OBE. In the light of their understanding, they all (to a certain degree) support OBE:
   OBE Teacher 1 – supports OBE because she believes it prepares learners for self-employment in the future.
   Management 1 – supports OBE for two reasons; it is individually centred and in the long run individuals will come out with better self-training.
   Other Teacher 1 – believes there are merits in it, but that only long term will tell. She believes that "...we haven't been in the system long enough." She proposes two merits of OBE; children previously referred to the aid classes are kept in the mainstream and children will be spending part of the day outside and will be stimulated by their environment. This in turn means that they won't have to focus on television and computers. OT1's first reason relates to OBE, in that OBE is based on the premise that all children can learn. The second merit she mentions may in fact be more related to the broader nature and structure of Curriculum 2005, rather than to OBE.

QUESTION 5:

CASE STUDY 1 QUESTION 5: TABLE 1.5.1
Why do you think the Education Ministry is implementing Curriculum 2005?

RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Other Teacher 1	"They felt the need that there has to be a change, partly from a political motivation that the old one has to go and something new has to happen. I think there definitely is a political motivation...a lot of children, particularly black children have not coped with the previous situation...this is some attempt at trying to create a middle line...and for a child in a black township this is certainly going to be an improvement."
OBE Teacher 1	"...South Africa desperately needed a change in education system..." "...when you have a change in government you have a change of education system..." "...not just a curriculum they have sucked out of their thumb...they have done a tremendous amount of research...on an academic level and did not take the practicality into account. I do believe had they started with the methodology, the teachers would have accepted it more readily...there was no vision of the practice...the people who handed us the curriculum had no vision of the classroom – that's why teachers are feeling so uneasy at the moment. It's not an easy curriculum...it's different, very hard, labour intensive work for the teacher...It's a very, very different situation and it wasn't marketed correctly."
Management 1	"Obviously there is politics behind it; when there is a change in government, you have a change of structures – financial, educational etc. But, having never been exposed to any kind of marketing strategy from them, that's an assumption. It's never been explained to me why it's coming."

CASE STUDY 1 QUESTION 5: TABLE 1.5.2
Reasons for the Implementation of Curriculum 2005
A Summary of Table 1.5.1

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Political	Other Teacher 1	"I think there definitely is a political motivation...a lot of children, particularly black children have not coped with the previous situation...this is some attempt at trying to create a middle line..."
	OBE Teacher 1	"...when you have a change in government you have a change of education system."
	Management 1	"Obviously there is politics behind it, when there is a change of government, there is a change of structures – financial, educational etc."
Need for Change	Other Teacher 1	"They felt the need that there has to be a change..."
	OBE Teacher 1	"...South Africa desperately needed a change in education system."

FINDINGS QUESTION 5:

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

Reasons for Implementation	Respondent
Political	Other Teacher 1 OBE Teacher 1 Management 1
Need for Change	Other Teacher 1 OBE Teacher 1

- M1 and OBE1 both raise additional points:
  OBE1 raises again the issue of a top-down approach to curriculum change and the problems associated with such an approach. (See also OBE1's response to Question 1.) She acknowledges that a tremendous amount of research was undertaken regarding the devising of the new curriculum, but believes teachers would have been more accepting had the Department of Education begun with the methodology.
  M1 believes that he was not properly informed as to the reasons for Curriculum 2005's implementation.
- M1 and OBE1 both talk of the marketing of Curriculum 2005:
  OBE1 believes it wasn't marketed correctly.
  M1 bemoans the fact that he has never been exposed to any kind of marketing strategy.

QUESTION 6a:

CASE STUDY 1 QUESTION 6a: TABLE 1.6a.1 Likely Major Achievements of Curriculum 2005	
RESPONDENT	**LIKELY MAJOR ACHIEVEMENTS?**
Other Teacher 1	"...you mainstream some children that potentially wouldn't have been." "...I think you are creating lifeskills for the children and if the children are reinforced with those lifeskills, all the time, by the time they reach Grade 9 and go into the job market, those things will be familiar." "Now where children are spending part of the day outside, studying that, looking at that...they can begin to see that they can stimulate themselves from their environment and don't have to focus on the TV and computers..." *(Data extracted from Question 4)*
OBE Teacher 1	"...I think in the new curriculum there is going to be a place for everybody. We are not just recognising the academics anymore; we are recognising children that can do things. It is based on what you can do and not what you can't do, as the old curriculum was. And I think we are going to have a more positive attitude to learning."
Management 1	"...hopefully provided people keep it on track, um, the fact that there is an emphasis on career orientation I think is important. Productivity in this country is probably the worst in the world...but, people are going to come out having been channelled, if that's an acceptable, political term, in the right direction already and that when people come out of the schooling system...they are already going to be job orientated and productivity orientated...and I think that aspect is the most important Curriculum 2005 is going to have."

CASE STUDY 1 QUESTION 6a: TABLE 1.6a.2 Likely Major Achievements of Curriculum 2005 Refining Table 1.6a.2		
RESPONDENT	**RESPONSE**	**ACHIEVEMENTS RELATE TO...**
Other Teacher 1	"...you mainstream some children that potentially wouldn't have been." "...I think you are creating lifeskills for the children and if the children are reinforced with those lifeskills...by the time they...go into the job market, those things will be familiar." "Now where children are spending part of the day outside, studying that, looking at that...they can begin to see that they can stimulate themselves from their environment and don't have to focus on the TV and computers..." *(Data extracted from Question 4)*	**The Learner** **Relevance to the World of Work** **The Learner and Learning**
OBE Teacher 1	"...I think in the new curriculum there is going to be a place for everybody. We are not just recognising the academics anymore; we are recognising children that can do things. It is based on what you can do and not what you can't do, as the old curriculum was. And I think we are going to have a more positive attitude to learning."	**The Learner**
Management 1	"...hopefully provided people keep it on track, um, the fact that there is an emphasis on career orientation I think is important. Productivity in this country is probably the worst in the world...but, people are going to come out having been channelled, if that's an acceptable, political term, in the right direction already and that when people come out of the schooling system...they are already going to be job orientated and productivity orientated...and I think that aspect is the most important Curriculum 2005 is going to have."	**Relevance to the World of Work and the Economic Future of South Africa**

CASE STUDY 1 QUESTION 6a: TABLE 1.6a.3 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	**Details**	**Respondent**
The Learner	• children previously referred to aid classes remain in the mainstream • children will now be spending part of the day outside and will realise that they can stimulate themselves from their environment and don't have to focus on TV and computers. • there will be a place for all learners...it is based on what you can do and not what you can't do...does not just recognise the academics.	OT1 OT1 OBE1
Relevance to World of Work	• Curriculum 2005 creates lifeskills and if children are reinforced with those lifeskills...by the time they go into the job market, those things will be familiar. • emphasis on career orientation...when people come out of school they will be job orientated and productivity orientated.	OT1 M1
Learning	• learning will also take place outside the classroom. This external environment will stimulate learners and they wont have to focus on TV and computers.	OT1
Economic Future of South Africa	• productivity in this country is probably the worst in the world. When people come out of the schooling system...they are already going to be job orientated and productivity orientated.	M1

FINDINGS QUESTION 6a:

1. There is some common ground in the responses to this question:

Likely major achievements relate to...	Other Teacher 1	OBE Teacher 1	Management 1
The Learner	X	X	
Relevance to the World of Work	X		X
Learning	X		
Economic Future of South Africa			X

2. Management 1 begins his response with a proviso - "If people can keep it *(Curriculum 2005)* on track..." only then will it attain the achievements he mentions.

QUESTION 6b:

CASE STUDY 1 QUESTION 6b: TABLE 1.6b.1 Curriculum 2005 – Envisaged Pitfalls		
RESPONDENT	**ENVISAGED PITFALLS RELATE TO...**	**EXPLANATION OF PITFALLS ENVISAGED**
Other Teacher 1	• The Learner	• "I think our top achievers are not going to be recognised in the way that they were before. We always had something like prize-giving or top-achievers and that's not what they are wanting in the new situation, obviously I think that schools are going to make their own decisions...which are not always skills-based or attitude-based...so you are working on three parameters instead of one like we used to work on for marks."
	• Teaching Methodology	• "The same amount of work does not get done and I think that is the big thing because there is a lot more talking in the class. It's fine if it's constructive, but there are a lot of social chats going on as well...and there are children who can work and chat and there are children who cannot and obviously that's a problem."
OBE Teacher 1	• Motivation of Teachers	• "I think the greatest pitfall is that the teachers are not being motivated enough, because they feel inadequate..."
	• Training	• "They are not getting the training, they are desperate for training, in fact they are prepared to pay up to R50/head for a day's course and they would rather have the day's course that we are offering them, than what the Teaching and Learning Centres are offering them...Not that they aren't doing a good job...there aren't enough of them and there is no money...they don't have the manpower...And you've got to employ the right people. It's no good employing people who have never experienced this ...and they keep saying please do it for nothing. Well, teachers in the classroom cannot teach all day and then pay to go and teach other teachers in the afternoon. Which is what they are asking us to do..."
	• Training: Teaching Materials	• "The things they have come with; don't work for the teacher. They have been developed by academics, they have been developed by Teaching and Learning. The people are not in the classroom. *(Point also raised in Question 1)* It's easy to sit in a desk and develop a piece of paper, but it is not easy to be in the classroom and use that piece of paper..."
	• Training: Methodology	• "...And the courses are huge courses, fifty or a hundred people. You can't learn like that. In our country we have got such different levels of education and we keep saying mix everybody together, that has its' strengths, but it also has its' weaknesses because you've got one half feeling frustrated, people with different needs in the same room and one person can't apply to all those needs. And that's why teachers...are prepared to pay us to come and do small courses. We do course with a maximum of sixty. And they are prepared to pay us to do that, ...rather than get it for nothing. And this is teachers from our poorer areas because they realise that what is happening is that they are getting into a worse situation that ever before."

CASE STUDY 1 QUESTION 6b: TABLE 1.6b.1 (Continued) Curriculum 2005 – Envisaged Pitfalls		
RESPONDENT	**ENVISAGED PITFALLS RELATE TO...**	**EXPLANATION OF ENVISAGED PITFALL**
Management 1	• Pace of Implementation	• "...the pitfalls are the speed of implementation, but I'm not worried about the speed of implementation internally *(i.e. at this particular school)*. I think we could implement the entire thing right now."
	• Implementation	• "...The problem is you've got theoreticians running the thing...and there is always going to be a difference between theory and practice..."
	• Teacher Training	• "...And in practice I think the training of a broad base of teachers is not going according to plan. It has pitfalls in it, in that people are put off by it because of terminology, there is some very complicated terminology in the whole thing..."
	• Structure of the Curriculum	• "...and I think the same objectives could be achieved by simplifying the whole structure; the preparation, procedures that are expected are ridiculous and I think...some people with some really good insight...to sit down, to make something which is essentially very good into a streamlined operation."
	• Work Ethos Within a School	• *(Data extracted from a discussion held at the end of the interview)* "...my biggest fear and whether it's OBE or any other method...is that there are too many people who just sit back and hope that this is going to happen and it can't happen...I know our teachers are feeling the crunch, but I haven't heard any complaints...it's got to become a work ethos...within an organisation...It's got to be a total commitment from a staff and I think that's why it's successful here. *(At this particular school)* ...as far as we're concerned, we're ready to run with it...our question today is how far do we go."

CASE STUDY 1 QUESTION 6b: TABLE 1.6b.2 Pitfall dimensions		
Pitfall dimensions	**Detail of Pitfall(s)**	**Respondent**
Problems presently experienced	1. **Teaching Methodologies -** "The same amount of work does not get done...*because there is a lot more talking in the class...there are a lot* of social chats going on..."	Other Teacher 1
	2. **Motivation of Teachers -** "...the greatest pitfall is that the teachers are not being motivated enough..."	OBE Teacher 1
	3. **Training of Teachers -** "...they are desperate for training, in fact they are prepared to pay up to R50/head for a day's course and they would rather have the day's course that we are offering them than what the Teaching and Learning Centres are offering them...Not that they aren't doing a good job...there aren't enough of them...there is no money...they don't have the manpower...And...It's no good employing people who have never experienced this ..."	OBE Teacher 1
	4. **Teaching Materials Used in Teacher Training -** "...The things they have come with; don't work for the teacher. They have been developed by academics...The people are not in the classroom..."	OBE Teacher 1
	5. **Training Methodology -** "And the courses are huge courses, fifty or a hundred people. You can't learn like that...people with different needs in the same room and one person can't apply to all those needs. And that's why teachers...are prepared to pay us to come and do small courses..."	OBE Teacher 1
	6. **Pace of Implementation -** "...the pitfalls are the speed of implementation..."	Management 1
	7. **Implementation -** "...The problem is you've got theoreticians running the thing...and there is always going to be a difference between theory and practice..."	Management 1
	8. **Training -** "...in practice...the training of a broad base of teachers is not going according to plan. It has pitfalls in it, in that people are put off by it because of terminology...complicated terminology..."	Management 1
	9. **Structure of the Curriculum -** "...and I think the same objectives could be achieved by simplifying the whole structure...some people with some really good insight...to sit down, to make something which is essentially very good into a streamlined operation."	Management 1
	10. **Work Ethos and Teachers' Attitudes in a School -** "...my biggest fear and whether it's OBE or any other method...is that there are too many people who just sit back and hope that this is going to happen It's got to become a work ethos...within an organisation...it's got to be a total commitment from a staff..."	Management 1
Problems that may occur in the future	1. **The Learner –** "...our top *(academic)* achievers are not going to be recognised in the way that they were before..."	Other Teacher 1

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	RESPONDENT
Teaching Methodology	Other Teacher 1
Motivation of Teachers	OBE Teacher 1
Training of Teachers	OBE Teacher 1, Management 1
Teaching Material Used in the Training of Teachers	OBE Teacher 1
Training – Methodology Employed	OBE Teacher 1
Pace of Implementation	Management 1
Implementation	Management 1
Structure of the Curriculum	Management 1
Work Ethos and Teachers' Attitudes in a School	Management 1
The Learner	Other Teacher 1

1. A number of issues related to the training of teachers have been raised. OBE Teacher 1 was particularly vocal in this regard – this is perhaps due to the fact that she has a role to play in the training of teachers.
2. Other Teacher 1's concerns relate specifically to the learner.
3. In this question the respondents expressed the pitfalls they envisage with Curriculum 2005, however a closer look at their thoughts reveals a number of other issues:
   a. An interesting issue emerges in Other Teacher 1's response - schools adapting Curriculum 2005 to suit their own needs and perceptions eg. Other Teacher 1 comments, "...We always had something like prize-giving or top-achievers and that's not what they are wanting in the new situation, obviously I think that schools are going to make their own decisions...which are not always skills-based or attitude based. ." Inherent in Other Teacher 1's response above is her belief that schools may still recognise and reward academic achievement. (See also related discussion in the **Discussion, Conclusions and Recommendations chapter**, page 368.)
   This is perhaps also an example of schools asserting their autonomy during times of large-scale curriculum change.
   b. OBE Teacher 1 explains how the Gauteng Department of Education has, in her particular region, used certain teachers to train others. However, those teachers undertaking the training were expected to do it for no monetary compensation, in fact they ended up having to pay for petrol, paper and photostatting themselves. Due to a demand from teachers requesting help with Curriculum 2005, those helping with the training developed their own training courses, which people were prepared to pay for.
   A number of points may be raised from the above scenario:
   - Are teachers so keen and motivated that they are prepared to pay (out of their own pockets) for training courses regarding Curriculum 2005, or are they in fact desperate for guidance and help with the curriculum changes?
   - Teachers are prepared to take matters into their own hands and do what they can to learn about the new curriculum.

QUESTION 7:

CASE STUDY 1 QUESTION 7: TABLE 1.7.1 Changes in educators' feelings towards the teaching profession		
RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 1	No	"I think probably no, because I've always been a positive person and that's the way I would do it anyway... I think we've got to continually re-evaluate ourselves and say we've got to keep positive about something that has changed...It is in the law, ...there is nothing we can do about it, so we may as well keep positive about it and do the best with what we've got."
OBE Teacher 1	Yes	"...my attitude at the moment is one of frustration because there are so many possibilities and so many people prepared to do and to go the extra mile to do it and you're just knocking your head against a brick wall...for instance we have helped the Department for nothing all the way. Now that they know we are charging to go out – for photostatting...now they don't want anything to do with us, because we are charging for it, but they are expecting us to do it for nothing...well we also have to live."
Management 1	No	

CASE STUDY 1 QUESTION 7: TABLE 1.7.2 Changes in educators' feelings towards the teaching profession A summary of Table 1.7.1			
RESPONDENT	ANY CHANGES?	SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION	POSITIVE OR NEGATIVE CHANGE?
Other Teacher 1	No	"I've always been a positive person...we've got to keep positive about something that has changed...and do the best with what we've got."	*Respondent's feelings haven't changed. She exudes a positive attitude towards the curriculum change.*
OBE Teacher 1	Yes	"...my attitude at the moment is one of frustration...we have helped the Department for nothing all the way. Now that we are charging to go out...they don't want anything to do with us...well we also have to live."	Negative
Management 1	No	N/A	

FINDINGS QUESTION 7:

1. Only OBE Teacher 1's feelings have changed and this change is attributed to feelings of frustration towards the Gauteng Department of Education (GDE). OBE1 has been aiding the Education Department by going out to far lying schools and running workshops and meetings about *Curriculum 2005. OBE1 also designed a new report card structure for the* GDE that will be used in all state schools in the Province. OBE1 has now started charging teachers for the workshops she is running and the Department of Education no longer wants anything to do with her.
2. Other Teacher 1 is embracing the curriculum changes in a positive way.
3. Management 1's feelings have not changed.

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 1 QUESTION 8: TABLE 1.8.1
Interviewees' Sources

SOURCES	OTHER TEACHER 1	OBE TEACHER 1	MANAGEMENT 1
A	X	X	
B			X
C	X		X
D	X		X
E	X	X	X

CASE STUDY 1 QUESTION 8: TABLE 1.8.2 Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Other Teacher 1		
A -	- Yes	"...not sure who organised them though...*(A probe lead to the interviewee revealing that it was the GDE)*...and then our Heads of Department went on a training course and they trained all of us with that training course."
B -	- No	"Not that I'm aware of."
C -	- Yes	"All the documentation we get." *(Laughs)*
D -	- Yes	"I try not to read the media too often because they are so negative...Every so often some of the magazines have things like what does OBE mean to your child? And then it's a different slant...but particularly the newspapers tend to be very negative..."
E -	- Yes	"...word of mouth travels...and being in a school where I'd say a generally positive attitude is."
OBE Teacher 1		
A -	- Yes	"I learnt about the curriculum, but not the methodology...All I had to learn about the new curriculum was how to read their documents. That's all they basically taught me...and I got onto that very first provincial course and until now they haven't taught me one single thing. I've developed lesson plans, I've developed assessments, I've developed the report breakdown..."
B -	- No	"Nothing, they couldn't tell us anything."
C -	- No	
D -	- No	
E -	- Yes	"I did a management course through Henley in London and that's where I learnt the methodology. That's why *(this school)* has been doing it for two years."
Management 1		
A -	- No	
B -	- Yes	"In a limited way APT had some meetings...but they were in very general terms and to a certain extent contributed to putting people off, because they were that vague..."
C -	- Yes	"To an extent...but again, it's looking at a handout of a product that you've had no training in, so it can actually be more confusing."
D -	- Yes	"...I think, I learnt about OBE through the newspaper ...that's another problem, the press is badly informed. And when guys like Stephen Mulholland who is essentially a financial guy, starts telling you that OBE is a load of rot, I wonder how he would respond to me telling him how to run the economy..."
E -	- Yes	"...two teachers on the staff have pushed their way in...so everything I know comes from them...and that's why we have a staff that knows a lot more...if we had sat back...and followed the normal procedure, we would have been as much in the dark as everybody else..."

CASE STUDY 1 QUESTION 8: TABLE 1.8.3 Most Informative and Least Informative Sources		
SOURCES	**OTHER TEACHER 1**	**ADDITIONAL COMMENTS ABOUT SOURCES**
A	1 4	"It was a workshop run by our Heads of Department. That was the most helpful and concrete because it was practical..." *(HODs received their input from the GDE and then informed the staff at the school.)* "The most useless was the meeting at JCE *(i.e. the meeting organised by the GDE)* and nobody knew what was going on. And when we were listening to people they were telling us things we already knew because we have been involved in the piloting, but 80% of the people in the lecture hall that never knew. There were two different scales and we were totally bored."
B		
C	2	"The written documentation is probably the second most informative, including the news articles."
D	2	
E	3	
	OBE TEACHER 1	
A	2	
B		
C		
D		
E	1	"The management course without any doubt.. *(The Henley Course has also helped OBE1 in terms of managing her classroom.)*
	MANAGEMENT 1	
A		"...workshops through the Provincial Education Department – most probably are a source, but not to someone in my position. To the teachers, yes, because they are constantly been held for the teachers, but for me it's a case of looking for my own sources."
B	4	"...as far as Teacher Unions are concerned, they seem to have dried up to a certain extent..."
C	3	"I suppose the documentation sent by the Provincial Department, indirectly, although they are very complicated and difficult...if you don't understand the terminology...you see, what we've done is said it *(Curriculum 2005)* is here to stay. It is here to stay, it is a good product from what we can see and so we are going to make it work...but I think a *(dynamic)* institution like this, will then make it work because we will simplify it, not to the extent of leaving anything out...but we will streamline it so that it works better; the paperwork is not as cumbersome and so on..."
D	4	
E	1, 2	1- "1 would be our teachers." 2- "...our local lady here in charge of Foundation Phase in the district..."

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

CASE STUDY 1 QUESTION 8: TABLE 1.8.4 Positive and Negative Statements Made Regarding the Sources			
SOURCES	**OTHER TEACHER 1**	**OBE TEACHER 1**	**MANAGEMENT 1**
A	- "We've been to meetings....I'm not sure who organised them though." **(Negative)** - "It was a workshop run by our Heads of Departments. That was the most helpful and concrete because it was practical..." *(HODs received their input from the GDE and then informed the staff at their school)* **(Positive)** - "The most useless was the meeting at JCE *(i.e. the meeting organised by the GDE)* and nobody knew what was going on. And when we were listening to people they were telling us things we already knew because we have been involved in the piloting, but 80% of the people in the lecture hall that never knew; there were two different scales and we were totally bored." **(Negative)**	- "...I got onto the first provincial course and until now they haven't taught me one single thing..." **(Negative)**	
B		- "Nothing, they couldn't tell us anything." **(Negative)**	- "...they *(the meetings)* were in very general terms and to a certain extent contributed to putting people off, because they were that vague..." **(Negative)** - "...they seem to have dried *up to a certain extent...*" **(Negative)**
C			- "...but again, it's looking at a handbook of a product that you've actually had no training in, so it can actually be more confusing." **(Negative)** - "...the documentation ... they are very complicated and difficult..." **(Negative)**
D	- "...newspapers tend to be very negative." **(Negative)**		- "...the press is badly informed..." **(Negative)**
E	- "...and being in a school where a generally positive attitude is." **(Positive)**	- "The management course without any doubt *(is the most informative)*... that's where I learnt the methodology." **(Positive)**	- "...I've had these two teachers who...managed to push their way in...and so everything I know essentially comes from them." **(Positive)**

Findings emerging from Table 1.8.4:

Negative comments concern issues related to:

- **Meetings Organised by the Provincial Department of Education:**
- Interviewee wasn't sure that the meeting she attended was in fact organised by the Provincial Department of Education. (OT1)
- Meetings lack clarity. (OT1)
- Unable to meet the varying needs of the educators who attended them. (OT1)
- Meetings taught interviewee nothing. (OBE1)
- **Teacher Unions:**
- Perceived as having 'dried up'. (M1)
- Unable to provide any information. (OBE1)
- Meetings were in general terms and vague and contributed to putting people off. (M1)
- **Documentation from the Provincial Department of Education:**
- Complicated and difficult (to interpret) if you don't understand the terminology. (M1)
- It is like looking at a handbook, of a product you've had no training in, so it can actually be more confusing. (M1)
- **Newspapers:**
- Tend to be very negative. (OT1)
- Press is badly informed. (M1)

Positive comments concern issues related to:

- **Meetings Organised by the Provincial Education Department:**
- Workshop run by Heads of Departments at school was concrete and helpful. (OT1) *(HODs received their input from the GDE and then informed the staff at their school.)*
- **Other Sources:**
- Being in a school where a generally positive attitude exists. (OT1)
- Management course undertaken with an educational institution in the United Kingdom. This course taught OBE1 all the OBE methodology. (OBE1)
- Two teachers at the school have taught M1 essentially everything he knows. (M1)

CASE STUDY 1 QUESTION 8: TABLE 1.8.5 Which sources are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	A, E, E
2	C, D, A, E
3	E, C
4	A, B, D
5 – least informative	

CASE STUDY 1 QUESTION 8: TABLE 1.8.6 Which sources are most informative?			
	Other Teacher 1	OBE Teacher 1	Management 1
A	1, 4	2	
B			4
C	2		3
D	2		4
E	3	1	1, 2

QUESTION 9:

CASE STUDY 1 QUESTION 9: TABLE 1.9.1 Additional Sources of Information	
RESPONDENT	SOURCE
Other Teacher 1	"Either to our Head of Departments or obviously to the Provincial Education Department."
OBE Teacher 1	"Well, I would get it through the Internet – Pennsylvania University or one of those, because there is nothing here that can tell me anything more about 2005." *(Interviewee begins to laugh.)*
Management 1	"...I wouldn't know where to go for more information, because we are not getting that feedback from the situation. I have never met anyone that's involved, well besides in our local area, involved in the set-up. I've never had the courtesy of an official from the Education Department coming to even acknowledge their presence, or even my presence, even though they have people steaming in and out of this school on a continuous basis, to come and watch our teachers put into practice and so I wouldn't know."

CASE STUDY 1 QUESTION 9: TABLE 1.9.2 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	SOURCE	REASON(S)
Other Teacher 1	Heads of Departments or Provincial Department of Education	- None given
OBE Teacher 1	Internet - Pennsylvania University site	- "...because there is nothing here that can tell me anything more about 2005."
Management 1	Respondent doesn't know where he would go for more information	- Respondent doesn't believe his school is getting "...any feedback from the situation." Education Department officials enter his school on an on-going basis (due to the fact that this is a pilot school) and yet he has never spoken to them. He resents the fact that they do not acknowledge his presence or their own.

FINDINGS QUESTION 9:

- Respondents mention different sources.
- Management 1 has revealed a local issue he feels agitated about. Some negativity towards the Department of Education is evident. Management 1's response raises the question of how pilot schools programmes are arranged. Also, to what extent is OBE Teacher 1, who is a main source of information for Management 1, influencing his attitude?
- OBE Teacher 1's response must be seen in the light of her role during this time of curriculum change; she conducts training for teachers and she aided the Provincial Department of Education by designing the new report card for the JP Phase. Her role at present seems to be one of informing others, not being informed.
- Other Teacher 1 explains that she would turn to her HODs. OT1 feels confident enough to turn to individuals within her school organisation. Perhaps this is also indicative of the role the HODs in this school?

CASE STUDY 1 QUESTION 9: TABLE 1.9.2
Sources of Additional Information and their Contextual Link

SOURCES	RESPONDENTS	CONTEXTUAL LINK
Heads of Departments	OT1	HODs are well informed and have close ties with the Education Department
Provincial Department of Education	OT1	This is a pilot school. OT1 is also a young teacher who has already received a lot of information from the Department of Education.
Internet	OBE1	OBE1 is herself a source of information for many educators, including her own principal. She believes she needs to go beyond the South African context for additional information
Would not know who to turn to	M1	M1 is angry with the manner in which the Department of Education has handled the pilot school programme at his school

QUESTION 10:

CASE STUDY 1 QUESTION 10: TABLE 1.10.1
Describing Curriculum 2005

DESCRIPTIVE WORDS	RESPONDENTS	REASON FOR CHOICE OF DESCRIPTIVE WORDS
Innovative	Other Teacher 1	- "...to create exercises and lessons using old resources but adapting them."
	Management 1	- "...related to teachers...there is now a huge scope for the teacher to be innovative."
Problematic	OBE Teacher 1	- "...because we don't have the qualified people."
Needed	OBE Teacher 1	- "...it's definitely needed..."
Unwanted		
Frightening		
Motivational		
Exciting	*Management 1*	- ".. it starts with being exciting...the children are very excited about it, the children love coming to school...and when they're doing a project...the energy and variety of what's coming out..."
	OBE Teacher 1	- "...when you work with the children and see their response to it, it is so stimulating and they learn so quickly. Children that you never thought could do anything can suddenly do it."
Tedious	Other Teacher 1	- "...in terms of time consuming...time consume ' with the prep, the evaluation...not tedious in terms of teaching it. It's a lot of work...and prep and that kind of thing has got far more."

CASE STUDY 1 QUESTION 10: TABLE 1.10.2
Detail gleamed from respondents' descriptions of Curriculum 2005

RESPONDENT	DESCRIPTIVE WORD	NEGATIVE OR POSITIVE DESCRIPTION	DESCRIPTION CONCERNS...
Other Teacher 1	Innovative	Positive	- to create exercises and lessons using old resources, but adapting them
	Tedious	Negative	- prep and evaluation is time consuming and there is far more prep
OBE Teacher 1	Problematic	Negative	- we don't have the qualified people
	Needed	Positive	- it's definitely needed
	Exciting	Positive	- when you see the children's response to it, it is so stimulating and they learn so quickly
Management 1	Innovative	Positive	- there is now a huge scope for the teacher to be innovative
	Exciting	Positive	- the children are very excited by it

FINDINGS QUESTION 10:

CASE STUDY 1 QUESTION 10: TABLE 1.10.3
Question 10 – Findings

	ISSUES	DETAIL
Positive statements are related to...	- The Teacher	- Scope for the teacher to be innovative - Children's response to it is stimulating
	- Lesson Preparation	- Innovative – to create exercises and lessons using old resources, but *adapting them*
	- The Learner	- Excited by it - They learn so quickly - Love coming to school
	- The Need for a New Curriculum	- It's definitely needed
Negative statements are related to...	- Preparation	- Time consuming and lots of work for teachers
	- Assessment	- Time consuming
	- Training of Teachers	- We don't have the qualified staff

Other Comments Question 10:

1. OBE Teacher 1 chose three words. She was unable to choose only two.
2. OBE1 and OT1 both chose positive and negative words. M1 chose only positive words. (OBE1 and OT1 both teach, M1 does not teach)
3. Overall the respondents chose 5 positive words and 2 negative words.

QUESTION 11:

CASE STUDY 1 QUESTION 11: TABLE 1.11.1 *Has OBE made any difference to the way in which you teach in your classroom?*			
RESPONDENT	**IS THERE A DIFFERENCE?**	**EXPLANATION OF THE DIFFERENCES**	**POSITIVE OR NEGATIVE DIFFERENCES?**
Other Teacher 1	Yes	1. "...because we have been part of the pilot school we've tried to implement some change...we try to vary the activities, in giving different groups different things to do...providing a basic and then building up from there, allowing the children to spend more time discussing and viewing their opinions and then asking them to write about them..." *Interviewer: "...are you also looking at differentiation?"* "No, your grouping is supposed to be mixed-ability grouping, every so often you can change the groups to suit the activity, but then you can't differentiate within the group..."	- Positive
OBE Teacher 1 (Grade 2)	Yes	1. "Yes, it is a complete change...the children are now working in groups...you can now deal with six children at a time, instead of thirty, or forty, or fifty, or sixty. It has made teaching much better, in essence you are giving the children twelve minutes each per half-hour, instead of the odd half a minute each per half-hour. So it has made a really big difference." 2. "Your preparation and planning is totally different...the focus has gone from marking to preparation and planning, which to me is the correct focus. Marking is very negative and preparation and planning is very positive."	- Positive - Positive

FINDINGS QUESTION 11 TABLE 1.11.1:

(Note: Question 11 was only directed at those teachers teaching Grades 2 – 7. OBE Teacher 1's response is included because she teaches Grade 2. See related discussion in the Contact Summary Sheet for Interview 2.)

1. Outcomes-based education has certainly made a difference to OBE Teacher 1's practice. She feels positive about the differences, which relate to groupwork, preparation and planning.
2. OT1 explains that is due to the fact that they are a pilot school that she has begun to implement some changes. OT1 also discusses groupwork.

3. OT1 talks about differentiation, mentioning that with mixed ability grouping, one doesn't differentiate within the group. Her comment raises the question of what role/place differentiation will have in Curriculum 2005. What will happen when a learner attains an outcome before the other learners? Will that learner continue with another exercise and attain other outcomes that the rest of the class might only reach at a later stage or will that learner be expected to aid other learners in reaching the intended outcomes?

CASE STUDY 1 QUESTION 11: TABLE 1.11.2
The difference OBE has made to teachers' practice

RESPONDENT	IS THERE A DIFFERENCE ?	DIFFERENCE CONCERNS...	DIFFERENCES	INDICATION OF DEGREE OF CHANGE
Other Teacher 1	Yes	a. Groupwork b. Discussion	a. Try to give different groups different things to do, try to vary the activities b. Allow the children more time to discuss and view their opinions and then asking them to write about them **(P)**	Small
OBE Teacher 1	Yes	a. Groupwork b. Planning and Preparation	a. Teacher can now spend more time with each child, as opposed to "...*the odd half a minute each* per half hour."**(P)** b. There is a greater focus on planning and preparation, than on marking **(P)**	Significant

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

FINDINGS QUESTION 11 TABLE 1.11.2:

1. The changes that have taken place in OBE1 and OT1's classroom practice have for the most part been positive. The introduction of an outcomes-based education curriculum has resulted in a significant change in OBE1's classroom practice. For OT1, OBE has resulted in a small degree of change in her classroom practice.

CASE STUDY 1 QUESTION 11: TABLE 1.11.3
Differences in Teachers' Practice Relate to...

Differences concern...	Respondent	Positive/Negative Difference?
Groupwork	Other Teacher 1	Either
Discussion	Other Teacher 1	Positive
Groupwork	OBE Teacher 1	Positive
Planning and Preparation	OBE Teacher 1	Positive

CASE STUDY 1 QUESTION 11: TABLE 1.11.4 Changes OBE has made to Teaching Methodology			
Changes Relate to...	**Changes**	**Any Details or Comments?**	**Respondent**
Use of Specific Methodology	Groupwork	- Try to give different groups different things to do	OT1
	Discussion	- Learners have more time to talk and view their opinions (P)	OT1
	Groupwork	- Teacher can spend more time with individuals in small groups (P)	OBE1
	Planning and Preparation	- Greater focus on planning and preparation, than marking	OBE1

QUESTION 13:

CASE STUDY 1 QUESTION 13: TABLE 1.13.1 How do principals believe OBE changes teachers' practice?			
RESPONDENT	**CHANGES CONCERN...**	**DETAIL OF CHANGES**	**POSITIVE OR NEGATIVE CHANGE?**
Management 1	Classroom Management	"...classroom management now does change...it does effect the noise level of course, it effects your ability to gauge who is zooming ahead and who you can leave..."	Negative
	Classroom Management	"...there's a negative effect as well...teachers tend to go to the other extreme...now you've still got this huge freedom and teachers are forgetting 'basic disciplining', in inverted commas, if I can use that. There are still acceptable procedures, like there are going to be times when I say you keep quiet, you listen to me and so on...you've got to find that balance and at the moment, we had a chat about it last week, ...there's a tendency to moving too much to the other extreme and therein lies the problem. Teachers who are not actively involved in development, who are getting the wrong picture...are going to think I don't teach anymore...kids will not be developing because the teacher's sitting back and saying...the kids should teach themselves."	Negative

Findings Question 13:

1. The changes pointed out by Management 1 all relate to classroom management –
   a. Noise level increases.
   b. Increase in noise level also effects a teacher's ability to see which learners are 'zooming ahead'.
   c. Some teachers are going to the 'other extreme' and forgetting about 'basic disciplining'. Management 1's view is that his teachers need to find a balance between new methodologies and the way in which they have been teaching.
2. The changes mentioned by Management 1 are perceived as being negative.
3. Management 1 makes a number of additional points:
   a. Older teachers in particular find the change to new methodologies difficult; "...it's more difficult...especially for older teachers...a lot of them are stereotyped in their ways."
   b. He also believes that teachers need to focus more on the 'OBE way of teaching and co-operative learning."
   c. The role of the teacher is not to sit back and assume that learners must teach themselves.
4. Management 1's response also gives an indication of communication amongst the staff at the school. Management 1 talks of chatting to the teachers last week about an issue that concerned him.

QUESTIONS 11 and 13 - A SUMMARY:

CASE STUDY 1 QUESTIONS 11 AND 13: TABLE 1
Dimensions of Change Arising from OBE Implementation

RESPONDENTS	CHANGE DIMENSIONS								
	1.	2.	3.	4.	5.	6.	7.	8.	9.
Other Teacher 1			X						
OBE Teacher 1			X						X
Management 1				X			X	X	

KEY TO TABLE:

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

ADDITIONAL COMMENTS AND ISSUES EMERGING FROM CASE STUDY 1:

1. Management 1's role as a manager of a school is evident in many of his responses. M1 uses 'business-speak'. He refers to a school as an organisation. He talks of Curriculum 2005 needing a marketing strategy and refers to himself as the primary marketer.
2. This school is very involved with the implementation of the new curriculum. Besides being a pilot school, it has teachers who are very involved at a provincial level eg. designing report cards and training teachers. It comes as no surprise that Management 1 mentions that his school is capable of implementing OBE immediately. (See Question 6b.)
3. Management 1 also raises the issue of the role a principal plays in informing and teaching teachers about Curriculum 2005. In Question 1 he states, "If principals don't support it, it doesn't happen. If I don't go with it, the school's not going to go with it." Management 1 also feels that the Gauteng Provincial Department of Education hasn't made him part of the curriculum change process. He is only part of it because he has allowed his teachers to get involved at a Provincial level. Is this the route for individual teachers, principals and schools to follow if they wish to take an active role in large-scale curriculum change? Is it necessary to take the 'bull by the horns' and force your way in? It is the view of Management 1 that unless such a step is taken the school and teachers merely become recipients of information regarding any curriculum changes, "...we would have been totally reliant on them *(The GDE)*."
4. Other Teacher 1 reminds the researcher that implementation of the new curriculum is still in the early phases. In Question 4 she mentions that "...the long term will tell" and in Question 1 she comments that "...we're still getting into the system."
5. Communication between Management 1 and OBE 1 is particularly strong. Management 1 comments that most of what he knows about Curriculum 2005 comes from OBE 1 and another teacher. Interestingly, information about Curriculum 2005 is filtering upwards in this school. Management 1 and OBE Teacher 1 express similar issues and ideas. Both talk of how Curriculum 2005 hasn't been marketed properly. As a manager in this change process, Management 1 also feels comfortable enough to express the fact that he learns from his staff.
6. The Gauteng Provincial Department of Education has utilised the services of OBE Teacher 1 and another teacher at the school. They have trained other teachers and have designed the new report card for the JP Phase. A number of points can be made regarding the above:
   a. Teachers are involved in the process of curriculum change. This may be perceived as being positive.
   b. Change is evolving from 'the grassroots level'. This could also be perceived as positive. It may also be seen as negative. Who is steering the 'Curriculum 2005 ship'? The blueprint for curriculum change is in fact incomplete – it is developing, changing and evolving. It is a dynamic entity.

c. OBE Teacher 1 feels the Education Department has used her. She has not been compensated for petrol, photostatting etc and comments, "...we helped the Department for nothing all the way."

7. OBE Teacher 1 is an example of the role an individual person can play and the impact they can have, during times of large-scale curriculum change. She is major source of information about Curriculum 2005 for this school.

A SYNOPSIS OF THE FINDINGS AT CASE STUDY 1:

Question 1: Respondents expressed two positive reactions and one mixed reaction towards Curriculum 2005. Greatest number of negative comments came from OBE1. Overall, respondents made 3 positive and 4 negative comments.

Question 2: Respondents cited three differences between the old curriculum and Curriculum 2005. There was some similarity between the responses.

Question 3: Respondents had either a fair or good understanding of OBE. Responses concerned either a focus on life-relevance or a reference to the world of work.

Question 4: Respondents supported OBE: OBE1 believes OBE prepares learners for self employment, M1 believes it is individually centred and OT1 indicated that there were merits to OBE, but that long term would tell.

Question 5: Respondents mentioned two reasons for the implementation of Curriculum 2005 – political reasons and the need for change. All three respondents mentioned a political reason.

Question 6a: Four likely major achievements of Curriculum were mentioned. These related to the learner, relevance to the world of work, learning and the economic future of South Africa.

Question 6b: Respondents raised ten areas of concern. Issues relating to teachers were of particular concern eg. motivation and training.

Question 7: M1 and OT1 – Their feelings towards the profession did not change. OT1 embraced the changes in a positive way. OBE1 indicated her feelings had changed. This was attributed to feelings of frustration with the Department of Education.

Question 8: Sources varied considerably amongst the respondents. Sources A and E were the most informative. OBE1 had only two sources of information regarding Curriculum 2005.

Question 9: Respondents mentioned different additional sources of information – The Department of Education and the Internet. M1 did not know who he would turn to for additional information.

Question 10: Respondents chose 5 positive and 2 negative words to describe Curriculum 2005. OBE1 and OT1 each chose one positive and one negative word. Negative descriptions concerned lesson preparation being time consuming and an insufficient number of qualified people to train teachers.

Question 11: OT1 and OBE1 *(the Grade 2 teacher)* indicated five differences in their teaching practice. Differences were for the most part, positive.

Question 13: M1 believed there would be a number of changes related to classroom management. These included an increased noise level and that it would be difficult for the teacher to see which learners were 'zooming ahead'

Questions 11 & 13: A number of change dimensions were indicated.

Other:

1. School was coping more than adequately with the introduction of Curriculum 2005.
2. High level of support within the organisation eg. teachers turning to HODs for help. Evidence of good communication amongst members of staff.
3. Relationship with the Department of Education was somewhat strained. M1 and OBE1 expressed problems in this regard.

CASE STUDY 2

CASE STUDY 2

Site: Urban, non-pilot, ex-Department of Education and Training (DET) school

BACKGROUND DATA ON THE SITE:

Comments and Reflections of the Researcher:

This school is in an urban industrial area, with a small suburb approximately 2 kilometers away. The school is quite small: 250 – 300 learners. The staff members are friendly and gave me the impression that they take their work seriously. I particularly like the principal; he strikes me as a kind, gentle man. Historically, the school has always had some type of link to the mining industry and still receives support from this sector. They have just received a number of books from the USA. The school is not wealthy, but it does have a few necessary resources eg. there is a photostat machine and an overhead projector in the principal's office that the teachers may use.
My impressions of the three interviewees: a 'calm and collected' headmaster, an uninspired senior teacher who has applied for a severance package from the Department of Education and a concerned, young, hard-working Grade 1 teacher.

INITIAL CONTEXT CHART

Political Context: Ex-DET school. Prior to 1994 the school received financial and other support from the mining sector. This support continues to-date.

Social Context: 1. School Environment: urban setting – in an industrial area. Learners at the school generally come from poor families. School grounds are neat and tidy.

Personal Context:
- limited resources: entire school must share one overhead projector. There is no staffroom; teachers meet for tea in a Grade 1 classroom. The only telephone in the school is in the principal's office. There is no administrative staff or cleaning staff – teachers and children clean their own classrooms every Friday.

Case Study 2 involves three interviews that were conducted at the school. The three interviewees are:

a. **Other Teacher 2 –** Teaches Grade 7 and has been teaching for more than 10 years, in fact, he has been in education for 22 years.
b. **OBE Teacher 2 –** This teacher has only been teaching for 2 months. She teaches Grade 1.
c. **Management 2 –** The principal has been teaching for more than 10 years and presently teaches Grade 5.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Following is a synopsis of the data recorded on the Contact Summary Sheets, with background detail about each interviewee and interview situation.

CONTACT SUMMARY SHEET – INTERVIEW 4

Date interview undertaken: 25 February 1998
Respondent: **MANAGEMENT 2**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

This principal has his school and children at heart and from what I can gather, has made a real attempt to delve into the issues surrounding Curriculum 2005. He has quite a good feel for the curriculum changes. He has a calm presence about him. I also found him to be almost over-protective about his school – it was almost as if he wouldn't let his guard down to reveal any problems or inadequacies in his school.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant.
2. Validity: Summaries and checks – did any discrepancies arise? Better use could have been made of probing questions to encourage the interviewee to provide more detail or examples of what he was saying.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview? The principal was prepared to give up his time and have a lengthy discussion with me.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: I tend to reveal too much about my attitudes, feelings etc. This also extends to my non-verbal communication. I do this in an attempt to get the interviewee to trust me, but I wonder to what extent this leads the interviewee towards my way of thinking?

7. What could have been done differently in this interview?
At times when I felt the interviewee was bringing a response to an end, I would accept his closure too readily. I should have probed further, but I almost felt as if I would be threatening the interviewee in doing so.
8. What changed from the previous interview?
I was far more at ease with Management 2, than Management 1. I didn't get the impression that he needed to assert himself as the head of a school.

CONTACT SUMMARY SHEET - INTERVIEW 5

Date interview undertaken: 25 February 1998
Respondent: **OTHER TEACHER 2**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This teacher gave me the impression that he was waiting for his severance package from the Department of Education and consequently had very little interest in, or knowledge of, Curriculum 2005. He attempted to cover his lack of knowledge by going off the topic at times. I wonder to what extent his attitude might be the same had he not opted for a package? He gave me the impression of not caring much about the curriculum changes taking place. He did not strike me as a particularly hard-working teacher. I found myself feeling frustrated and angry at times during the interview.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant.
2. Validity: Summaries and checks – did any discrepancies arise?
Yes, the interviewee contradicted himself on the odd occasion. This was due to his lack of understanding re. Curriculum 2005.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? The interviewee lounged in his chair giving me the impression that he had no interest in Curriculum 2005. I believe that his body language was also an attempt to cover up his lack of knowledge about Curriculum 2005.
5. What proved successful in this interview?
I made use of many probing questions, as well as verbal 'checks' to establish the truthfulness of what the respondent was saying.
6. What could have been done differently in this interview?
I did what I could with this interviewee! I don't believe there is anything I could have done differently.
8. What changed from the previous interview? I had to work a lot harder to elicit information from this respondent. This was not a simple interview. There were times when the respondent mumbled when he did not know an answer.

CONTACT SUMMARY SHEET – INTERVIEW 6

Date interview undertaken: 25 February 1998
Respondent: OBE TEACHER 2
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This interviewee felt threatened at the onset of the interview. She was hostile towards me and I felt she did not trust me. She was a first year teacher, who only recently graduated from university and had to step into the shoes of another Grade 1 teacher. The previous teacher had attended a number of meetings/courses on OBE, this teacher was not as fortunate. I really had to work hard to put this interviewee at ease and win her over. I achieved this by speaking of myself as a teacher who was also affected by the curriculum changes. I combined my feelings with hers eg. I spoke of 'we'.
Having won her over, I found myself talking with a young, enthusiastic teacher, who was willing to gives things a go, but was desperate for guidance and support.
Her biggest concerns were those related to methodology:
- Coping with co-operative learning in large classes.
- Group work was problematic.
- The technocratic nature of the assessment procedures was viewed as problematic in terms of too much paperwork.

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant.
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?
Hostile body language at first – See comments above.
5. What proved successful in this interview?
Getting the interviewee to trust my intentions. I made effective use of probing questions.
6. What are my weaknesses as an interviewer?
I tend to waffle on at times.
7. What could have been done differently in this interview? I needed to get to the point.
8. What changed from the previous interview?
Again, this was a difficult interview, but I enjoyed talking to the respondent.

FINDINGS: CASE STUDY 2

QUESTION 1:

CASE STUDY 2 QUESTION 1: TABLE 2.1.1
What are your feelings about Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 2	Negative Feelings	1) "My feelings wrong, because really I won't comment on something I do not know about, I'm not trained really..." 2) "...Secondly, I think it needs new teachers that must go to be trained for that."
OBE TEACHER 2	Interviewee generally feels positive. She does however express a number of concerns.	1) "It is true it is going to save the nation if it is followed the right way with the facilities provided to the teachers...you must develop the teachers first and give them the material to use in the classroom. Those two things go together. It won't work *(if you don't have that)*. It will work *(if you've got those things)*." 2) "The concern is this assessment things...the assessment of the children...they say children are going to assess themselves. It is another problem again. They will assess themselves and they will only look for the better assessment. They will give themselves a good mark all the time. Nobody wants a bad mark." 3) "...And grouping...no more grouping according to abilities. We group them mixed which is a good thing, but at the end of the day you find that the other children are relying on others – whole lifetime! They just wait, they know the clever one, this one she is going to give us all, so I will just relax...This one is just taking from the clever one, not even trying." 4) "It is going to work, as long as the schools themselves must also work together. We must support one another. If I don't have facilities in the s[illegible]ol, I must try to see what I can implement. Can [illegible]y school visit that school for a certain thing? Som[illegible]ing like that. We must come together." *(Data extracted from Question 6b)*
MANAGEMENT 2	Mixed Feelings	1) "From what I have heard and what I have seen it looks like something that is definitely going to make our children think better because they have to do things..." 2) "...but to me it does seem as if it was rushed. The parents and everybody should have been given a chance, almost a two to three year chance, to understand what we are talking about."

CASE STUDY 2 QUESTION 1: TABLE 2.1.2
How many positive and negative statements have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 2	Negative Feelings	i) "My feelings wrong, because really I won't comment on something I do not know about, I'm not trained really..." **(NEGATIVE)** 2) "...Secondly, I think it needs new teachers that must go to be trained for that." **(NEGATIVE)**
OBE TEACHER 2	Interviewee generally feels positive, though she has a number of concerns	1) "It is true it is going to save the nation if it is followed the right way with the facilities provided to the teachers...you must develop the teachers first and give them the material to use in the classroom. Those two things go together. It won't work *(if you don't have that)*. It will work *(if you've got those things)*." **(POSITIVE – with a proviso)** 2) "The concern is this assessment things...the assessment of the children...they say children are going to assess themselves. It is another problem again. They will assess themselves and they will only look for the better assessment. They will give themselves a good mark all the time. Nobody wants a bad mark." **(NEGATIVE)** 3) "...And *grouping...no more grouping according to abilities.* We group them mixed which is a good thing, but at the end of the day you find that the other children are relying on others – whole lifetime! They just wait, they know the clever one, this one she is going to give us all, so I will just relax...This one is just taking from the clever one, not even trying." **(POSITIVE and NEGATIVE)** 4) "It is going to work, as long as the schools themselves must also work together. We must support one another. If I don't have facilities in the school, I must try to see what I can implement. Can my school visit that school for a certain thing. Something like that. We must come together." **(POSITIVE – with a proviso)**
MANAGEMENT 2	Mixed Feelings	1) "From what I have heard and what I have seen, it looks like something that is definitely going to make our children think better because they have to do things..." **(POSITIVE)** 2) "...but to me it does seem as if it was rushed. The parents and everybody should have been given a chance, almost a two to three year chance, to understand what we are talking about." **(NEGATIVE)**

CASE STUDY 2 QUESTION 1: TABLE 2.1.3
Positive Sentiments Towards Curriculum 2005

	POSITIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
POSITIVE COMMENTS	Learner	• "...it looks like something that is definitely going to make our children think better..."	Management 2 (M2)
	Saving the Nation	• "...it is going to save the nation...if it is followed in the right way with the facilities provided to the teachers."	OBE Teacher 2 (OBE2)
	Methodology	• *(Grouping)* "...we have them mixed, which is a good thing..."	OBE Teacher 2 (OBE2)
	Potential of the New Curriculum	• "It is going to work, as long as the schools themselves must also work together. We must support one another..."	OBE Teacher 2 (OBE2)

CASE STUDY 2 QUESTION 1: TABLE 2.1.4
Negative Sentiments Towards Curriculum 2005

	NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
NEGATIVE COMMENTS	Pace of Implementation	• "...it does seem as if it was rushed. The parents and everybody should have been given a chance, a two to three year chance to understand what we are talking about."	Management 2 (M2)
	Assessment	• "...the children will assess themselves...they will only look for the better assessment. They will give themselves a good mark all the time."	OBE Teacher 2 (OBE2)
	Methodology	• "...mixed grouping...at the end of the day you find that the other children are relying on others – whole lifetime! They just wait, they know the clever one...is going to give us all..."	OBE Teacher 2 (OBE2)
	Training/Informing Teachers	• "I won't comment on something that I do not know about, ...I'm not trained..."	Other Teacher 2 (OT2)
	Personal Feelings and Attitude of the Respondent	• "It needs new teachers, that must go and be trained for that."	Other Teacher 2 (OT2)

FINDINGS EMERGING FROM TABLE 2.1.3 AND TABLE 2.1.4:

Respondents feel positive about Curriculum 2005 in terms of...	Respondents feel negative about Curriculum 2005 in terms of...
- The learner - The nation - Methodology - Potential of the new curriculum	- Pace of implementation - Assessment - Methodology - Personal feelings and attitude of the respondent - Training of teachers

1) OBE Teacher 2 expressed both positive and negative sentiments regarding methodology. She is pleased that the learners are now placed in mixed ability groups, but expresses a number of problems around the use of such a methodology.
2) OBE Teacher 2's comment regarding assessment must be seen in the light of her context. She is teaching Grade 1 and she believes that self-assessment practices will not be successful with children of this age.
3) OBE2 feels positive about Curriculum 2005, however two of her positive comments have provisos - "It's going to work as long as..." and "its going to save the nation if it is..."
4) Other Teacher 2 expresses no positive statements. His negative sentiment must be perceived in the light of the fact that he exudes a generally negative attitude. His response must also be seen in the light that he has applied for a severance package from the Department of Education.
5) Both Management 2 and OBE Teacher 2 expressed positive sentiments about the new curriculum, however inherent in their responses are a number of negative feelings.

OTHER FINDINGS EMERGING FROM QUESTION 1:

CASE STUDY 2 QUESTION 1: TABLE 2.1.5
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 2	Negative	0 positive	2 negative
OBE Teacher 2	Positive	3 positive	2 negative
Management 2	Mixed Feelings	1 positive	1 negative

Findings Table 2.1.5: Three varying reactions to Curriculum 2005 are evident.

CASE STUDY 2 QUESTION 1: TABLE 2.1.6
Total number of positive and negative comments

	OTHER TEACHER 2	OBE TEACHER 2	MANAGEMENT 2
TOTAL NUMBER OF POSITIVE COMMENTS	0	3	1
TOTAL NUMBER OF NEGATIVE COMMENTS	2	2	1

Overall, the respondents expressed a marginally greater number of negative statements, than positive ones.

QUESTION 2:

CASE STUDY 2 QUESTION 2: TABLE 2.2.1
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
	• "I don't know *(any differences)* – because one plus one is equal two. I don't know if this one, is one plus one is equal to four."	Other Teacher 2
• Teacher undertook assessment applying his/her own criteria	• "The difference is these assessments the children are doing on their own and I've got to take from what they are saying and the grouping is different..."	OBE Teacher 2
• Teacher grouped children according to abilities	• "Assessment...they *(the Provincial Department of Education)* have given me the portfolio, how to follow it. You know it is implemented on me, you must do this one, you must find this out. I won't be happy *(about the portfolio)*...it's like pushing...they don't want to hear the story from me, my side of the story, I must take their story."	OBE Teacher 2
	• "At least they must take what was good in the old education and there are some things in the new education. Let's take the great good things both from the two and make a new one...They must not bring things and try to implement them in schools."	OBE Teacher 2
• "I did the talking; teacher sort of boasted to the child on the knowledge he knew comes from this university and using long words the child does not understand."	• "...the child must do the child must see. If you say 'ball', the child must actually touch the ball; how it feels, what it does, bouncing, bumping. In other words the child must be involved and experience what we are talking about."	Management 2

CASE STUDY 2 QUESTION 2: TABLE 2.2.2 How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 2	OBE TEACHER 2	MANAGEMENT 2
LEARNING AND THE ROLE OF THE LEARNER		X	X
TEACHING METHODOLOGY		X	X
ROLE OF THE TEACHER			X
ASSESSMENT		X	

CASE STUDY 2 QUESTION 2: TABLE 2.2.3 Essential differences between the old curriculum and Curriculum 2005 Summary Table			
DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	RESPONDENT
LEARNING AND THE LEARNER		- The child must do, the child must see - The child must be involved and experience what the teacher is talking about - Self-assessment is part of the learning process	M2 M2 OBE2
ROLE OF THE TEACHER	- Teacher did the talking, boasted to children on the knowledge gained at university		M2
METHODOLOGY	- talking to children - children grouped according to abilities	- The child must do, the child must see and be involved - 'Hands-on' approach - mixed ability grouping	M2 OBE2
ASSESSMENT	- teacher did all the assessment using own criteria	- children involved in the assessment - use portfolios - Provincial Department of Education instructs teachers as to the assessment procedures they must employ	OBE2 OBE2 OBE2

ANALYSING QUESTION 2

FINDINGS:

1. Other Teacher 2 was unable to mention any differences between the old curriculum and Curriculum 2005. In fact, his response is nonsensical.
2. Inherent in OBE Teacher 2's response is her belief that the Provincial Department of Education is forcing teachers to assess the learners in a particular way. OBE2 expresses her dissatisfaction regarding this issue.
3. OBE Teacher 2 suggests that the good elements of the previous curriculum be merged with the good parts of Curriculum 2005. She is not content with the Provincial Department's approach of merely implementing new 'things' in schools.
4. Principal differences mentioned concern:

- Assessment
- Methodology
- The role of the teacher
- The learner

QUESTION 3:

CASE STUDY 2 QUESTION 3: TABLE 2.3.1 If a parent asked you about OBE, what would you say?	
Other Teacher 2	"At this stage there is nothing I can say, because I know nothing. I just heard about it. It leads children to participate...No I can't define OBE."
OBE Teacher 2	"OBE means we teach children according to what they want and we go with their pace and time is no problem. Time is open..."
Management 2	"...outcomes is what the child has understood it to be eg. If I ask a child, 'Do you understand?' 'Yes sir. Yes daddy.' The child goes out and comes back and asks me...'By the way, what did you say I must do?' I send a child to the shop to buy a dozen eggs and a loaf of bread. He goes there and says a dozen bread and a loaf of eggs. In other words, this child actually does not understand what I want it to do. So that outcomes show me that the child has understood that which has to be done. It's not guessing. It's not guesswork."

CASE STUDY 2 QUESTION 3: TABLE 2.3.2
Can you define OBE?

RESPONDENT	BEHAVIOURAL ELEMENTS	RESPONSE	UNDERSTANDING OF OBE
Other Teacher 2	Interviewer probed interviewee's initial response. This led to some information, but then the interviewee mumbled. This is perhaps due to the fact that he knew nothing else.	"No, I can't define OBE."	No understanding
OBE Teacher 2	Interviewer noted in the interview transcription that OBE 2 was hesitant in her response to this question.	"OBE means we teach children according to what they want and we go with their pace and time is no problem. Time is open..."	Limited
Management 2	Interviewee seems calm.	"I send a child to the shop to buy a dozen eggs and a loaf of bread. He goes there and says a dozen bread and a loaf of eggs. In other words, this child actually does not understand what I want it to do. So that outcomes show me that the child has understood that which has to be done. It's not guessing. It's not guesswork. "	Fair

CASE STUDY 2 QUESTION 3: TABLE 2.3.3
Respondents' understanding of OBE

	No Understanding	Poor	Limited	Fair	Good	Excellent
Other Teacher 2	X					
OBE Teacher 2			X			
Management 2				X		

FINDINGS QUESTION 3:

What do the respondents understand about OBE?

1. The only information Other Teacher 2 holds about OBE, is that it, "...leads children to participate..." He explained that he heard this from teachers who went on a course.
2. OBE Teacher 2's understanding of OBE is very limited. She does however make a valid point regarding children learning at their own pace.
3. Management 3's understanding of OBE was revealed in the type of story he told; inherent in his explanation is the understanding that the children have to show demonstrable outcomes.

Overall, the respondents in Case Study 2 do not have a good understanding of OBE.

QUESTION 4:

CASE STUDY 2 QUESTION 4: TABLE 2.4.1
Do you support the move towards OBE?

RESPONDENT	LEVEL OF UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE AND REASON(S)
Other Teacher 2	No understanding	- "Can't support something which I was not trained for that."
OBE Teacher 2	Limited	- "I support it...because there are so many changes that involve the child. The child has got to do things, rather than before, those of us, we used to feed the children..." - "I support OBE because the children are going to take learning in their hands now. I am going to be the one who is guiding them, I am going to facilitate, but the children are being responsible for their education."
Management 2	Fair	- "Yes, I support OBE because as I said, it involves the child. When he goes out there and he is hired industry, that child knows what area is *(Interviewee is providing a concrete example)*, if it has to count some bricks there; 3 times 4 times volume...it knows that there are bricks inside and to count them you have to follow this line, that line and that line. Not just the mechanical – length times breadth times height, so...it has got to understand what is going on."

FINDINGS QUESTION 4:

1. Respondents level of support for OBE must be seen in the light of their understanding of OBE:
   Other Teacher 2 - has no understanding of OBE. He states that he is unable to support something he has not been trained for i.e. something he knows nothing about.
   OBE Teacher 2 – holds a limited understanding of OBE but supports OBE because of the perceived advantages for the learner; the child has to do things, learning is in his/her hands and the teacher is a guide. Perhaps some of this support lies with the broader nature of Curriculum 2005? For example, when she explains that "the child has got to do things", she is not necessarily supporting the theoretical underpinnings of OBE.
   Management 2 – supports OBE because of its life relevance and links to the world of work – he cites an example in this regard.

QUESTION 5:

CASE STUDY 2 QUESTION 5: TABLE 2.5.1
Why do you think the Education Ministry is implementing Curriculum 2005?

RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Other Teacher 2	"...he wants the education to be uniformed...throughout the country."
OBE Teacher 2	"Because there have been complaints that the old one didn't work and the results were not good at the end of the day...because children of South Africa were not given equal education, the same education, that was the problem."
Management 2	"...throughout we have been mechanical and the child was just left there. Teacher was always right and child said 'this is in order'. This time, the curriculum is saying a child is going to explore what is learnt...in life, you explore, you experiment and you see the outcome of whatever experiment you're doing."

CASE STUDY 2 QUESTION 5: TABLE 2.5.2
Reasons for the Implementation of Curriculum 2005
A Summary of Table 2.5.1

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Political Reasons	OBE Teacher 2	"...children of South Africa were not given equal education, the same education, that was the problem."
	Other Teacher 2	"...education to be uniformed...throughout the country ."
Changing Perceptions Regarding Learning and Teaching Methodology	Management 2	"...throughout we have been mechanical and the child was just left there...This time, the curriculum is saying a child is going to explore what is learnt..."

FINDINGS QUESTION 5:

Political motivation as a reason for the introduction of the new curriculum was evident in the respondents' answers to Question 5. Perhaps this needs to be perceived in the light of the political context of this ex-DET school?

QUESTION 6a:

CASE STUDY 2 QUESTION 6a: TABLE 2.6a.1
Likely Major Achievements of Curriculum 2005

RESPONDENT	LIKELY MAJOR ACHIEVEMENTS?
Other Teacher 2	• "Maybe the best results I would say."
OBE Teacher 2	• "I guess we are going to have responsible citizens in the future. People who want to stand and do things."
Management 2	• "When children go into the workplace one day – he can do things eg. calculate area in the building industry. The child will have that understanding..." • "...it will reach many children who could not be reached...they will benefit more in that they will be interested in what's going on, rather than school is a place for the elite, for snobs...It will actually respect a place of education because it means something to the child."

CASE STUDY 2 QUESTION 6a: TABLE 2.6a.2
Likely Major Achievements of Curriculum 2005
Refining Table 2.6a.1

RESPONDENT	RESPONSE	ACHIEVEMENTS RELATE TO...
Other Teacher 2	"Maybe the best results I would say." *(Interviewer noted in the interview transcription that the interviewee did not in fact know any likely achievements. This response lacks any deeper meaning.)*	N/A
OBE Teacher 2	"I guess we are going to have responsible citizens in the future. People who want to stand and do things."	**Responsible Citizens in a Future South Africa**
Management 2	"When children go into the workplace one day – he can do things eg. calculate area in the building industry. The child will have that understanding..." "...it will reach many children who could not be reached...they will benefit more in that they will be interested in what's going on, rather than school is a place for the elite, for snobs...It will actually respect a place of education because it means something to the child."	**Curriculum 2005's Links to the Workplace** **The Learner**

CASE STUDY 2 QUESTION 6a: TABLE 2.6a.3 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	**Details**	**Respondent**
The learner	"...*(the learner)* will benefit more in that they will be interested in what's going on...*(they)* will actually respect a place of education because it means something to the child."	M2
Curriculum 2005's links to the workplace	" When children go into the workplace one day – he can do things eg. calculate area in the building industry. The child will have that understanding..."	M2
Responsible citizens in a future South Africa	"I guess we are going to have responsible citizens in the future. People who want to stand and do things."	OBE2

FINDINGS QUESTION 6a:

1. Likely major achievements relate to...
- the learner
- Curriculum 2005's links to the workplace
- responsible citizens in a future South Africa
2. Other Teacher 2's underlying negativity and lack of understanding re. Curriculum 2005 was evident in his response to this question.

QUESTION 6b:

CASE STUDY 2 QUESTION 6b: TABLE 2.6b.1 Curriculum 2005 – Envisaged Pitfalls		
RESPONDENT	**ENVISAGED PITFALLS RELATE TO...**	**EXPLANATION OF PITFALLS ENVISAGED**
Other Teacher 2	• Training of older teachers	• "...most of the teachers are still, especially the black teachers, those were trained long ago...this curriculum, they are all saying, because they were trained in other traditional methods, it will not be easy for them...to use the new methods..." • "I don't foresee any *(other)* problems if the government can train teachers and go in for in-service training. I don't know...if the government will be able to do that."
OBE Teacher 2	• Assessment • Methodology	• "Assessment...they can just change it...a) ...the way they have put it, it is too much...there is too much for a teacher over a class of forty, to assess each child *(Data extracted from the brief to the interview)*. For making every work for a child, making one file for a child, when the child moves from this standard, it goes with a big file to the next standard. I wonder if we've got storage for all this work? b) And the children are not supposed to fail, is another concern. When they must go to the next class all of them, whereas children don't all mature at the same time, even if they are the same age." • "Groupwork...space is against me...It's always excuse me, move..." • "Mixed ability grouping – those who cannot make it, hide behind those clever ones...copying is uncontrollable."
Management 2	• Pace of implementation • New curriculum is viewed with suspicion by politicised South Africans	• "The government...have rushed into it. They should have given it to mellow. They should have given the parent, the teacher and everybody *(time)* to understand their outcome..." • "...also unfortunately it came at a time when everybody was politicised, hence when looking at the product we look at it with suspicion; that it's going to make us robots or it's going to make us move away from that way of thinking at all...this is why I said it should have mellowed, they should have given us a chance to look at it...It is good the way I see it, but as I say that is the little pitfall I see."

CASE STUDY 2 QUESTION 6b: TABLE 2.6b.2 Pitfall dimensions		
Pitfall dimensions	**Detail of Pitfall(s)**	**Respondent**
Problems presently experienced	1. **Assessment –** a) "...it is too much...for a teacher over a class of forty to assess each child...for making one file for *(every)* child..." b) "...children are not supposed to fail...when they must go to the next class all of them." *(All learners are expected to move up to the next grade.)* 2. **Methodology –** a) "Groupwork – space is against me..." b) "Mixed-ability grouping – those who cannot make it hide behind...clever ones...copying is uncontrollable..." 3. **Pace of implementation** – "The government have rushed into it..." 4. **New curriculum is viewed with suspicion by politicised South Africans** – "...unfortunately it came at a time when everybody was politicised, hence when looking at the product we look at it with suspicion..."	• OBE Teacher 2 • OBE Teacher 2 • OBE Teacher 2 • OBE Teacher 2 • Management 2 • Management 2
Problems that may occur in the future	1. **Training of older teachers** – "Most of the teachers, especially the black teachers, were trained long ago...they were trained in other traditional methods...it will not be easy for them to use the new methods."	• Other Teacher 2

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	**RESPONDENT**
Training of Teachers	**Other Teacher 2**
Assessment	**OBE Teacher 2**
Teaching Methodology	**OBE Teacher 2**
Pace of Implementation	**Management 2**
New Curriculum is Viewed with Suspicion by Politicised South Africans	**Management 2**

1. The three respondents express different concerns regarding Curriculum 2005. Curriculum change has meant different things to each individual at this school.
2. ISSUES EMERGING:
   a. Management 2 spoke about the training his Grade 1 teacher had received towards the end of 1998. This teacher has in fact left the school. The school now has a new Grade 1 teacher *(OBE Teacher 2)*, with two months teaching experience, who is forced to implement the new curriculum using notes the previous teacher left at the school. She states "...we are implementing notes and all and report back that we got."
   b. In her response to Question 6b, OBE Teacher 2 spoke of the need for teachers and schools to work together during this time of curriculum change – data captured in Table 2.1.1. See related discussion in the **Discussion, Conclusion and Recommendations chapter**, page 366.

QUESTION 7:

CASE STUDY 2 QUESTION 7: TABLE 2.7.1
Changes in educators' feelings towards the teaching profession

RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 2	"Yes, definitely it has changed."	"My feelings are that with myself as an old teacher, I don't want to teach something I do not know...No *(I am not happy to be part of the teaching profession)*...at least I am old now. I have done what I enjoy for quite a long time now and I want also a change..." *(Respondent indicates he will be leaving the teaching profession completely. His main reason for such a decision is more the fact that he has been teaching for such a long time, rather than the introduction of the new curriculum. He explains that if he were still young, he would continue to teach, but would doubt himself very much.)*
OBE Teacher 2	No	"I am still prepared to be in the path of OBE as long as we can get more support and training and facilities." *INTERVIEWER: "What happens if we don't get the support?"* "I am sure we will end up creating our own OBE to suit us in the schools. That works. I'm telling you, I'll end up creating it, it works for me! No problem! As long as we do our best. Whether I apply what I was given from the Department, but if this one *(i.e. the OBE she will create herself)* works; I'm getting the same results I was expecting, it's good...They have said they will be coming to check, meaning you are forced to go according to...I'll try my best...that's what I'm saying. I'll be teaching my own OBE. If they don't like it – hard luck because I don't know about their OBE. I haven't been trained for it."
Management 2	No	*Interviewee provided no additional information.*

CASE STUDY 2 QUESTION 7: TABLE 2.7.2 Changes in educators' feelings towards the teaching profession A summary of Table 2.7.1			
RESPONDENT	**ANY CHANGES?**	**SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION**	**POSITIVE OR NEGATIVE CHANGE?**
Other Teacher 2	Yes	"...as an old teacher, I don't want to teach something I don't know...I am old now...I want also a change..."	Negative
OBE Teacher 2	No	"I am still prepared to be in the path of OBE as long as we can get more support and training and facilities."	N/A
Management 2	No	*Interviewee provided no additional information*	N/A

FINDINGS QUESTION 7:

1. Only Other Teacher 2 expressed a change in his feelings towards the teaching profession. This change is due to the fact that he is old and wants a change. It is not due to the introduction of the new curriculum.
2. The issue of teachers creating their own OBE emerged in OBE Teacher 2's response; "I am sure we will end up creating our own OBE to suit us in the schools *(if teachers don't get receive enough support, training and facilities.)*...if they don't like it – hard luck because I don't know about their OBE."
3. Management 2's feelings have not changed.

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 2 QUESTION 8: TABLE 2.8.1 Interviewees' Sources			
SOURCES	**OTHER TEACHER 2**	**OBE TEACHER 2**	**MANAGEMENT 2**
A		X	X
B			X
C	X	X	X
D		X	X
E	X	X	X

(X denotes a source)

CASE STUDY 2 QUESTION 8: TABLE 2.8.2 Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Other Teacher 2		
A -	- No	
B -	- No	
C -	- Yes	*(Interviewee was unable to mention any specific data he learnt from the documentation. The validity of his answer is questionable.)*
D -	- No	"...through the media you cannot ask questions."
E -	- Yes	"...other teachers discussing these things and through student teachers from JCE...we grill them, ask them what's going on? How's it going to effect preparation...what they've told us so far, this thorough preparation and individual preparation to the pupil and the teacher must guide the children, the children must find things on their own."
OBE Teacher 2		
A -	- Yes	"One meeting end of last year."
B -	- No	
C -	- Yes	"I have read those."
D -	- Yes	
E -	- Yes	1. "The 'Gauteng News' – they are giving us news every day, they are trying to give examples." 2. *Textbooks* 3. *Methodology learnt at Vista University*
Management 2		
A -	- Yes	
B -	- Yes	"It was NAPTOSA. Meetings, workshops. I belong to TUATA and we made it a point that all members...the Women's Wing, the ECE attended lectures and passed this onto the organisation's teachers. They got this from the Department, but at the same time we also had our workshops...brought them to school." *(i.e. new ideas gleamed from meetings and workshops.)*
C -	- Yes	
D -	- Yes	
E -	- Yes	"...it was just the TV...our own *(workshops)*, for instance Rand Mines, our company ran a workshop and other different NGO's, differently coming in, so we got an input from them."

CASE STUDY 2 QUESTION 8: TABLE 2.8.3 Most Informative and Least Informative Sources		
SOURCES	OTHER TEACHER 2	ADDITIONAL COMMENTS ABOUT SOURCES
A		
B		
C	2	
D		
E	1	
	OBE TEACHER 2	
A	4	
B		
C	4	
D	4	
E	1, 2, 3	1 – The 'Gauteng News' 2 – Textbooks 3 – Methodology learnt at Vista University
	MANAGEMENT 2	
A	1	"The provincial one was the most informative...because of the resources...it was a workshop...that really exposed us to what this was and we had films where we actually saw teachers teaching children..."
B	2	
C	4	
D	4	
E	3	

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

CASE STUDY 2 QUESTION 8: TABLE 2.3.4 Positive and Negative Statements Made Regarding the Sources			
SOURCES	**OTHER TEACHER 2**	**OBE TEACHER 2**	**MANAGEMENT 2**
A			- "The provincial one was the most informative, I guess, because of the resources we had...it was a workshop...that really exposed us to what this was and we had films where we actually saw teachers teaching children..." **(Positive)**
B			
C			
D	- "...through the media you cannot ask questions." **(Negative)**		
E		- "...the 'Gauteng News', they are giving us news every day, they are trying to give examples. It has also helped." **(Positive)**	

Findings emerging from Table 2.8.4:

Negative comments concern issues related to:

- **Media** (OT2)

Positive comments concern issues related to:

- **Other Sources** (OBE2) - The 'Gauteng News', a type of newsletter for teachers, printed by the Gauteng Provincial Department of Education.
- **Training** (M2) – workshop run by the GDE.

CASE STUDY 2 QUESTION 8: TABLE 2.8.5 Which scurces are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	E, E, A
2	C, E, B
3	E, E
4	D, C, A, D, C
5 – least informative	

Findings Table 2.8.5:

E is featured quite predominantly as an informative source. All three respondents cite E and C as sources.

CASE STUDY 2 QUESTION 8: TABLE 2.8.6 Which sources a. e most informative?			
	Other Teacher 2	OBE Teacher 2	Management 2
A		4	1
B			2
C	2	4	4
D		4	4
E	1	1, 2, 3	3

Findings Table 2.8.6:

B is only a source for Management 2. D is not rated highly as a source.

FINDINGS QUESTION 8:

1. The respondents cite a number of different sources.

2. Management 2 mentions a Teacher Union as a source of information. This was an unusual occurrence amongst the respondents from all six case studies. Management 2 also rates the Teacher Union as his second most informative source. It is interesting to note that Management 2 is part of the organisational structure of the union. He is more than a 'card-carrying' member eg. "...we made it a point that all members..."
   He also mentions that the ideas gleamed from the workshops and meetings held by the Union were brought back to the school; yet the other two respondents at this site make no mention of gaining such data. Perhaps Management 2 never passed on the data/ideas to his staff members? Is this an example of how the management structure in a school organisation can halt the flow of new data and ideas to the rest of the staff?

3. Other Teacher 2 has the least number of sources. Of the respondents at the school, he also knows the least about Curriculum 2005 and OBE.

QUESTION 9:

CASE STUDY 2 QUESTION 9: TABLE 2.9.1 Additional Sources of Information	
RESPONDENT	**SOURCE**
Other Teacher 2	"I think I can go to the colleges where now they are starting to introduce this curriculum."
OBE Teacher 2	"I think there are schools who have been using this system long before. I would prefer to go and do practice with those schools, come together with them...even preparing together, maybe meeting once a week. The Grade teachers coming together, the Foundation Phase teachers coming together every week. I wouldn't mind to even go there Saturday...because I want to do it, I want the change. I am one of the people who said the old system didn't work, what do I do about it?"
Management 2	"...the Department of Education is the first one and then booksellers seem to have so many books...they give me some information."

CASE STUDY 2 QUESTION 9: TABLE 2.9.2 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	**SOURCE**	**REASON(S)**
Other Teacher 2	Teacher Colleges	- This is where they are now starting to introduce this curriculum
OBE Teacher 2	Meeting with schools that have been using this system for a while eg. pilot schools	- "...you become more clear easy then...I would prefer to do practice with those schools...even preparing together..."
Management 2	1. Gauteng Provincial Department of Education 2. Booksellers	- "...they give me some information."

FINDINGS QUESTION 9:

- Respondents would all turn to different sources.
- OBE Teacher 2 again raises the issue of teachers networking. Her response also indicates her willingness to learn and her high motivational level (She explains how she is prepared to meet on a Saturday.)

QUESTION 10:

CASE STUDY 2 QUESTION 10: TABLE 2.10.1 Describing Curriculum 2005		
DESCRIPTIVE WORDS	**RESPONDENTS**	**REASON FOR CHOICE OF DESCRIPTIVE WORDS**
Innovative	Management 2	- "...as far as this *(Curriculum 2005)* is concerned, you are able to see the child's progress and weaknesses and you don't have to correct them by failing the child and next *(year)* he starts from scratch. Instead these are the weak points, these are the good points."
	OBE Teacher 2	- "...because it is going to put the child at the right place. The learner is going to be more involved in education. The teacher will be the guidance there."
Problematic	Other Teacher 2	- "Problematic because most of the teachers, they are old teachers, new teachers have taken the package...it's only these old teachers who are going to be teaching..."
Needed	OBE Teacher 2	- "It has been our wish throughout the country that our system, the previous system didn't work, we need a change. We need something that is better. So I think this is the chance."
Unwanted		
Frightening	Other Teacher 2	- "...because it is something that you don't know, you are always worried, because you don't know what is going to happen and how to go to around it."
Motivational	Management 2	- "...motivational in the sense that you the teacher is sort of transformed, changed from what you used to do and it excites you what you are doing and the reaction of the child using this method sort of shows you how wrong you were in other methods that you were using..." *(i.e. when teachers merely stood up, spoke and the learners had to listen, or feared 'six of the best'.)*
Exciting		
Tedious		

CASE STUDY 2 QUESTION 10: TABLE 2.10.2 Detail gleamed from respondents' descriptions of Curriculum 2005			
RESPONDENT	**DESCRIPTIVE WORD**	**NEGATIVE OR POSITIVE DESCRIPTION**	**DESCRIPTION CONCERNS...**
Other Teacher 2	Frightening Problematic	Negative Negative	- Fear of the unknown. Teachers don't know what's going to happen. - Interviewee holds the belief that only old teachers will be teaching in the future, because many new teachers have taken the package.
OBE Teacher 2	Needed Innovative	Positive Positive	- Old system didn't work. A change for the better was needed. - Learner will be more involved in education.
Management 2	Innovative Motivational	Positive Positive	- Interviewee finds the related assessment practices innovative. - Teacher's methods and thinking is transformed. Old methods are reassessed.

FINDINGS QUESTION 10:

CASE STUDY 2 QUESTION 10: TABLE 2.10.3 *Question 10 – Findings*		
	ISSUES	**DETAIL**
Positive statements are related to...	- Assessment - The Teacher - Teaching Methodology - The Need for a New Education System - The Learner	- Perceived as being innovative. - Teachers are excited by what they are doing. - Teaching methods and thinking are *transformed.* - Old system didn't work. A change was needed. - Greater involvement on the part of the learner.
Negative statements are related to...	- Fear of the Unknown or Something New - The Teacher	- Interviewee feels that teachers are worried about Curriculum 2005 because it is unknown to them and they don't know what's going to happen. - Interviewee believes that many young teachers have left the profession and that older teachers will be the ones who will teach Curriculum 2005. He perceives this as problematic. *(Previously the interviewee stated older teachers are not trained in the new methods and only younger teachers should be trained.)*

Other Findings Question 10:

1. Respondents chose four positive and two negative words to describe Curriculum 2005
2. Other Teacher 2 chose the two negative words. It is important to bear in mind again that he is an older teacher, who has opted for the severance package. His reason for the choice of the word 'problematic' is confusing, as it is usually the older teachers, not the younger ones, who take severance packages.

QUESTION 11:

CASE STUDY 2 QUESTION 11: TABLE 2.11.1
Has OBE made any difference to the way in which you teach in your classroom?

RESPONDENT	IS THERE A DIFFERENCE?	EXPLANATION OF THE DIFFERENCES	POSITIVE OR NEGATIVE DIFFERENCES?
Other Teacher 2	No	**1.** "No, with me, I use all the methods, you know *(small laugh)*...No change *(in his teaching methods)*... if I am using questioning, I always choose the one children will understand..." *(Interviewer used three probing questions in an attempt to gain some more data, but it became clear that the interviewee did not hold any information about alternate teaching methods.)*	- N/A
Management 2	Yes	**1.** "It has made a difference because some of the ideas that I read about where a child must be involved, I have now started using a child to do some of the things and I feel that the children themselves are becoming more interested than listening to me, bored...so this new technique of involving the child, definitely has made me change."	- Positive

FINDINGS QUESTION 11 TABLE 2.11.1:

1. Management 2 has incorporated a technique of involving the learner more in the learning experience. He gets children to participate more, whereas before he would have merely had the learners listening to him.
2. Other Teacher 2 continues to teach in the way he has always done. His response also indicates that he does not hold any knowledge of the teaching methods related to Curriculum 2005.

CASE STUDY 2 QUESTION 11: TABLE 2.11.2 The difference OBE has made to teachers' practice				
RESPONDENT	IS THERE A DIFFERENCE?	DIFFERENCE CONCERNS...	DIFFERENCES	INDICATION OF DEGREE OF CHANGE
Other Teacher 2	No	N/A	N/A	N/A
Management 2	Yes	a. Learner Involvement	a. Involves learner more. Less of teacher merely talking to learners (P)	Small

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

FINDINGS QUESTION 11 TABLE 2.11.2:

1. Management 2 is not yet implementing Curriculum 2005, but he has made a small change to his practice thus far. He involves learners more and spends less time standing in front and talking to them.

CASE STUDY 2 QUESTION 11: TABLE 2.11.3 Differences in Teachers' Practice Relate to...		
Differences concern...	Respondent	Positive/Negative Difference?
The Learner	Management 2	Positive

CASE STUDY 2 QUESTION 11: TABLE 2.11.4 Changes OBE has made to Teaching Methodology			
Changes Relate to...	Changes	Any Details or Comments?	Respondent
Use of specific methodology	- Greater learner involvement	(P)	M2

QUESTION 12:

CASE STUDY 2 QUESTION 12: TABLE 2.12.1 Teachers implementing OBE – How has their practice changed thus far?			
RESPONDENT	-VE OR +VE CHANGES	DETAIL OF CHANGES	CHANGES CONCERN
OBE Teacher 2	N/A	- "In my classroom it hasn't changed so much because I've been trying to take this all this, I've been groping..." *(Interviewee went on to indicate that her classroom practice had not changed much because she is a new teacher and she is still trying to cope with everything Curriculum 2005 entails.)*	N/A

- OBE Teacher has recently qualified. She has only been teaching for two months. She replaced the Grade 1 teacher who left the school and is attempting to deal with all that Curriculum 2005 entails. In the light of this, there have not been significant changes in her teaching practice.

QUESTIONS 11 and 12 - A SUMMARY:

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

KEY TO TABLE:

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

Case Study 2: Of the three respondents at this site only Management 2 indicated a small change in his teaching practice i.e. greater learner involvement.

FURTHER COMMENT AND ISSUES EMERGING FROM CASE STUDY 2:

1. Management 2's responses indicate a love for education and the learners in his care.
2. Management 2 referred to Curriculum 2005 as *Curriculum 2000*, in Question 2. (OBE Teacher 6 in Question 1, also referred to *Curriculum 2000*) Perhaps these are insignificant errors?
3. The issue of teachers networking with each other emerged in OBE Teacher 2's responses to Questions 9 and 6b. See related discussion in the **Discussion, Conclusion and Recommendations** chapter, page 366.
4. In Question 10, OBE Teacher 2 explains her plans regarding assessment practices; *"I'll move with my children up to Grade 3, that's how I want to do it."* OBE Teacher 2 intends remaining with the same class for the entire Foundation Phase (Grade 1 – 3), because she believes it will be easier to ensure continuity in terms of assessing each learner from one grade to the next. She explains further in her discussion in Question 12, *"...Say the children don't fail, I've got to give it to the other teacher, the record about the other child. When is that teacher going to sit down and find out? It is better if that child remains with me in my class. I know this child already, I know now I've got to push this..."* How might such an idea be viewed?
   - Does it indicate a weakness in the assessment practices surrounding Curriculum 2005?
   - Does it merely indicate a creative teacher's attempt at dealing with complex assessment practices?
   - Is it a way of dealing with envisaged pitfalls regarding the assessment of learners in Curriculum 2005?
   - The problems associated with the same teacher assessing a child for three years running also need to be borne in mind.

A SYNOPSIS OF THE FINDINGS FROM CASE STUDY 2:

Question 1: The respondents presented three varying reactions to Curriculum 2005. Positive comments were made around four issues. Negative comments were expressed around 5 issues.

Question 2: OT2 was unable to mention any differences between the old curriculum and Curriculum 2005. M2 and OBE2 mentioned four differences. These concerned assessment, learning and the learner, methodology and the role of the teacher.

Question 3: OT2 did not indicate any understanding of OBE. OBE2 held a very limited understanding and M2 a fair understanding.

Question 4: OT2 indicated he could not support something he had not been trained for. OBE2 supported OBE because learning is in the hands of the learner. M2 indicated a support for OBE because of its life-relevance.

Question 5: Respondents mentioned two reasons for the implementation of Curriculum 2005 – political and changing perceptions regarding learning and teaching methodology.

Question 6a: Respondents mentioned three likely major achievements of Curriculum 2005. OT2 was unable to mention any perceived achievements.

Question 6b: Respondents highlighted five pitfall dimensions regarding Curriculum 2005. Each respondent expressed different concerns.

Question 7: OT2 indicated a change in his feelings towards the teaching profession. OBE2 indicated that her feelings would not change, as long as teachers received increased support and training. M2's feelings had not changed.

Question 8: Source E featured quite predominantly as an informative source. All three respondents cited E and C as sources. Respondents cited a number of different sources.

Question 9: Respondents all indicated that they would turn to different sources. OT2 would turn to Teacher Colleges, OBE2 to a pilot school and M2 would turn to the GDE or booksellers.

Question 10: Respondents described Curriculum 2005 using 4 positive and 2 negative words. OT2 chose 2 negative words.

Question 11: OT2 indicated that there were no changes in his teaching practice. He did not hold any information on alternate teaching methods. M2 explained that there had been a small change to his practice. He involved the learner more.

Question 12: OBE2 had recently qualified, consequently there was no significant change in her teaching practice.

Question 11 & 12: OBE had made very little difference to the teaching practice of the respondents at this school.

CASE STUDY 3

CASE STUDY 3

Site: Rural, non-pilot, ex-House of Representatives (HOR) school

BACKGROUND DATA ON THE SITE:

Comments and Reflections of the Researcher:
This is a rural school, situated in the Western Cape Province. The school lies approximately 6 kilometers outside the town of Stellenbosch. Surrounding the school are a number of wine farms. A small post office and café are found across the road from the school. In 1997, the staff complement at the school stood at 26 teachers. This number has since been drastically reduced; it is now down to 14 (having lost another three teachers during the latter part of 1998). Due to the dwindling number of teachers, the Grade 6 classes have merged into one class of 57 children. Class sizes vary from the mid-twenties to fifty, even sixty children. The school has limited resources; school fees are R50/year. Most of the pupils who attend the school live on the surrounding farms, where their parents are employed as farm workers.
The headmaster struck me as being a quiet, gentle individual. I interviewed five educators, all of whom have been teaching for many years.

INITIAL CONTEXT CHART

Political Context: Ex-HOR school – most of the children are 'coloured'

Social Context:

1. School Environment: rural setting, limited resources, minimal parent involvement, most parents work on surrounding farms, non-pilot school

Personal Context:
- Pupil : teacher ratio increasing – large classes
- Limited resources

2. Shebeen across road from school
   Small informal settlement in field next to school
   Social problems affecting the lives of the learners include alcoholism

Case Study 3 involves three interviews that were conducted at the school. The respondents in these interviews are as follows:

a. **Other Teacher 3 –** This teacher teaches Grades 6 and 7 and has been teaching for more than 10 years.
b. **OBE Teachers 3 –** Three teachers who all teach in the Foundation Phase. All three have been teaching for more than 20 years. The interview conducted with these respondents proved to be somewhat anomalous; all three teachers in the Foundation Phase insisted on being interviewed. There was a polite refusal to allow only one Grade 1 teacher to be interviewed. Consequently, what ensued was a group interview.
c. **Management 3 -** The Deputy Principal of the school, who has been teaching for more than 10 years. He teaches Grades 5 – 7.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Contact Summary Sheets were utilised with each interview. Such sheets aided in recording any details, feelings, comments etc. related to the various interviews. The Contact Summary sheets were completed as soon as possible after each interview and also included initial thoughts on any issue(s) that may have been discussed during the interview. What follows is a synopsis of these Contact Summary Sheets, for Case Study 3.

CONTACT SUMMARY SHEET – INTERVIEW 7

Date interview undertaken: 22 April 1998
Respondent: **OTHER TEACHER 3**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This teacher struck me as a person dedicated to her children. The interview went smoothly and I was pleased with the quality of data collected. Two issues became evident in this interview:

- For a number of reasons, the interviewee expressed that the school is set on the idea of wanting a library and believe that a library will aid the implementation of Curriculum 2005.
- Listening to the interviewee, it struck me that she did not know certain 'bits' of information eg. she was not certain who ran the workshops she had attended thus far. Is this a problem with the Provincial Department or a communication problem in the school? This issue is explore further in Case Study 3.

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Yes.
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.

4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? Open body language. Interviewee was totally at ease talking about her feelings regarding Curriculum 2005.
5. What proved successful in this interview?
The interviewee provided some good insights into the implementation of aspects of Curriculum 2005, in a large class.

CONTACT SUMMARY SHEET - INTERVIEW 8

Date interview undertaken: 22 April 1998
Respondent: **OBE TEACHERS 3** – Grades 1 & 2
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
I enjoyed this interview as the interviewees were highly spirited and we established a good relationship early on in the interview. We sat in a small office in the administration building. The interview was however difficult to manage, as there were three interviewees! The JP teachers insisted on talking to me as a group. I was unable to separate the Grade 1 teachers from the Grade 2 teachers. Initially, all three respondents contributed equally, but Interviewee 1 came to dominate the conversation at times, as we progressed through the questions. Perhaps this was due to the fact that she is the HOD. I collected a lot of valuable data from the interviewees.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
Responses to interviewee remained constant. There were the odd times though when I waffled!
2. Validity: Summaries and checks – did any discrepancies arise?
No, but there were a few times when I led the interviewees – see question 8.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?
Open body language. We sat as a group around a table. The interviewees were relaxed – they drank coffee and enjoyed the odd cigarette. Interviewee 2 was shy though.
5. What proved successful in this interview?
Getting the interviewees to open up early on in the interview.
6. What changed from the previous interview? The noise level – there was lots of laughter and guffawing.

CONTACT SUMMARY SHEET – INTERVIEW 9

Date interview was undertaken: 22 April 1998
Respondent: **MANAGEMENT 3**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This interviewee was quite relaxed from the onset of the interview; perhaps too relaxed...there were times during the interview when I felt that he was actually flirting with me! He felt comfortable to open up and to chat freely with me. The interviewee had in his possession two sets of booklets on Curriculum 2005 – those put out by the National Department of Education. I was dumbstruck when he offered to give me an entire set; his teachers hadn't even received them yet! He also commented that if he had to give them to his staff they would just complain! This begs a number of questions:

1. What role is management playing in this school?
2. What perceptions do the staff hold of management?
3. What can be said about this deputy principal? Is he serious about these curriculum changes? Is he serious about aiding the teachers to develop their understanding of Curriculum 2005?
4. Is there a communication problem in the school?
5. The deputy principal spoke of those teachers who only do things for recognition *(question 1)*, and other lazy teachers who might think that Curriculum 2005 includes methods that they can get away with *(question 2)*. Is he a lazy teacher himself?

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
Responses to interviewee remained constant
2. Validity: Summaries and checks – did any discrepancies arise?
Question 7 – Interviewee explains that teachers must adapt to Curriculum 2005, but if a teacher doesn't want to do 'x, y or z', he/she doesn't have to! I get the impression that this interviewee is the type of teacher who will do what he wants to with Curriculum 2005.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? Interviewee was very relaxed.
5. What proved successful in this interview?
Interviewee opened up early on in the interview.

FINDINGS: CASE STUDY 3 – QUESTION 1

CASE STUDY 3 QUESTION 1: TABLE 3.1.1 What are your feelings about Curriculum 2005?		
RESPONDENTS	**REACTION**	**REASON(S) UNDERPINNING THE REACTION**
OTHER TEACHER 3	Positive and Negative Feelings "I have mixed feelings about Curriculum 2005."	1) "I don't know enough about it." 2) "I teach the higher standards in the primary school and we are struggling because we hear this at the workshop and something else in the newspapers and it makes it confusing for us. And that is why in my class I do what I believe is right and I do it to the best of my ability. I don't know what will happen if an inspector came into my class and thinks I'm doing it wrong, then he will just have to show me the right way, or teach me something else so that I will learn better." 3) "And regarding the workshops that they are giving us in connection with Curriculum 2005, I'm not totally happy with them; we have heard that with 2005, the child will work on his own at his own pace...but the people who present these workshops, they use old fashioned methods. I feel they should have first got a class for this purpose and said look, this is how it is done, or a video, or a picture. But, the way it is going now, it is so confusing." 4) "For the little guy who is slow; he can now work at his own pace. For him it's going to mean something." 5) "Here in the rural areas we don't have the facilities, we don't have libraries, we don't have the resources to do research, so we as teachers have to bring all those things to class ourselves."
OBE TEACHER 3	Positive feelings INTERVIEWER: "If I had to ask you...your feelings are positive?" INTERVIEWEE: "Mm, mm." (In agreement)	1) "Firstly, for me it is something very good." 2) "It works, it will work if we understand it better." 3) "It lets the passive learner who usually just sits there, become active, he becomes more involved in the learning situation." 4) "If I have more training and if there are more facilities for research, it would go better." 5) "And we are in a community...there isn't a library." 6) "Otherwise, I feel that I am well on my way...it definitely works in my class." 7) "And considering we changed over to the new environment in 1995, that has prepared us for 2005." 8) "In Grade 1 it is difficult for us in the first term because it is almost as if we have to make the child ready; look he's never had a pencil in his hand, or never had a scissors in his hand. But, we go on. We go on." 9) "At first we didn't know what Curriculum 2005 was and felt very negative, but now that we have had training...now we go on. It's interesting..."
MANAGEMENT 3	Mixed feelings	1) "What I've read and heard about Curriculum 2005...I think that it is a good thing that we have to adjust our classroom methods to accommodate the children more, to make it easier to reach answers." 2) "But, my entire feeling is that the whole community must get involved in it..." 3) "And management I feel is the most important thing; motivation of teachers..." 4) "The problem is that many teachers have still got this thing that they complete a task in order to get recognition and in doing so throw the child out in the process."

CASE STUDY 3 QUESTION 1: TABLE 3.1.2
How many positive and negative statements have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 3	Positive and Negative Feelings "I have mixed feelings about Curriculum 2005."	1) "I don't know enough about it." **(NEGATIVE)** 2) "I teach the higher standards in the primary school and we are struggling because we hear this at the workshop and something else in the newspapers and it makes it confusing for us. And that is why in my class I do what I believe is right and I do it to the best of my ability. I don't know what will happen if an inspector came into my class and thinks I'm doing it wrong, then he will just have to show me the right way, or teach me something else so that I will learn better." **(NEGATIVE)** 3) "And regarding the workshops that they are giving us in connection with Curriculum 2005, I'm not totally happy with them; we have heard that with 2005, the child will work on his own at his own pace...but the people who present these workshops, they use old fashioned methods. I feel they should have first got a class...and said look, this is how it is done, or a video, or a picture. But, the way it is going now, it is so confusing." **(NEGATIVE)** 4) "For the little guy who is slow; he can now work at his own pace. For him it's going to mean something." **(POSITIVE)** 5) "Here in the rural areas we don't have the facilities, we don't have libraries, we don't have the resources to do research, so we as teachers have to bring all those things to class ourselves." **(NEGATIVE)**
OBE TEACHER 3	Positive Feelings INTERVIEWER: "If I had to ask you...your feelings are positive?" INTERVIEWEE: "Mm, mm." (In agreement)	1) "Firstly, for me it is something very good." **(POSITIVE)** 2) "It works, it will work *(better)* if we understand it better." **(POSITIVE)** 3) "It lets the passive learner who usually just sits there, become active, he becomes more involved in the learning situation." **(POSITIVE)** 4) "If I have more training and if there are more facilities for research, it would go better." **(NEGATIVE)** 5) "And we are in a community...there isn't a library." **(NEGATIVE)** 6) "Otherwise, I feel that I am well on my way...it definitely works in my class." **(POSITIVE)** 7) "And considering we changed over to the new environment in 1995, that has prepared us for 2005." **(POSITIVE)** 8) "In Grade 1 it is difficult for us in the first term because it is almost as if we have to make the child ready; look he's never had a pencil in his hand, or never had a scissors in his hand. **(NEGATIVE)** But we go on. We go on." **(POSITIVE)** 9) "At first we didn't know what Curriculum 2005 was and felt very negative, but now that we have had training...now we go on. It's interesting..." **(POSITIVE)**
MANAGEMENT 3	Mixed Feelings	1) "What I've read and heard about Curriculum 2005...I think that it is a good thing that we have to adjust our classroom methods to accommodate the children more, to make it easier to reach answers." **(POSITIVE)** 2) "But, my entire feeling is that the whole community must get involved in it..." **(NEGATIVE** - *implies that they aren't behind it at present*) 3)"And management I feel is the most important thing; motivation of teachers..." **(NEITHER POSITIVE OR NEGATIVE)** 4) "The problem is that many teachers have still got this thing that they complete a task in order to get recognition and in doing so throw the child out in the process." **(NEGATIVE)**

CASE STUDY 3 QUESTION 1: TABLE 3.1.3
Positive Sentiments Regarding Curriculum 2005

	POSITIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
POSITIVE COMMENTS	Learner	• "...work at own pace" • "...passive learner becomes active" • "...We *(teachers)* adjust our classroom methods to accommodate the children more"	*Other Teacher 3 (OT3)* OBE Teacher 3 (OBE3) Management 3 (M3)
	Personal Feelings	• "...for me it's something very good" • "...we go on, we go on" • "...it works..."	OBE Teacher 3 (OBE3) OBE Teacher 3 (OBE3) OBE Teacher 3 (OBE3)
	Teaching/Classroom Situation	• "...it works definitely in my class"	OBE Teacher 3 (OBE3)
	Length of Time had to Anticipate New Curriculum	• *"We changed over to the new* environment in 1995, that prepared us for 2005..."	OBE Teacher 3 (OBE3)
	Training	• "At first we didn't know what Curriculum 2005 was and felt very negative, but now that we've had training...now we go on. It's interesting."	OBE Teacher 3 (OBE3)

CASE STUDY 3 QUESTION 1: TABLE 3.1.4
Negative Sentiments Regarding Curriculum 2005

	NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
NEGATIVE COMMENTS	Training/Informing Teachers About Curriculum 2005	• "I don't know enough about it"	Other Teacher 3 (OT3)
		• "...we hear this at the workshop and something else in the newspapers and it makes it confusing for us"	Other Teacher 3 (OT3)
		• "I'm not totally happy with the workshops they are giving us in connection with Curriculum 2005...they are using old fashioned methods..."	Other Teacher 3 (OT3)
		• "If I have more training and more facilities for research...it would go better"	OBE Teacher 3 (OBE3)
	Resources	• "In the rural areas we don't have the facilities; we don't have libraries...we as teachers have to bring all these things to class ourselves."	Other Teacher 3 (OT3)
		• "...we are in a community...there isn't a library"	OBE Teacher 3 (OBE3)
	Teaching the new Curriculum	• "In Grade 1 it is very difficult for us...it's almost as if we have to make the child ready; look he's never had a pencil in his hand, or never had a scissors in his hand"	OBE Teacher 3 (OBE3)
	Local Community	• "But...the whole community must get involved in it" *(Implying that they are not)*	Management 3 (M3)
	Teachers' Attitudes	• "...many teachers complete a task in order to get recognition and in doing so throw the child out in the process"	Management 3 (M3)

FINDINGS EMERGING FROM TABLE 3.1.3 AND TABLE 3.1.4:

Respondents feel positive about Curriculum 2005 in terms of...	Respondents feel positive about Curriculum 2005 in terms of...
- The learner - Personal feelings held - Teaching/Classroom situation - Length of time had to anticipate new curriculum - Training	- Teachers' attitudes - The local community - Teaching - Resources - Training/Informing teachers about Curriculum 2005

Respondents expressed both positive and negative sentiments around teaching and training issues.

TEACHING	**Positive comment:** - "...it works definitely in my class" (OBE3) **Negative comment:** - "In Grade 1 it is difficult for us...it is almost as if we have to make the child ready; look he's never had a pencil in his hand, or never had a scissors in his hand." (OBE3)
TRAINING	**Positive comment:** - "...now that we've had training, now we go on. It's interesting" (OBE3) **Negative comments:** - "If I had more training...it would go better" (OBE3) - "I don't know enough about it" (OT3) - "...we hear this at the workshop and something else in the newspaper and it makes it confusing for us" (OT3) - "I'm not totally happy with the workshops they are giving us...they are using old fashioned methods" (OT3)

ISSUE EMERGING FROM QUESTION 1:

1. Case Study 3 concerns a school situated in a rural community. The issue of the school lacking resources has emerged in Question 1. (See related discussion around this issue under **Local Context Issues - Library, page 179.**)
2. Management 3 states that managing Curriculum 2005 is important to the motivation of teachers, and yet as a person in a managerial position at this school he a) gave away documentation required by his teachers and b) expressed the belief that had he given the documents to his teachers they would have merely complained (See Table 3.8.1). What role is he playing in motivating teachers at this school?

CASE STUDY 3 QUESTION 1: TABLE 3.1.5 Number of positive statements in relation to negative statements, regarding Curriculum 2005			
RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 3	Mixed feelings	1 positive	4 negative
OBE Teacher 3	Positive feelings	7 positive	3 negative
Management 3	Mixed feelings	1 positive	2 negative

Results:

1. Other Teacher 3 made a greater number of negative statements, even though she had expressed mixed feelings.
2. OBE Teacher 3 had a far more positive response. Seven positive comments were made as opposed to three negative comments. It is interesting to note that those educators who are at present directly involved with the implementation of Curriculum 2005 have made the most positive comments. (See Table 3.1.6)
3. Management 3 expressed two negative statements and one positive statement.

CASE STUDY 3 QUESTION 1: TABLE 3.1.6 Total number of positive and negative comments			
	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
TOTAL NUMBER OF POSITIVE COMMENTS	1	7	1
TOTAL NUMBER OF NEGATIVE COMMENTS	4	3	2

QUESTION 2:

CASE STUDY 3 QUESTION 2: TABLE 3.2.1.
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
• "Child wrote a formal exam..." *(On specific work learnt)*	• "The child is evaluated continuously on everything that he does for me."	Other Teacher 3
• "Teacher gives the lesson, child listens and then implements it."	• "The parent has to be far more involved now because the child will be working far more on his own at home. Parents must give far more attention to their children...and show more interest in their children." • "Learner discovers things and in doing so reaches a goal." • We *(i.e. teachers)* do the implementing i.e. start with what the children know and them we go further and lead the child... And the child must use his own methods to find out the answers eg. a child must ask himself questions like why is this so?"	OBE Teacher 3
• "In the past there was no room for questions *(from the children)* because the children expected the teacher to tell them what to do."	• "Now there is room for the child, his thinking is really developed because he considers his answer carefully." • "Passive child – he will also speak, even if he just says – 'I don't know teacher', previously they wouldn't have even said that."	
• "Teachers had to do lots of preparation, I had to absorb the knowledge and then I have to give it back to the children."	• "The new approach is more focused on the child and his work and the teacher is more a facilitator." • "The new approach gives the child more ability to go and discover, instead of the teacher filling him up with a lot of academics..." • "Some lazy teachers might think these are great methods to get away with, as opposed to old ones where teachers had to do lots of preparation."	Management 3

CASE STUDY 3 QUESTION 2: TABLE 3.2.2. How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
PARENTAL INVOLVEMENT		X – parent more involved now	
LEARNING AND THE ROLE OF THE LEARNER		X – learner discovers things and in doing so reaches a goal X – child must use own methods to find out answer X – thinking is developed because answers are considered carefully X – even passive child will speak	X – child has more ability to go and discover
TEACHING METHODOLOGY		X – teachers start with what children know	X – some lazy teachers might think these are great methods to get away with
ROLE OF THE TEACHER			X – teacher is more a facilitator
ASSESSMENT	X – child evaluated continuously		

CASE STUDY 3 QUESTION 2: TABLE 3.2.3 Essential differences between the old curriculum and Curriculum 2005			
DIFFERENCES	**OLD CURRICULUM** **Data extracted from interviews**	**CURRICULUM 2005** **Data extracted from interviews**	**RESPONDENT**
ASSESSMENT	- Formal exams	- Continuous assessment	OT3
PARENTAL INVOLVEMENT		- Parent more involved now	OBE3
ROLE OF THE LEARNER AND LEARNING		- Learner discovers things	OBE3
		- Child must use his own methods to find answers	OBE3
	- No room for questions from the children	- Child's thinking is developed because answers are considered carefully	OBE3
		- Passive child will also speak/open up	OBE3
	- Teacher fills child with a lot of academics	- Child has more ability to go and discover	M3
TEACHING METHODOLOGY		- Start with what child knows, then lead child	OBE3
	- Lots of preparation; teacher had to absorb knowledge and then give it back to the children	- Lazy teachers might think these are great methods to get away with	M3
ROLE OF THE TEACHER		- Teacher is more a facilitator	M3

ANALYSING QUESTION 2

RESULTS:

1. As in the previous responses, the OBE Teachers made the most comments - 5 differences were highlighted.
2. Other Teacher 3 spoke only of evaluation.

Principal differences mentioned concern:

- Assessment
- Parental Involvement
- Learning and the Role of the Learner
- Teaching Methodology
- Role of the Teacher

3. All three respondents could highlight some difference(s) between the old curriculum and Curriculum 2005.
4. There is some 'common ground' between OBE Teacher 3 and Management 3 re. The Role of the Learner.
5. Management 3 believes that teachers were required to do more preparation when they utilized the 'old methods' of teaching. This is perhaps another example that illustrates his lack of understanding regarding the methodology and demands Curriculum 2005 places on teachers.

QUESTION 3:

CASE STUDY 3 QUESTION 3: TABLE 3.3.1 If a parent asked you about OBE, what would you say? (A translation of the interview transcriptions)	
Other Teacher 3	"The government decided that we have to do it and we can't get away from that; we have to it. But if it was up to me, I would use old methods, because I am an old teacher. But we learn to do it and the sooner we learn to do it, the better it will be for us."
OBE Teacher 3	"Life-long learning, the child learns on his own now, at his own pace, you *(the teacher)* don't rush him and he can reach maturity at any time in his life. It might be that a child is in Grade 1, and is six years old, but has a thinking ability of a three-year old child. He will learn with time. He will for example in Grade 4 understand what is actually...So life-long learning is an on-going learning process, until the end of his life, because even as an adult you learn lessons of life everyday."
Management 3	"It is a way of teaching and it's a way to approach other things, as opposed to what you approached in the past. It's a different approach. I believe in it, yes. In the old days, most time, I gave the facts and I expect you to give it back...and there wasn't room to develop the child properly."

CASE STUDY 3 QUESTION 3: TABLE 3.3.2 Can you define OBE?			
RESPONDENT	**BEHAVIOURAL ELEMENTS**	**RESPONSE**	**UNDERSTANDING OF OBE**
Other Teacher 3	Interviewee displayed body language which indicated that she felt uncomfortable with this question. Found question difficult to answer.	"I'm really not sure because... they...I hear...we read too many different things, the one I think the people who present it to us, they too don't know what it is. I think they should let teachers know all about it from the beginning and together we need to work it out, before we implement it. I think it came too soon...but the quicker we learn about it, the better it will be for us."	No understanding
OBE Teacher 3	Initially respondents laughed at the mention of life-long learning. Some uncertainty was evident – question had to be posed in a number of ways.	"It's more about life-skills. Outcomes-based education is more about preparing the child for his future."	Poor
Management 3	Vague response. Further probing not attempted – interviewer sensed that the interviewee did not know more than this.	"It is a way of teaching and it's a way to approach other things, as opposed to what you approached in the past. It's a different approach. I believe in it, yes. In the old days, most time, I gave the facts and I expect you to give it back...and there wasn't room to develop the child properly."	Poor

CASE STUDY 3 QUESTION 3: TABLE 3.3.3 Respondents' understanding of OBE						
	No Understanding	**Poor**	**Limited**	**Fair**	**Good**	**Excellent**
Other Teacher 3	X					
OBE Teacher 3		X				
Management 3		X				

FINDINGS QUESTION 3:

1) Respondents do not have a good understanding of outcomes-based education: Other Teacher 3's response indicates that she has absolutely no information to offer about OBE. M3 and OBE3 know very little about OBE. Respondents' levels of understanding must be seen in the light of the fact that the OBE information booklets issued by the National Education Department are in the possession of M3. He gave one set of the booklets to the interviewer and the other set remain in his possession. What role are the management structures in this school taking in informing teachers about Curriculum 2005? M3 is in fact hindering the dissemination of information in this school. He has chosen not to hand the booklets out to the teachers because he believes they will react negatively towards them; in his interview he shook his head and said that "...if I hand these out the guys will just say '"Ai man'." *(Interview Transcription 9, Question 8. See also Table 3.8.1)*

2) OBE3 talks of outcomes-based education preparing the child for his future and M3 mentions that it is a different approach to teaching. Although OBE3 and M3 hold very little knowledge of OBE, what they do mention is in line with a broader understanding of OBE.

3) All the respondents displayed some type of discomfort when attempting to answer this question. In the light of their understanding of OBE, it is clear why they may have felt uncomfortable.

4) OBE3 knew more about OBE than the other respondents. This is the third question in a row where this has proved to be the case.

5) What would the respondents tell parents about OBE? They would be presenting three different pieces of information:
   a. OT3 would explain that if she had her own way, she would go back and use the old methods. Perhaps OT3 is just taking this stance because she doesn't know anything about OBE? This may in fact be the case because she goes on to say that the sooner teachers learn about it the better it will be for them.
   b. OBE3 – it's sounded almost as if the respondents had heard or read that OBE has something to do with life-long learning and perhaps that explains why they all burst out laughing upon mentioning the words 'life-long learning'.
   c. M3 would say that OBE is a different approach to teaching.

QUESTION 4:

CASE STUDY 3 QUESTION 4: TABLE 3.4.1
Do you support the move towards OBE? (A translation of the interview transcriptions)

RESPONDENT	LEVEL OF UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE AND REASON(S)
Other Teacher 3	No understanding of OBE	• "If I am given a job eg. this new type of education OBE, I must just do it, I'm one person, I will feel out, I will feel like I am on an island if I don't go with the rest and the children wont spend their entire education with me, they'll go on and someone in the next standard might be for OBE and he's happy about it – then I might have help my children back, so I as a teacher must try and keep up. Although I might not feel so good about it *(OBE)*, I must help the children with it."
OBE Teacher 3	Poor	• "Definitely, because it's a change. And I feel that change means that you have to learn more. And we have been in a rut for so long now...I think of our beginnings...we always had to use the training we received all those years ago. We must realize this change – every day there is a change and we must allow room for change and ourselves, enrich ourselves in the process. The move towards the change towards OBE is good."
Management 3	Poor	• " I support it because I believe that this thing is the best for the child. Understand that there have to be adjustments and I think a big problem lies with the training of teachers. Many of the teachers at schools have not been trained. This which I am telling you now, I've read, but there are very few courses for teachers. And teachers on the whole want a thing in black and white...and this is the work...this is the syllabus that you have to do with the children and maybe this is the way we want you to do..." Most of the teachers fall into a groove, and say right they want it like that, try and do it like that..." • "...We are looking for guidance...No, I don't think you can teach without knowing; someone must show you, otherwise later you become in a desert." • "And I think the problem...many teachers in the end they don't know where they are...I think the guys must be sent in a direction so that they know exactly what to do with this thing. But more courses and documents that make sense." • "I've got one here *(Phase Document)*, I didn't even start reading this thing. I think it's to do with the same thing...the Intermediate Phase document...when am I going to learn this thing? I must read it. I haven't even started it." • "I think in our instance, we had about three years ago an NGO which gave us guidance, not on Curriculum 2005, but the outcomes-based section was definitely in the thing and the people liked it and it's a nice way to carry things over to teachers."

CASE STUDY 3 QUESTION 4: TABLE 3.4.2 (SUMMARY OF TABLE 3.4.1) *Do you support the move towards OBE?*		
RESPONDENT	**UNDERSTANDING OF OBE**	**LEVEL OF SUPPORT FOR OBE**
Other Teacher 3	No understanding of OBE	"...this new type of education OBE, I must just do it...I as a teacher must try keep up. Although I might not feel so good about it, I must help the children with it."
OBE Teacher 3	Poor	"Definitely because it's change. Every day there is a change and we must allow room for change and enrich ourselves in the process. The move towards the change towards OBE is good."
Management 3	Poor	"I support it because I believe this thing is best for the child...a big problem lies with the training of teachers...many...haven't been trained...we are looking for guidance ..teachers...don't know where they are. I've got one here *(a Phase Document)*, I think it's to do with the same thing...three years ago an NGO gave us guidance, not on Curriculum 2005, but the outcomes-based section was definitely in the thing...and the people liked it..."

FINDINGS QUESTION 4:

a. Respondents' answers to Question 4 must be seen in the light of their understanding of outcomes-based education. None of the respondents have a good understanding of outcomes-based education and yet all three indicate that they support it. It may be gleaned from Table 3.4.1 and Table 3.4.2 that they do not in fact support the theoretical underpinnings of OBE. Their support rather lies elsewhere:

Other Teacher 3 - has indicated that she supports this "new type of education OBE" for the sake of the children. Bearing in mind that she hasn't indicated any understanding of OBE, it may be said that she will learn about OBE in the future, because she wants to help the children with it **(See Table 3.4.1)**. She voices her realization that she is part of a greater scheme and hence the sooner she learns about it the better it will be. Other Teacher 3 displays a positive attitude towards this stance, because she has the children's interests at heart.

OBE Teachers 3 – The respondents said they support the change towards OBE. The respondents' understanding of OBE is poor; they are not supporting the theoretical underpinnings of OBE, but rather broader changes in education in South Africa.

Management 3 – indicates his support for OBE because *"it is best for* the child" **(See Table 3.4.2).** It is impossible to know that OBE will be the best for the child, when the only knowledge held of OBE is that it is a different approach to teaching **(See Table 3.3.2).**
Management 3 bemoans a number of issues related to the training of teachers. Perhaps he is expressing his own angst, lack of training and knowledge through these complaints? This is supported by the fact that when he picks up a Phase Document which is lying on a table in the interviewing room, he expresses to the interviewer that he hasn't started reading it yet and that he only thinks it has to do with OBE. It is evident that he does not understand the link between OBE and Curriculum 2005.

Question 4 - Other Findings:

- Other Teacher 3 gave an honest reply to Question 4. It is evident that she has the children's interests at heart. She displays a positive attitude towards the curriculum change currently affecting her.
- Management 3 expressed a need for training. He did not explicitly state his own lack of knowledge around OBE, but perhaps it may be inferred that he himself needs training. He did speak collectively at one stage stating, "...we are looking for guidance..." (Table 3.4.2)

QUESTION 5:

CASE STUDY 3 QUESTION 5: TABLE 3.5.1 Why do you think the Education Ministry is implementing Curriculum 2005? (A translation of the interview transcriptions	
RESPONDENT	**PERCEIVED REASONS FOR IMPLEMENTATION**
Other Teacher 3	"It's to make those who are behind the others in-line with those that went out in front and on the one side it will be good for them, but on the other side it is also a lazy way to hide away because a teacher can give a task, the children work in groups and they might get a holiday or weekend to work something out in their groups. But one child does it alone , but the other children will just...make a little contribution, or his name will just be added to it. He wasn't really part of the task. So I don't know if it will really help the child who is behind, because he has to first learn to think for himself. And then there are teachers who do less than what they are supposed to do. And at the end of the day, teachers are going to say, I did this and that, but actually the groups did it and it looks like the women have done a lot of work. Look, you can get the child where perhaps a library is, where the children can work nicely together, that teacher will later fall in a rut and the child's mommy will try her best to take the child to the library and the teacher will just get his cheque at the end of the month to put in his pocket."
OBE Teacher 3	"To change...and our land...to give us all the same opportunities. Our opportunities are now far more...the field has been made wider for us now...because with the old supply, if they had brought OBE in, I would be very unhappy if for example it was brought into the whites and not to the other races. But with this the field is evened and now we must just take our children further to achieve all the goals that there are."
Management 3	"Man, it surely came from other lands. I think it comes from overseas. And anyway, people see what other countries are doing and in certain things...I believe it's implemented in America, if it works there I don't know. But, things are implemented from outside and brought into the country. I believe so. They must test a thing to see if it works, they mustn't just bring it here over the sea, they must take what is good and implement it in South Africa...we are different to people in England, America or wherever else."

CASE STUDY 3 QUESTION 5: TABLE 3.5.2 Reasons for the Implementation of Curriculum 2005 A Summary of Table 3.5.1		
REASONS FOR IMPLEMENTATION	**RESPONDENT**	**EXAMPLE FROM INTERVIEW TRANSCRIPTION**
Advantageous to Learner	Other Teacher 3	"...to make those who are behind the others in-line with those who went out in front..."
Political Reasons	OBE Teacher 3	"...To change...and our land...to give us all the same opportunities...I would have been very unhappy if for example it was brought in to the whites and not to the other races."
Following Global Trends	Management 3	"...I think it comes from overseas...people see what other countries are doing...things are implemented from outside and brought into the country..."

QUESTION 5 FINDINGS:

- Respondents present three varying opinions as to the reasons for Curriculum 2005's implementation:

Reasons for Implementation	Respondent
Advantageous to Learner	Other Teacher 3
Political Reasons	OBE Teacher 3
Following Global Trends	Management 3

Does the fact that three varying opinions were expressed, suggest that those in management structures are not passing information on to the teachers in the school? **(See related discussion in Question 4)**

- Other Teacher 3 highlights two possible problems that could arise with the methodology inherent in Curriculum 2005 - a) Groupwork activities - some learners will rely on others to do the work and b) A teacher who is lazy may 'take a back seat' and merely put the learners in groups with work to do. To what extent does the latter point being made by Other Teacher 3, reveal her own lack of understanding about the role a teacher plays in establishing groupwork tasks?

- The issue of a library is raised again. Other Teacher 3 refers to a library as "...a place where perhaps the children can work nicely together." (Table 3.5.1)

QUESTION 6a:

CASE STUDY 3 QUESTION 6a: TABLE 3.6a.1 Likely Major Achievements of Curriculum 2005	
RESPONDENT	**LIKELY MAJOR ACHIEVEMENTS?**
Other Teacher 3	"I'm not speaking generally, I'm speaking of a specific environment here...Children have never learnt how to learn something by themselves. And children have realized; look the teacher has given in the wrong book, or is slipping now. But now a child also has to work on his own, even if the teacher brings the resources, or whatever. He has to learn now how to find out something himself. And children are beginning to work on their own and I think it would be a good thing for them."
OBE Teacher 3	"Understanding, because I think the children must do more...self-esteem, confidence, because no one drives you."
Management 3	"In our specific situation here in the farming areas, if the people on the farms are *not informed about what Curriculum 2005 is all about, if they are not trained* about it, or neither their children, then we will struggle very hard to make this thing successful...facilities for parents, children on the farms is very poor and I think we first have to get the social upliftment of the people on the farms right and then it can be carried over from the adults to the children."

CASE STUDY 3 QUESTION 6a: TABLE 3.6a.2 Likely Major Achievements of Curriculum 2005 Refining Table 3.6a.1		
RESPONDENT	**RESPONSE**	**ACHIEVEMENTS RELATE TO...**
Other Teacher 3	"...now a child has to work on his own...learn now how to find out something for himself...and it will be a good thing for them."	**The Learner**
OBE Teacher 3	"...understanding *(on the part of the learner),* self-esteem and confidence *(is developed).*"	**The Learner**
Management 3	"...in the farming areas, if the people on the farms are not informed about what Curriculum 2005 is all about, if they are not trained then we will struggle very hard to make this thing work...First we have to get the social upliftment of the people on the farms right..."	**Parents** **Social Development in Rural Areas**

CASE STUDY 3 QUESTION 6a: TABLE 3.6a.3 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	**Details**	**Respondent**
The Learner	• Works independently • Self-discovery learning is developed • Self-esteem and confidence is developed	OT3 OT3 OBE3
Parents	• Must be trained regarding Curriculum 2005	M3
Social Development in Rural Areas	• Social development of people in rural areas must be accomplished in order for Curriculum 2005 to be successful.	M3

FINDINGS QUESTION 6a:

1. As in Question 5, the focus of OT3's response relates to the learner.
2. It is the view of Management 3, that unless people living on farms are trained regarding Curriculum 2005 and unless their lives are socially improved, it will be very difficult to make a success of Curriculum 2005. The interviewer posed Question 6a again, but in a slightly different manner, hoping to obtain a more explicit answer from the respondent. This was not forthcoming; instead the respondent mentioned a number of problems that would have to be considered in order for Curriculum 2005 to be successful. These issues are discussed in Question 6b.

QUESTION 6b:

CASE STUDY 3 QUESTION 6b: TABLE 3.6b.1
Curriculum 2005 – Envisaged Pitfalls

RESPONDENT	ENVISAGED PITFALLS RELATE TO...	EXPLANATION OF PITFALLS ENVISAGED
Other Teacher 3	• Teaching Methodology	• "...some children are just going to work together, put their name on the work, but they haven't really worked together. But a wide awake teacher will soon see that."
	• Resources	• "We need a library so that our children can work on their own. I think they'll then learn quicker to think for themselves."
	• Methodology Conflicts with Local Context	• "Our children live far apart from each another and they can't come together easily to work things out. A person can only give them individual tasks – you can't give nice group exercises."
OBE Teacher 3	• Assessment	• "At the moment my problem is I think for example, there will be children who will get to university, who wont be at university level, because of the fact that children are not allowed to be held back or failed..."
Management 3	• Social Development in Rural Areas	• "This is one of the major problems I would say...we will really struggle to make this thing a success if our people on the farms are not trained about Curriculum 2005. Our facilities for parents, children on the farms are very, very poor and I think we must first get the social upliftment of the people on the farms right, because if you are social uplift, then I believe it will be carried over – from adults to the child...and things will be much better."
	• Resources	• "So I believe in total...material upliftment...if my child asks me during the day, 'Daddy, what does this stand for?' I can just take one of these encyclopedias, number D or switch on the computer and put in this CD... If my child comes home they ask me questions, but our *(farm)* children who are they going to ask?"

CASE STUDY 3 QUESTION 6b: TABLE 3.6b.2 Pitfall dimensions		
Pitfall dimensions	**Detail of Pitfall(s)**	**Respondent**
Problems presently experienced	1. **Resources** – "...we need a library, so that our children can work on their own..." 2. **Methodology Conflicting with Local Context** – "...children live far apart from one another...you can't give nice group exercise..." 3. **Resources *(in local community)*** – "...So I believe in total material upliftment...if my child asks me, I look in an encyclopedia...our *(farm)* children, when they go home, who do they ask?"	• Other Teacher 3 • Other Teacher 3 • Management 3
Problems that may occur in the future	1. **Methodology** – "...some children are just going to work together, put their name on the work..." 2. **Assessment** – "...there will be children who will get to university, who wont be at university level, because... children are not allowed to be held back or failed..." 3. **Social Development of Rural Areas** – "...we will really struggle to make this thing a success... we must first get the social upliftment of the people on the farms right...then it will be carried over from adults to the child..."	• Other Teacher 3 • OBE Teacher 3 • Management 3

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	**RESPONDENT**
Teaching Methodology	**Other Teacher 3**
Resources	**Other Teacher 3, Management 3**
Teaching Methodology in Conflict with Local Context	**Other Teacher 3**
Assessment	**OBE Teacher 3**
Social Development of Rural Areas	**Management 3**

1. An issue emerging from Question 6b is the concern the respondents have for the local community eg. social development of people on farms (Management 3).

2. The respondents mentioned again (See also Questions 1 and 5), the need for a library. A library is needed for a number of reasons:
   a. So the children can work alone. (Other Teacher 3)
   b. For the children to complete group tasks. (Other Teacher 3)
   c. Lack of facilities in rural areas eg. a library will be useful for research. (Management 3)

   (See discussion regarding the library under Local Context Issues, page 179.)

QUESTION 7:

CASE STUDY 3 QUESTION 7: TABLE 3.7.1
Changes in educators feelings towards the teaching profession

RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 3	No	"School is for me school."
OBE Teacher 3	Yes	"Acceptance, in the sense that I must accept. I was very strict, now I've made room for the child who cannot think so fast. And I'm more accepting that there are differences, because in the past, like we were drilled at College and the inspectors came and they wanted to see your class and the children are drilled for it. Now, I feel I go at his own pace, so I feel free to give them their freedom..."
Management 3	No	"...I think it's a change in thinking in the people *(the teachers)*, or changes in teaching methods, but my feelings haven't changed. We all have to adapt and you can do that, if you don't want to do that then you don't have to do it."

CASE STUDY 3 QUESTION 7: TABLE 3.7.2
Changes in educators' feelings towards the teaching profession
A summary of Table 3.7.1

RESPONDENT	ANY CHANGES?	SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION	POSITIVE OR NEGATIVE CHANGE?
Other Teacher 3	No	"School is for me school."	N/A
OBE Teacher 3	Yes	"I was very strict, now I've made room for the child who cannot think fast...in the past the inspectors came and they wanted to see your class and you drilled the children, now I...go at his *(the child's)* pace..."	Positive
Management 3	No	"...my feelings haven't changed."	N/A

FINDINGS QUESTION 7:

1. Two of the respondents (OT3 and M3) reported no change in their feelings towards the teaching profession. OBE3 reported a change, but interestingly the response indicates a change in teaching methods employed. The respondents have made no mention of any changes in their attitudes towards the profession. Perhaps the respondents misinterpreted the question.
2. M3 explains that teachers have to adapt and yet if they don't want to adapt, they don't have to. When expressing this sentiment to the interviewer M3 spoke very quietly; it was almost as if he were indicating how he would deal with the changes Curriculum 2005 would bring about.

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 3 QUESTION 8: TABLE 3.8.1
Interviewees' Sources

SOURCES	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
A	X	X	X
B			
C		X	X
D	X	X	X
E		X	X

(X denotes a source)

CASE STUDY 3 QUESTION 8: TABLE 3.8.2
Learning about the New Curriculum – Interviewees' Sources

RESPONDENTS & LIST OF POSSIBLE SOURCES	ARE SOURCES APPLICABLE?	COMMENT RELATED TO SOURCE
Other Teacher 3		
A –	- Yes	- "Not that many for us *(workshops for the Senior Primary teachers)*, we are sitting and waiting, see how this thing works. But the workshops which I have attended have all been the same. I actually didn't learn anything at the second or third one."
B -	- No	- "I think...anything that comes, comes from the Department."
C -	- No	- "The higher standards haven't received it yet."
D -	- Yes	- "...through the newspaper."
E -	- No	
OBE Teacher 3		
A -	- Yes	
B -	- No	
C -	- Yes	
D -	- Yes	
E -	- Yes	- "NGOs – the CSRI. It's a research centre... workshops."
Management 3		
A -	- Yes	- "I attended a meeting or two."
B -	- No	- "No, not at all."
C –	- Yes	- "Yes and I've got some other documents that I received. *(Offers to give them to the interviewer. Interviewer shows how surprised she is at this gesture and the interviewee explains...)* I'll hand out these four books and the guys will say ai man... *(Shakes head in resignation)*
D –	- Yes	
E -	- Yes	- "That NGO course. TV and radio."

CASE STUDY 3 QUESTION 8: TABLE 3.8.3 Most Informative and Least Informative Sources		
SOURCES	OTHER TEACHER 3	ADDITIONAL COMMENTS ABOUT SOURCES
A	2	"Yes. The workshops are good...but like I said, the workshops have all been the same. The workshops are good, but they repeat, maybe it's wrong of me to say so, perhaps they are information sessions...Perhaps we are expecting too much. Perhaps our story is still coming, when we become more involved like the Junior Primary. Perhaps we are expecting too much at this stage."
B		
C		
D	1	"We read the newspapers everyday."
E		
	OBE TEACHER 3	
A	2	"The WCED...they send us the stuff often. We read it through, then they give us workshops and then they read the whole book...I've been to so many...and then they read that stuff to you again! ...You can't even ask a question, then they say the time...we spent two days at a workshop and when we came out, we were even more confused. I think many of them don't know themselves what's going on...They don't know how to get it across to the educators. The Provincial Administration decide they are not going to spoonfeed the educators. We have to think for ourselves, work our own things out, whilst Gauteng's is worked out. We don't wish that our things are worked out like Gauteng's, but at least give us guidelines. We wanted to see how Gauteng's was worked out, then we've got guidelines...we won't just take their things...Then you think why doesn't the Provincial Administration also do this? Give us guidelines! ...I feel the Provincial Administration is doing too little for us..."
B		
C	2	
D	4	"Newspaper articles. They are just as important, because if you think about it, we have learnt a lot from newspaper articles."
E	1	"The CSRI. They held workshops...on everything, the whole spectrum, they also touched on discipline, everything, they brought everything together."
	3	"Publishers"
	MANAGEMENT 3	
A	3	"...cause when you're alone, maybe you can always ask a question or so there."
B		
C	2	*(Interviewee laughs)*
D	4	
E	1	"NGO *(CSIR)*, because they do it with the workshop method."

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

CASE STUDY 3 QUESTION 8: TABLE 3.8.4
Positive and Negative Statements Made Regarding the Sources

SOURCES	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
A	- "The workshops are good" **(Positive)** - "The workshops have all been the same...they repeat..." **(Negative)**	- "They send us stuff...we read it through...they hold workshops and read that stuff to you again!" **(Negative)** - "We spent two days at a workshop and when we came out, we were even more confused." **(Negative)** - "I think many of them *(those running the workshops)* don't know what's going on." **(Negative)** - "They don't know how to get it across to the educators." **(Negative)**	- "...maybe you can always ask a question or so there." **(Positive)**
B			
C		- "...at least give us guidelines...*(Like Gauteng's)* **(Negative)** - "...I feel the Provincial Administration is doing too little for us..." **(Negative)**	- "I'll hand out these four books to the guys and they'll say ai man..." **(Negative)**
D	- "We read them everyday." **(Positive)**	- "They are just as important...we have learnt a lot from newspaper articles." **(Positive)**	
E		- "They held workshops on everything...the whole spectrum...they brought everything together." **(Positive)**	*(Chosen as source number 1 because...)* - "...cause they do it with the workshop method." **(Positive)**

Findings emerging from Table 3.8.4:

Negative comments concern issues related to:

- **Training –** workshops are repetitive (OT3), they are confusing (OBE3). Facilitators at the workshops don't know what's going on (OBE3).

Methods used to train teachers are perceived in a negative light (OBE3). The Provincial Education Department (NCED), is not doing enough for teachers (OBE3).

- **Newspapers –** We learn a lot from the articles (OBE3).

Positive Comments concern issues related to:

- **Training –** The workshops are good (OT3). Maybe you can ask a question at workshops (M3).
- **Documentation –** Teachers want guidelines (OBE3).
- **An NGO –** The CSRI brought everything together (OBE3). They used the workshop method (M3).

CASE STUDY 3 QUESTION 8: TABLE 3.8.5 Which sources are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	D, E, E
2	A, A, C, C
3	E, A
4	D, D
5 – least informative	

CASE STUDY 3 QUESTION 8: TABLE 3.8.6 Which sources are most informative?			
SOURCES	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
A	2	2	3
B			
C		2	2
D	1	4	4
E		1 & 3	1

OTHER FINDINGS QUESTION 8:

1. OT3 indicated that the higher standards have not yet received the documentation related to Curriculum 2005. The interviewer showed her an example of such documentation, which was lying in the interview room. Such documentation is relevant to the higher standards and yet this teacher has never seen it before. This is another example of how teachers at this school are not receiving necessary information
2. Teacher Unions are not referred to as a source by any of the respondents.
3. Most informative sources proved to be **D and E**, **E** in particular. **D** was also mentioned as the least informative source, by two of the respondents.

QUESTION 9:

CASE STUDY 3 QUESTION 9: TABLE 3.9.1 Additional Sources of Information	
RESPONDENT	**SOURCE**
Other Teacher 3	"I ask my colleagues at other schools how things are going with them and what they are doing and so on in order to see if I, not just the environment in our area, in other areas too and then we talk amongst ourselves, to see if we are on the right path. We personally don't know if it is the right path, because we are going to do these things and work like that and then in three to four years, the Department comes along with new stories and says this is how we must all work and then we will have nothing to do with these other stories "
OBE Teacher 3	"I go to the University *(Stellenbosch University)* to find out, because there's this Annetjie Hannekom, she is good. Because yesterday, I had a meeting with our subject advisor and we didn't have guidelines when we came out there. She just said they are not going to spoonfeed us, we must do it for ourselves, it's almost like a spiral where we have to come from the bottom and then we will fall, then we go again, we must get excited or stressed. But I feel I will go to someone who can explain in more detail how to come from the ground up."
Management 3	"If I knew an NGO, I would go to them, guys who are relaxed."

CASE STUDY 3 QUESTION 9: TABLE 3.9.2 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	**SOURCE**	**REASON(S)**
Other Teacher 3	Colleagues/Peers at other schools	- Share ideas - Check to see if on the right path
OBE Teacher 3	The University *(Stellenbosch University)*	- "Th[illegible]is an individual f[illegible]...she is good..." - [illegible].can explain in more detail..."
Management 3	An NGO	- "...guys who are relaxed."

FINDINGS QUESTION 9:

- Respondents would turn to three different organisations or people.
- An issue emerging from Question 9 that needs to be explored is – What role can an individual person have in aiding teachers learn about and cope with curriculum change? (This issue is discussed further in the ***Discussion, Conclusion and Recommendations chapter***, *page 364 - 365*)
- Other Teacher 3 indicated that she engages in a type of networking activity with other teachers to help her deal with the changes Curriculum 2005 is bringing about. This networking issue is discussed in the **Discussion, Conclusion and Recommendations chapter**, page 366.
- None of the respondents in Case Study 3 would turn to the Provincial Education Department for additional information.

QUESTION 10:

CASE STUDY 3 QUESTION 10: TABLE 3.10.1
Describing Curriculum 2005

DESCRIPTIVE WORDS	RESPONDENTS	REASON FOR CHOICE OF DESCRIPTIVE WORDS
Innovative	Management 3	- "It's definitely something fresh, it's new, you can show interest."
Problematic		
Needed	Management 3	- "I think in the past we concentrated more on the children learning verbatum."
Unwanted		
Frightening		
Motivational	Other Teacher 3	- " It's motivational for me. But sometimes it makes me scared cause you don't know if you are on the right path. So there is no one to say you are on the right path or not. I like things that motivate me – challenges..."
	OBE Teacher 3	- "New things come in. It motivates me because with new changes it gives us, who have taught for many years, we really don't want to change, we don't want to make room. Now it motivates us..."
Exciting	Other Teacher 3	- "I like to see what that product will be, really, with the children we have now; how does it work with them. As opposed to the group we had before, with the old..."
	OBE Teacher 3	- "...I am more excited. Exciting because of new learning materials and because the learners enjoy it more."
Tedious		

CASE STUDY 3 QUESTION 10: TABLE 3.10.2 Detail gleamed from respondents' descriptions of Curriculum 2005			
RESPONDENT	**DESCRIPTIVE WORD**	**NEGATIVE OR POSITIVE DESCRIPTION**	**DESCRIPTION CONCERNS...**
Other Teacher 3	Motivational Exciting	Positive Negative Positive	- Personally motivational - Fear of not being on the right path - Impact Curriculum 2005 will have on the learners
OBE Teacher 3	Motivational Exciting	Positive Positive	- Personally motivational because it brings change - New learning materials and learners enjoy it
Management 3	Innovative Needed	Positive Positive	- It is fresh and new - To move away from old teaching methodologies

FINDINGS QUESTION 10:

CASE STUDY 3 QUESTION 10: TABLE 3.10.3 Question 10 – Findings		
	ISSUES	**DETAIL**
Positive statements are related to...	- The Teacher	- Personally motivational
	- Change	- It's fresh and new - Those who have taught for many years have a new motivation
	- Learner	- Impact Curriculum 2005 will have on the learner
	- Resources	- New learning materials are exciting
	- Learning	- In the past learners learnt verbatum
Negative statements are related to...	- Fear	- Fear of not being on the right path

- The respondents all described Curriculum 2005 in a positive light. The only negative comment was made by Other Teacher 3, who expressed some concern that there was no one to tell you that you were on the right path.

QUESTION 11:

CASE STUDY 3 QUESTION 11: TABLE 3.11.1
Has OBE made any difference to the way in which you teach in your classroom?

RESPONDENT	IS THERE A DIFFERENCE?	EXPLANATION OF THE DIFFERENCES	POSITIVE OR NEGATIVE DIFFERENCES?
Other Teacher 3	Yes	**1.** "I see there is an improvement, the children are trying hard to work on their own and do research. In the past the teacher had to do everything. It's just a small group who are trying to work alone, but it's moving along."	- Positive
		2. "The children *(57 Grade six children in one class)* have to work in groups and our classrooms are so small. The desks are right against the board, there's not even room for the teacher's desk. And there's not enough room for all the desks and the children. They sit 3 – 4 in a desk and then you should see the chaos that takes place in the class. And then you can't get to each child and there will be those children who will just put their names on the work and you must give him a mark. In reality you will only get to know your children in the second term; the lazy young man who hides away, as opposed to the young man who works hard."	- Negative - Negative
		3. "The classes are big *(Due to the fact that the school have lost so many teachers. Staff count was 26/27 and is now down to 17 and down to 14 at the end of the term.)* "...and next term the Grade 7's will also be joining."	- Negative
		4. "But when the Headmaster told me the Grade 6's would be joining and would I take them, I said I would. Because I am always first with something...I am planning already for when the Grade 7's merge, then I'll know all my things will be ready for them..."	- Positive
OBE Teacher 3 (The Grade 2 teacher in the group)	Yes	**1.** "Oh, yes, definitely. They work in groups now..." **2.** "And what's also changed for me now, is that we respect each others thoughts, our points of view. In the past some children laughed at the views of others, now we respect them. You must actually guide them to give each other a hearing."	- Positive
Management 3	Yes	**1.** "Definitely my approaches, my way of teaching, I don't always have a structure but I'm trying to focus on a different type of questioning and children respond – not like 15 years ago. I think my manner has changed, but not totally...but it is difficult to do groupwork with such a large number of children."	- Positive - Negative

CASE STUDY 3 QUESTION 11: TABLE 3.11.2 The difference OBE has made to teachers' practice				
RESPONDENT	**IS THERE A DIFFERENCE?**	**DIFFERENCE CONCERNS...**	**DIFFERENCES**	**INDICATION OF DEGREE OF CHANGE?**
Other Teacher 3	Yes	a. Learner b. Methodology c. Assessment d. Teacher's Attitude	a. Working independently, also doing research **(P)**: In past teacher did everything. b. Learners work in groups, but class is big. **(N)** c. Assessment - difficult to do in large classes, where children are in groups **(N)** d. Already preparing work for when the Grade 7's merge next term **(P)**	Small - only a small group are trying to work alone
OBE Teacher 3 (Grade 2 Teacher)	Yes	a. Methodology b. Learner c. Methodology	a. Learners work in groups b. Respect each others' view points **(P)** c. Guide learners to listen to each others' view points **(P)**	Small
Management 3	Yes	a. Methodology b. Methodology	a. Trying to use different types of questions **(P)** b. Groupwork difficult in large classes **(N)**	Small

(**N** – Negative difference to teaching practice, **P** – Positive difference to teaching practice)

FINDINGS QUESTION 11:

- Respondents all indicated some type of change to the way in which they teach. It is important to remember that the respondents M3, OT3 and the Grade 2 teacher, are yet to implement an OBE curriculum, but it is evident that they are all attempting in their own way to make some type of change to their teaching practice. Perhaps it is due to a 'spill-over effect' from the Grade 1 implementation?

CASE STUDY 3 QUESTION 3: TABLE 3.11.3 DIFFERENCES IN TEACHERS' PRACTICE RELATE TO...		
Differences concern...	**Respondent**	**Positive/Negative Difference?**
Learner	Other Teacher 3 Grade 2 Teacher (OBE3)	Positive Positive
Assessment	Other Teacher 3	Negative
Methodology	Other Teacher 3 Grade 2 Teacher (OBE3) Grade 2 Teacher (OBE3) Management 3 Management 3	Negative Neither Positive Positive Negative
Teacher's Attitude	Other Teacher 3	Positive

- All three respondents made mention of changes in their methodology. The following issues emerge regarding changes in methodology:
  1) Learners work in groups (OT3 & Grade 2 Teacher).
  2) Groupwork is difficult in large classes (OT3, M3).
  3) It is the task of the teacher to guide learners to listen to the viewpoints of others. (Grade 2 Teacher).
  4) Teacher is varying his questioning technique (M3).
- Table 3.11.4 presents this data.

CASE STUDY 3 QUESTION 11: TABLE 3.11.4 Changes OBE has made to Teaching Methodology			
CHANGES RELATE TO...	**CHANGES**	**ANY DETAILS or COMMENTS?**	**RESPONDENT**
Use of Specific Methodology	- Use of groupwork	Learners work in groups but class is big **(N)**	OT3
	- Learners work in groups	**(Neither P or N)**	OBE3 (Grade 2 teacher)
	- Guide learners to listen to each others' view points	**(P)**	OBE3 (Grade 2 teacher)
	- Trying to use different types of questions	**(P)**	M3
	- Use of groupwork	Difficult in large classes **(N)**	M3

(N – Negative change, P – Positive change)

- All three respondents mention the use of groupwork. M3 and OT3 indicate that this is difficult with large classes.
- Two negative changes are noted, as well as two positive changes. One change is neither positive nor negative.

QUESTION 12:

CASE STUDY 3 QUESTION 12: TABLE 3.12.1 Teachers implementing OBE – How has their practice changed thus far?			
RESPONDENT	**-VE OR +VE CHANGES**	**DETAIL OF CHANGES**	**CHANGES CONCERN...**
OBE Teacher 3	Positive	- "Children are more eager to ask. Not so shy to answer, as before, where you keep quiet and I'll tell you. Everyone wants to give an answer..."	- Learning environment and the learner
	Positive	- "...They don't have to sit at desks...or work in one book, they can write on sheets of paper..."	- Methodology – flexibility in methods employed
	Negative and Positive	- "...Some of the children take advantage of the freedom/less rigid structure in the classroom, ...but I've accepted the discipline problem in my head, because it's nice to work with the OBE, than like we did in the past – dead quiet, just the teacher who talks and writes the whole day..." *(Extracted from response to question 7)*	- Discipline

FINDINGS QUESTION 12:

- The OBE Teachers did not mention many changes in their practice. Those changes that have taken place concern methodology, discipline, the learning environment and the learner. Overall, the changes mentioned have been positive.

QUESTIONS 11 & 12: A Summary:

QUESTIONS 11 – 13: A Summary (CASE STUDY 3 QUESTIONS 11 & 12: TABLES 3.11.2 & 3.12.1) Dimensions of Change Arising from OBE Implementation						
RESPONDENTS	**CHANGE DIMENSIONS**					
	1.	**2.**	**3.**	**4.**	**5.**	**6.**
Other Teacher 3		X	X		X	X
OBE Teacher 3	X	X	X	X		
Management 3			X			
OBE Teacher 3 – Grade 2 Teacher		X	X			

Key to Summary Table 3.11.2 & 3.12.1:

Column 1	Learning Environment
Column 2	Learner
Column 3	Teaching Methodology
Column 4	Discipline
Column 5	Assessment
Column 6	Teacher's Attitude

OTHER FINDINGS AND BROADER ISSUES EMERGING IN CASE STUDY 3:

1. Teachers learning about OBE and Curriculum 2005. A closer look at what the respondents had to say about teacher training.

LEARNING ABOUT CURRICULUM 2005		
RESPONDENT	**ISSUES RAISED**	**SUMMARY OF ISSUES RAISED**
Other Teacher 3	Respondent is not satisfied with the workshops that have been organised by the Provincial Education Department (WCED). She cites a number of reasons in this regard: • Those who run the workshops make use of "old methods" *(Question 1)*, whilst attempting to teach educators about new methods. Other Teacher 3 feels that teachers at the workshops should have observed a class with a teacher attempting some of the new methods. A video or using a picture might also have helped. "They don't know how to get it across to the educators." *(Question 8)* • Those people presenting Curriculum 2005 to the teachers, "...they too don't know what it is." *(Question 3 –See Table 3.3.2)* • "The workshops which I have attended have all be the same. I actually didn't learn anything at the second or third one." *(Question 8)* • "The WCED...they send us stuff...We read it through, then they give us workshops and then they read the whole book...they read that stuff to you again!" *(Question 8)* Similar sentiments are expressed about meetings held: • "...yesterday I had a meeting with our subject advisor and we didn't have guidelines when we came out there..." *(Question 9)* In Question 3, OBE Teacher 3 expresses that is would have been better to let teachers work out what OBE was all about before actually implementing it: • "I think they should let teachers know all about it from the beginning and together we need to work it our, before we implement it..."	• **Dissatisfaction with training received**

	OBE Teacher 3 also believes that those presenting the training course for teachers, are also ill-informed: "...I think the people who present it to us, they too don't know what it *(OBE)* is." *(Question 3)*	
OBE Teach .r 3	Respondent has found the training useful, but wishes she had more training; "...now that we have had training...now we go on. It's interesting. If I had more training...it would go better." *(Question 1)*	• **Respondent wants more training, but does express positive feelings towards training already received**
Management 3	"I think a big problem lies with the training of teachers. Many of the teachers at school have not been trained...there are very few courses for teachers. We are looking for guidance...many teachers in the end they don't know where they are." *(Question 4)*	• **Insufficient training for teachers**
	Management 3 also mentions that an NGO presented a course at their school about two years back and that the teachers liked the course because they used the workshop method. *(Question 4)*	• **Respondent finds workshops a useful way of learning something new**
	Parents also have to be trained in Curriculum 2005. They must be informed about what it is. Management 3 comments, "...if they are not trained about it...then we will struggle very hard to make this thing successful." *(Question 6a)*	• **Parents must also be informed**

2. Exploring the relationship between the respondents at this school and the Provincial Education Department:

The Relationship between the WCED and the respondents in Case Study 3	
Other Teacher 3	"I don't know what will happen if an inspector came into my class and thinks I'm doing it wrong, then he will just have to show me the right way, or teach me something else so that I will learn better." Inherent in OT3's response above is her belief that the Education Department knows how things ought to be done and she is open to receiving instruction from them. OT3 did however, also mention an instance when she did meet with the subject advisor and came out of the meeting without any guidelines. *(Question 9)*
OBE Teacher 3	"...I feel the Provincial Administration is doing too little for us." *(OBE3 is referring to training teachers have received.)* OBE3 mentions that if she needed to know more about OBE she would not turn to the Provincial Education Department because she would rather "...go to someone who can explain in more detail how to come from the ground up." *(Question 9)* OBE3 believes that the Education Department does not provide enough guidelines.

3. **LOCAL CONTEXT ISSUES:**

A. Library: Both OBE Teacher 3 and Other Teacher 3 expressed a need for a library at the school. Bearing in mind that the school is situated in a rural area and that "...here in the farming area we don't have all the facilities..." *(Other Teacher 3, Question 1)* the notion of a library is a plausible one. The respondents presented a number of reasons supporting their need for a library:

- It would be a place for the learners to conduct research. *(Other Teacher 3, Question 1)*
- Due to the fact that there is no Library and that many of the learners live in poor conditions, as the children of farm workers their "...literature is neglected." *(OBE Teacher 3, Question 1)*
- "Our children live far apart...they can't come together easily to work things out. A person can only give individual tasks, you can't give a nice group exercise..." *(Other Teacher 3, Question 6b.)* A library would be an ideal place for groupwork tasks to be completed after school.
- A library could also be a place where children could work individually; "...so our children can work on their own..."*(Other Teacher 3, Question 6b)*
- Management 3 pointed out in Question 6b, that the children attending the school do not have resources like encyclopedias or computers at home. He went on to comment that if his own children asked him a question, he could always find the answer in an encyclopedia or on a CD-ROM, but when the children from the school go home, "...who do they ask?" A library would enable the learners to find answers to questions they have.

B. Community Focus: Respondents often made reference to the community that the school serves. It is the belief of the Researcher that the community is a needy one and that the teachers in the school feel these needs. Management 3 comments that "...the community must be involved in this thing" i.e. Curriculum 2005. *(Question 1).*

C. Curriculum Change: What role/impact can an individual have in aiding teachers in cope with curriculum change? OBE Teacher 3 mentions in Question 9, that she would turn to a particular woman at the University of Stellenbosch for additional information on Curriculum 2005. She cites her reason as "...she is good." This issue concerning the impact various individuals have had on teachers in coping with Curriculum 2005 is explored in the **Discussion, Comment and Recommendations chapter**, page 364 – 365.

D. Additional comments regarding the respondents:

(i) **Management 3:** Of the respondents in Case Study 3, Management 3 knows the least about Curriculum 2005. His responses were the shortest and at times they lacked clarity eg. he rambled on in Question 1 and his answer in Question 3 was limited. He felt rather uncomfortable answering some of the questions and constantly

cleared his throat in a nervous manner. Management 3 might know the least about Curriculum 2005 at this school, but he is the person whose task it is to disseminate information to the teachers. Necessary information for the teachers was lying on tables in the interview room. Other Teacher 3 commented to the interviewer that she hadn't received that documentation yet. Additional booklets that would aid teachers' understanding were given to the interviewer, whilst another copy of those same booklets were not handed out! It is evident that the management structures at the school are in fact hindering the teachers' understanding of the curriculum changes.

(ii) **Other Teacher 3:** It is interesting to note that this teacher related many of her answers in the interview to her learners (Questions 4 – 6a). It is evident from her responses that she has the learners' interests at heart.

A SYNOPSIS OF THE FINDINGS IN CASE STUDY 3:

Question 1: Respondents expressed two mixed reactions and one positive reaction towards Curriculum 2005. Respondents mentioned an equal number of positive and negative comments. OBE3 had a positive reaction and made 7 positive statements.

Question 2: The respondents were all able to highlight some difference between the old curriculum and Curriculum 2005. Five differences were noted.

Question 3: OT3: Indicated no understanding of OBE. M3 and OBE3: Held a poor understanding of OBE.

Question 4: The respondents indicated they would support OBE and yet they do not fully understand that which they are supporting.

Question 5: Respondents present three varying reasons as to the implementation of Curriculum 2005 – political, following global trends and advantageous to the learner.

Question 6a: Respondents cited three issues related to the likely major achievements of Curriculum 2005. Two of these issues were provisos for the success of Curriculum 2005. The other issue related to the learner.

Question 6b: Five areas of concern were mentioned by the respondents. Issues related to resources emerged twice.

Question 7: OBE3 and M3: Feelings towards the teaching profession changed. OT3: Feelings did not change.

Question 8: Source B was not mentioned by the respondents. D and E were the most informative sources. E relates to a workshop held by a research institute with the teachers at the school..

Question 9: Respondents would turn to three different sources for additional information. None of the respondents indicated that they would turn to the Department of Education.

Question 10: Respondents presented a majority of positive descriptions for Curriculum 2005, only OT3 fears that she may not be on the right path.

Question 11: Respondents all indicated a number of small changes in their teaching practice. Changes were mostly positive. M3 and OT3 spoke of the difficulties of groupwork.

Question 12: OBE3 mentioned problems related to discipline. She also explained the greater involvement of the learners.

CASE STUDY 4

CASE STUDY 4

Site: Rural, non-pilot, ex-CED (Cape Education Department) school

BACKGROUND DATA ON THE SITE

Comments and Reflections of the Researcher:

This school is situated in the heart of the winelands in the Western Cape Province. The school itself is very old; I found a photo on the wall dating from 1892. The school buildings are neatly kept and freshly painted; inside though, very little light filtered through the windows. I was asked to wait in the principal's office, a dull room with drawn curtains. Envisaging a small, rural school, I bought a cake from a 'tuisgebakte stal' (a home-industry shop) and took it along. I believe that my gesture of offering the cake immediately won the headmaster and staff over. The respondents in my interviews at this school were more comfortable speaking Afrikaans. I also didn't want any feelings or attitudes to be lost through the use of another language. A problem that emerged at this school was that the teachers were keen to get on with their afternoon activities and I felt that the time spent with them was rushed. The school itself is relatively well resourced eg. there are photocopying facilities, a secretary for the headmaster, a rugby field etc. The learners were mostly white children; there was very little evidence of racial integration. Upon my arrival at the school I noticed many 4X4 and bakkie-type vehicles in the car park. I would imagine that many of the learners in the school are children of farmers, farm-managers, winemakers etc.

INITIAL CONTEXT CHART

Political Context: Ex-CED school, considered advantaged pre. 1994.

Social Context: School Environment: rural setting, large rugby ground with a sprinkler system. School buildings themselves are not particularly big. In fact there cannot be more than 300 learners here. There is an administration section with offices for the principal and secretary.

Personal Context:
- Principal and staff do not call each other by their first names
- formal-type of working environment

Three interviews were conducted in Case Study 4. The respondents in the interviews are as follows:

a. **Other Teacher 4 –** Teaches Grade 2 and has been in teaching for 8 years.
b. **OBE Teacher 4 –** Teaches Grade 1 and has been involved in education for more than 10 years.
c. **Management 4 –** This principal has been teaching for 16 years and is presently teaching Grades 4 – 7.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Contact Summary Sheets were used with each interview to record any related details, feelings, comments etc. These sheets were completed as soon as possible after each interview, to ensure no information was lost over time. The sheets also aid in developing background detail about each interviewee and interview situation. A synopsis of these Contact Summary Sheets follows overleaf.

CONTACT SUMMARY SHEET - INTERVIEW 10

Date interview undertaken: 22 April 1998
Respondent: **MANAGEMENT 4**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

At the onset of this interview I thought the principal put up a type of front eg. his body language indicated that he wanted me to know that he was in charge. I actually think he felt very nervous, because as the interview progressed he tended to relax. When he introduced the next interviewee to me, he commented that she needn't feel intimidated and that she should just enjoy the interview. This headmaster initially gave me the impression of being a 'conservative', Afrikaans speaking person, but as the interview progressed, my perception of him changed somewhat. I appreciated his openness in discussing issues related to race, because some of my respondents had used vague terms when such issues were discussed.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
Responses to interviewee remained constant.
2. Validity: Summaries and checks – did any discrepancies arise?
No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice?
No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?
Tense body language initially.
5. What proved successful in this interview?
I thought the interviewee opened up and gave me an honest response.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: In this interview, I tended to go off on a bit of a tangent at times and summarised my thoughts out loud.
7. What could have been done differently in this interview?
I could have kept some of my comments to a minimum.
8. What changed from the previous interview?
The environment in which the interviews were conduct ore rigid and formal.

CONTACT SUMMARY SHEET - INTERVIEW 11

Date interview undertaken: 22 April 1998
Respondent: OTHER TEACHER 4
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

This teacher spoke particularly fast and her answers were not always detailed. Her knowledge of Curriculum 2005 was limited and I often felt that she was talking fast to avoid any in-depth discussions about issues she did not know much about. Due to her fast pace it was difficult for me to pose many probing questions, because I was struggling at times to make sense of what she was saying.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
Yes.
2. *Validity: Summaries and checks – did any discrepancies arise?*
No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice?
Pace was very quick. See comments made above.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact?
No comments.
5. What proved successful in this interview?
There were times in this interview when the interviewee actually revealed some of her inner feelings i.e. her hopes and fears regarding Curriculum 2005. I believe she must have trusted me, to reveal thoughts that were close to her heart.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: I should have slowed the pace of this interview down.
7. What could have been done differently in this interview?
I could have been more assertive.
8. What changed from the previous interview?
This interview was most frustrating.

CONTACT SUMMARY SHEET - INTERVIEW 12

Date interview undertaken: 22 April 1998
Respondent: OBE TEACHER 4
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

This interviewee gave me the overall impression of being a committed teacher. Unfortunately she was on her way to a sports meeting and I felt that her answers were somewhat clipped at times. At face value, this interviewee gives the impression that she knows a lot about Curriculum 2005, when in fact her knowledge of Curriculum 2005 is very limited. She has taken the new material and merely merged it with her methods – I know that this is something that every teacher should do, but the curriculum changes involve much more than this. It was that depth of knowledge that was missing in her responses.
I thought her understanding of Curriculum 2005 (or lack thereof) was summed up in her explanation that 'other' teachers were merely catching up to the 'Curriculum 2005', while she had been doing it for 10 years! Such a sentiment may reveal a certain arrogance, but in fact, it also reveals how little this respondent knows about Curriculum 2005. There was evidence of a racist undertone in some of her responses eg. she mentioned that 'the others' were catching up to what she was doing.
The interviewee also had the flu and was not feeling well at all.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? I felt very frustrated during Question 5 and my final response to the interviewee was rather short.
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? She sat upright – ready to go to her sports meeting.
5. What proved successful in this interview?
I gathered relevant, necessary data, though not enough of it.
6. What were my weaknesses as an interviewer?
I should have probed further at times.
7. What could have been done differently in this interview? My probing could have been more in-depth and effective. In retrospect I wanted her to reveal more of her lack of understanding of Curriculum 2005! (I sound like a vicious interviewer!) It is also difficult to get someone to reveal more of nothing!
8. What changed from the previous interview?
Interview took a shorter time to complete.

FINDINGS: CASE STUDY 4

QUESTION 1:

CASE STUDY 4 QUESTION 1: TABLE 4.1.1
What are your feelings about Curriculum 2005?
(A translation of the interview transcriptions)

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 4	Mixed Feelings	1) "...I wouldn't say it's a total disaster, but perhaps because it is strange to us, because we are a little scared about it. But I think there are lots of positive things in it."
OBE TEACHER 4	Positive Feelings	1) "I'm positive about it regarding the fact that I feel it gives many of our children a chance they never had. We involve more of our children who never had the chance, to discover certain things. Curriculum 2005 gives them that chance. *(Interviewee is referring to children that were disadvantaged by Apartheid.)* Say a child from the same community as the others; your children have differences. It gives also that child a chance to develop." *(Interviewee also believes that children with different abilities are given a chance to develop.)* 2) "What I also like is that children learn now for the first time, how to really think for themselves and to do things for themselves."
MANAGEMENT 4	Mixed Feelings "I'm not totally positive about it."	1) "...it has to be so. I'm not totally positive about it. We can reach the future by other means...but the point is just I understand that concerning the child, not everyone is on the same level and I understand we will have to move over to a new system to make room for both, for all races in South Africa. Because our children are not all on the same level, so we will have to go over to a new system. This is how I understand it. So I am positive concerning that." 2) *What the respondent is not totally positive about:* "I'm going to say whites. Our white children and I've got coloured children in my school who are kind of on the same level as them. But let's say the child that I have worked the most with, was educated according to a system, and a very good system, which proved itself. We all came through it, you and me. We can all read and write, in other words the system couldn't have been that bad. But now we are unfortunately sitting with children who haven't reached that level, who can't even pour tea. And now I must, using an entirely different curriculum, you must teach him to do these simple things. In other words the long and the short of it is our children are not on the same level, OK?"

CASE STUDY 4 QUESTION 1: TABLE 4.1.2
How many positive and negative statements have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 4	Mixed Feelings	1) "...I wouldn't say it's a total disaster, but perhaps because it is strange to us, because we are a little scared about it. **(NEGATIVE)** But I think there are lots of positive things in it." **(POSITIVE)**
OBE TEACHER 4	Positive Feelings	1) "I'm positive about it regarding the fact that I feel it gives many of our children a chance they never had. We involve more of our children who never had the chance, to discover certain things. Curriculum 2005 gives them that chance. *(Interviewee is referring to children that were disadvantaged by Apartheid.)* **(POSITIVE)** Say a child from the same community as the others; your children have differences. It gives also that child a chance to develop." *(Interviewee also believes that children with different abilities are given a chance to develop.)* **(POSITIVE)** 2) "What I also like is that children learn now for the first time, how to really think for themselves and to do things for themselves." **(POSITIVE)**
MANAGEMENT 4	Mixed Feelings "I'm not totally positive about it."	1) "...it has to be so. I'm not totally positive about it. We can reach the future by other means...**(NEGATIVE)** but the point is just I understand, that concerning the child, not everyone is on the same level and I understand we will have to move over to a new system to make room for both, for all races in South Africa. Because our children are not all on the same level, so we will have to go over to a new system. This is how I understand it. So I am positive concerning that." **(POSITIVE)** 2) *What the respondent is not totally positive about:* "I'm going to say whites. Our white children and I've got coloured children in my school who are kind of on the same level as them. But let's say the child that I have worked the most with, was educated according to a system, and a very good system, which proved itself. We all came through it, you and me. We can all read and write, in other words the system couldn't have been that bad. But now we are unfortunately sitting with children who haven't reached that level, who can't even pour tea. And now I must, using an entirely different curriculum, you must teach him to do these simple things. **(NEGATIVE)** In other words the long and the short of it is our children are not on the same level, OK?"

CASE STUDY 4 QUESTION 1: TABLE 4.1.3 Positive Sentiments Towards Curriculum 2005			
	POSITIVE IN TERMS OF...	**EXAMPLE FROM INTERVIEW TRANSCRIPTION**	**RESPONDENT**
POSITIVE COMMENTS	Broader Nature of Curriculum 2005	• "...there are lots of positive things in it."	Other Teacher 4
	Redressing the Past	• "...it gives many of our children a chance they never had."	OBE Teacher 4
	The Learner	• "Say a child from the same community as the others, your children have differences. It also gives that child a chance to develop." *(i.e. children with different abilities are all given the chance to develop.)*	OBE Teacher 4
		• "...children learn for the first time how to really think for themselves and to do things for themselves."	OBE Teacher 4
		• "...we will have to move over to a new system to make room for...all races in South Africa...because our children are not all on the same level. So I am positive concerning that."	Management 4

CASE STUDY 4 QUESTION 1: TABLE 4.1.4 Negative Sentiments Towards Curriculum 2005			
	NEGATIVE IN TERMS OF...	**EXAMPLE FROM INTERVIEW TRANSCRIPTION**	**RESPONDENT**
NEGATIVE COMMENTS	Teachers Facing Something New	• "I wouldn't say it's a total disaster, but perhaps because it is strange to us, because we are a little scared about it..."	Other Teacher 4
	Broader Nature of Curriculum 2005	• "I'm not totally positive about it. We can reach the future by other means...."	Management 4
	Using a New Curriculum to Level the Education Playing Field	• *(We had)* "...a very good system which proved itself...now we are unfortunately sitting with children who haven't reached that level. And now I must, using an entirely different curriculum...teach him to do these simple things."	Management 4

FINDINGS EMERGING FROM TABLE 4.1.3 AND TABLE 4.1.4:

Respondents feel positive about Curriculum 2005 in terms of:	Respondents feel negative about Curriculum 2005 in terms of:
- The broader nature of Curriculum 2005 - Redressing the past - The learner	- The broader nature of Curriculum 2005 - Teachers facing something new - Using a new curriculum to level the education field

- M4 and OBE4's responses concern Curriculum 2005 being particularly beneficial to learners.
- OBE4, the person directly involved with the implementation of Curriculum 2005 expressed only positive comments.
- The respondents have expressed both positive and negative sentiments about the following issue:

THE BROADER NATURE OF CURRICULUM 2005	**Positive comment:** - "I think there are lots of positive things about it." (OT4) **Negative comment:** - "I'm not totally positive about it. We can reach the future by other means." (M4)

FINDINGS EMERGING FROM QUESTION 1:

CASE STUDY 4 QUESTION 1: TABLE 4.1.5
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 4	Mixed Feelings	1 positive	1 negative
OBE Teacher 4	Positive Feelings	3 positive	0 negative
Management 4	Mixed Feelings	1 positive	2 negative

CASE STUDY 4 QUESTION 1: TABLE 4.1.6
Total number of positive and negative comments

	OTHER TEACHER 3	OBE TEACHER 3	MANAGEMENT 3
TOTAL NUMBER OF POSITIVE COMMENTS	1	3	1
TOTAL NUMBER OF NEGATIVE COMMENTS	1	0	2

Respondents mention more positive statements than negative.

QUESTION 2:

CASE STUDY 4 QUESTION 2: TABLE 4.2.1
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
	• "I think there is more involvement. The children have to think a lot more for themselves and discover things for themselves and teachers must basically be between the clothes *(i.e. hidden away)*. You have to be in the background and release the children. It's not just facts, facts, facts the whole day."	Other Teacher 4
• "In the old division, most times it was the teacher who was the most important component and children had to listen..."	• "Now, it is more the teacher who is the one who gives problems and the child comes up with solutions himself. So the child learns quicker to think independently. So that's good. The children learn more this way."	OBE Teacher 4
• "...in the old system of the teacher who stood in front and said this is what you do and the child learnt this is what I have to do. Let's take Maths...in the old days I told a child this is how we add up and subtract..."	• "I present a situation, which to a large extent we did in our schools...with the 'new Maths', new methods which we've done for a couple of years. Let's take Maths...now we go to the child and say here is the problem. Each one tries to solve the problem in his own way. Then we come back and talk about the problem and they explain their solutions. And then everyone chooses a new solution from all these solutions that the children brought."	Management 4
• "...communication...from the teacher to the child."	• "You really get two-way communication now...it's not just from the teacher to the child, it comes back from the child to the teacher."	

CASE STUDY 4 QUESTION 2: TABLE 4.2.2 How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 4	OBE TEACHER 4	MANAGEMENT 4
LEARNING	X	X	X
THE ROLE OF THE LEARNER	X	X	X
TEACHING METHODOLOGY		X	X
ROLE OF THE TEACHER	X	X	X

FINDINGS:

1. There is a lot of 'common ground' in the responses, particularly regarding learning and the role of the teacher.
2. OBE4 and M4 make reference to the problem solving approach.
3. Respondents talk about similar issues, but do not mention numerous differences between the old curriculum and new curriculum. Is this perhaps indicative of how much, or how little, they know about Curriculum 2005 or does it reveal good communication among the staff about the new curriculum?
4. Management 4 relates the 'new Maths' problem solving approach, to Curriculum 2005.

OTHER FINDINGS:

Principal differences mentioned concern:

- Learning
- The role of the learner
- The role of the teacher
- Teaching methodology

CASE STUDY 4 QUESTION 2: TABLE 4.2.3
Essential differences between the old curriculum and Curriculum 2005
Summary Table

DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	RESPONDENT
LEARNING		- Children discover things for themselves. They don't learn only facts. - Through the use of the problem solving approach, the child learns quicker to think independently. - Children learn through the problem solving approach.	OT4 OBE4 M4
THE ROLE OF THE LEARNER		- There is more involvement. The children have to think more for themselves and discover things for themselves. - Learner must come up with solutions to problems. - Each one tries to solve the problem in their own way.	OT4 OBE4 M4
THE ROLE OF THE TEACHER	- The teacher was the most important component and the children had to listen - Teacher stood in the front of the learners and told them what to do.	- Teacher must basically be "hidden away" in the background and "release the children". Teacher does not present only facts to the learners. - The teacher presents problems to the learners, which they have to solve. - Present problems to the learners, which they have to solve.	OT4 OBE4 M4
METHODOLOGY	- Communication from the teacher to the child	- Teacher uses the problem solving method. - Problem solving method. - Two-way communication, it's not just from the teacher to the child, it comes back from the child to the teacher.	OBE4 M4 M4

QUESTION 3:

CASE STUDY 4 QUESTION 3: TABLE 4.3.1 **If a parent asked you about OBE, what would you say?** **(A translation of the interview transcriptions)**	
Other Teacher 4	"I'll try. I think a person works in a direction that the children develop certain lifeskills, or let's say skills. This is what you are busy with all day and everything that you do, you must look forward, you must think why am I doing this with the child?"
OBE Teacher 4	"...I think it is strange for us and I think that's why we have problems, you know. Outcomes-based is to develop the child in totality, but it will be difficult for me to really explain it to a parent."
Management 4	"...when it comes to outcomes-based education, in other words; what comes out. The problem is presented; what solutions emerge. In other words the emphasis falls on the solutions that emerge."

CASE STUDY 4 QUESTION 3: TABLE 4.3.2 Can you define OBE?			
RESPONDENT	**BEHAVIOURAL ELEMENTS**	**RESPONSE**	**UNDERSTANDING OF OBE**
Other Teacher 4	Interviewee sensed that OT4 felt uncomfortable and explained that she knew this question was difficult.	"I don't know how to answer you so well there. I think that maybe you teach the child to look at schoolwork differently. It is no longer about the child who learns things and doesn't know why he must learn it. He must learn with a goal, to implement a skill."	Limited understanding
OBE Teacher 4	Interviewee took a long time to respond to the question. The question was posed again in another way. Interviewer tried hard to put OBE4 at ease.	"Outcomes-based is to develop the child in totality."	No understanding
Management 4	Interviewee seemed to struggle in putting his thoughts across.	"No, absolutely not."	No understanding

CASE STUDY 4 QUESTION 3: TABLE 4.3.3 Respondents' understanding of OBE						
	No Understanding	Poor	Limited	Fair	Good	Excellent
Other Teacher 4			X			
OBE Teacher 4	X					
Management 4	X					

FINDINGS QUESTION 3:

What do the respondents understand about OBE?

- Of the three respondents, Other Teacher 4 knows the most about OBE and even that knowledge is limited. Management 4 attempted to literally explain the words – outcomes-based. M4 is going to tell parents that OBE is about prescribing a problem and seeing what solutions emerge. OBE Teacher 4, who is currently implementing Curriculum 2005, explains that it would be very difficult to explain OBE to a parent. She is only able to say that it would develop the child in totality.

- All three respondents struggled to answer the question. M4 found it difficult to get his thoughts across. The interviewer sensed that OT4 felt uncomfortable answering this question. OBE4 took a long time to answer the question and it was necessary to pose the question in a different way.

QUESTION 4:

CASE STUDY 4 QUESTION 4: TABLE 4.4.1 Do you support the move towards OBE? A translation of the interview transcriptions		
RESPONDENT	**LEVEL OF UNDERSTANDING OF OBE**	**LEVEL OF SUPPORT FOR OBE AND REASON(S)**
Other Teacher 4	Limited understanding	- "I think I support it because a lot of what we have done in Junior Primary over the years that I've taught, you can basically carry on with. You will expand slightly, you will implement your outcomes-based education in a bit more detail, but I think I will support it."
OBE Teacher 4	No understanding	- "It is difficult for me to say at this stage because like you said we don't know the outcomes that will emerge in two, three years, so now I don't want to say I support it, we really haven't seen the outcomes of it."
Management 4	No understanding	- "I can say I support it. I just want to add I'm very grateful the Department didn't say to me here are a lot of rules, you must do it like this. The Department said you must experiment in the class. In other words...I can use what was good for me in past and I can incorporate it. In other words...in the past my children perhaps did well in helping each other solve a Maths problem and it came from their side. In other words, I am supporting OBE through this. Not so? But, I wouldn't have liked it if they had said from the beginning, listen you can't spell or read, or whatever it is you do in a school. You just have to do things in a certain way. If you look carefully it says anything that 'is responsible' and that word responsible says that they are not telling me to throw all my things out the door. They are saying you must just look at your methods and incorporate it with mine. Incorporate what was good with my system of education."

FINDINGS QUESTION 4:

Respondents' answers to Question 4 must be seen in the light of their understanding of OBE:

- **Other Teacher 4** holds only a limited knowledge of OBE. She indicates that she think she supports it, stating that she can carry on with a lot of the things she has been doing in JP over the years and just add the OBE detail. It is the view of the interviewer that OT4 doesn't know what this 'OBE detail' is. Her response is vague. She is in fact not supporting the theoretical underpinnings of OBE.

- **OBE Teacher 4** does not understand what outcomes-based education is all about; hence her response comes as no surprise. Her response to this question is that she cannot support OBE because she does not know the outcomes of it. Perhaps her answer is an attempt to cover up her lack of knowledge?

- **Management 4** could not define OBE in Question 3. His answer to Question 4 is rather long. M4 indicates that he supports OBE and states that the Department of Education is allowing him to merge his methods with their new ideas. He also states that his support for OBE is evident through his approach to Maths. M4 is in fact not supporting the theoretical underpinnings of OBE; he is supporting the Department of Education's approach to implementing Curriculum 2005 in his school.

QUESTION 5:

CASE STUDY 4 QUESTION 5: TABLE 4.5.1
Why do you think the Education Ministry is implementing Curriculum 2005?
A translation of the interview transcriptions

RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Other Teacher 4	"Maybe because the other races feel they were not satisfied with the education they received in the past or that they didn't get much out of it. I personally think that many of the things that we are being asked to do, we have been doing for a while. Integrated work we've been doing for quite a long time, which perhaps wasn't the case there. I'm not sure, these are my thoughts."
OBE Teacher 4	"I think it's a question about giving everyone the same chance, you know almost bring the one down a bit and bring the other up."
Management 4	"The largest number of children in South Africa, is children from this group which is not as developed as the others. Who haven't had what my white children have had. In other words you have to get a system, you can't just – let me say to you, I have a lot to do with coloured and black heads of schools. To tell you the truth we are good friends and that person, if I show him what I do in school, then he tells me that the standard is too high for his children. In other words he must start on another level with his children and that's why it was introduced." "...my children in this school their parents have one, two, maybe three motorcars. They know what a motorcar is if it is used as an example. They know how many wheels it has; they have an idea how it works. There are many of these children (from the underprivileged group) who have never ridden in a car and so on and so on...so I must start on another level with him. I can talk to my children about a car, but firstly I must explain to the other children what a car is. And that is what you have to compensate."

CASE STUDY 4 QUESTION 5: TABLE 4.5.2
Reasons for the Implementation of Curriculum 2005
A Summary of Table 4.5.1

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Political	Other Teacher 4	"...maybe the other races feel they were not satisfied with the education they received in the past..."
To Even the Education Playing Field	Management 4	"...the largest number of children in South Africa, is children from this group which is not as developed as the other...you have to get a system...he must start on another level with his children and that's why it was introduced."
	OBE Teacher 4	"...it's a question about giving everyone the same chance, you know almost bring the one down a bit and bring the other up."

FINDINGS QUESTION 5:

- Other Teacher 4 believes that many of the changes teachers are now expected to make in their methodology have been implemented for quite some time in ex-CED schools eg. integrated work.
- M4 and OBE4 express similar opinions.
- Interviewees cite two reasons for the implementation of Curriculum 2005 - political motivation and to even the education playing field.

QUESTION 6a:

CASE STUDY 4 QUESTION 6a: TABLE 4.6a.1
Likely Major Achievements of Curriculum 2005

RESPONDENT	LIKELY MAJOR ACHIEVEMENTS?
Other Teacher 4	"Mm, I think I'll leave it now..." *(Interviewee is unable to answer the question.)*
OBE Teacher 4	"Just this thing that children will develop themselves, not so?"
Management 4	"I think, not in a year or two, but after an attempt or two, you will get, even if the white child's standard drops, it will drop, it has to drop. But you will get at least that the black child comes in line with the rest, even though it is a middle line. But at a stage you will get children in South Africa, it doesn't matter what race or colour, that will be on the same level...then you can lift up, but first things must be evened."

CASE STUDY 4 QUESTION 6a: TABLE 4.6a.2
Likely Major Achievements of Curriculum 2005
Refining Table 4.6a.1

RESPONDENT	RESPONSE	ACHIEVEMENTS RELATE TO...
Other Teacher 4	*Interviewee was unable to mention any likely achievements.*	N/A
OBE Teacher 4	"...children will develop themselves."	**The Learner**
Management 4	"...at a stage you will get children in South Africa, it doesn't matter what race or colour, that will be at least on the same level...then you can lift up, but first things must be evened."	**To Even the Education Playing Field**

CASE STUDY 4 QUESTION 6a: TABLE 4.6a.3 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	**Details**	**Respondent**
The learner	• Will develop themselves	OBE4
To even the education playing field	• Interviewee proposes that South African children will ultimately all be on the same educational level	M4

FINDINGS QUESTION 6a:

1. Respondents do not mention many likely achievements.

2. OBE4's answer is rather vague. OT4 cannot mention any likely achievements. M4's answer doesn't raise any new ideas or issues; the point he discusses here has already been raised in Questions 1 and 5.

QUESTION 6b:

CASE STUDY 4 QUESTION 6b: TABLE 4.6b.1 Curriculum 2005 – Envisaged Pitfalls		
RESPONDENT	ENVISAGED PITFALLS RELATE TO...	EXPLANATION OF PITFALLS ENVISAGED
Other Teacher 4	• Teaching Methodology (related to large classes)	• "...perhaps schools who have lots of children in a class, it will become difficult to get to each child and actually your idea is to get to know each child. So overall it will be very difficult...because it's the brighter children who get your attention, or those that struggle. So the middle group disappear, they don't ask, they don't shout out...you don't get to know them like you should."

CASE STUDY 4 QUESTION 6b: TABLE 4.6b.1 (continued) Curriculum 2005 – Envisaged Pitfalls		
RESPONDENTS	**ENVISAGED PITFALLS RELATE TO...**	**EXPLANATION OF ENVISAGED PITFALLS**
OBE Teacher 4	• Assessment	• "...just the assessment...I believe a child must still be tested and must reach a standard himself and he must stay behind if he doesn't reach that standard. So I don't think its going to work." *(Data extracted from Question 6a)*
	• The Teacher: Lazy Teachers and Teachers' Sense of Responsibility	• "...and then this thing that some teachers are lazy...who sit back and say the child must learn this for himself...they have to learn to clap, write, read, those are essential for everything and I think this will now often get lost. For me the Grade 1 teacher must go on; I don't have a standard anymore by which I test my work, so perhaps the responsibility just gets passed on (to the next teacher). No, I don't believe in this at all."
Management 4	• Teachers who are Insufficiently Trained	• " Our problem lies with the teacher, not the child. In this school of ours all our teachers have sufficient training and background to compensate for this problem and to do something about the problem. Because remember the Department didn't give us prescribed guidelines...they put the ball in out hand and we must improvise. But I believe that not anyone has the ability to do it. In a school where things are going well and where the standard is high, you will find teachers whose standard is high – who can handle the problem better. And that's my concern, on the other side, we must remember that it is often in white schools there's a negativity because you had something good and it's no longer good. In other words you are negative to implement change. The poor black teacher in a black school had nothing, so he hangs onto this and it lifts him up. On the other side in white schools you are forced to...the white teacher realises he has to go on. He can't say I don't want anything to do with Curriculum 2005. He has to implement it in his class."
	• Negative Perception of Curriculum 2005	
	• Teachers Not Helping One Another	"...I'm group leader for Circuit 5 to implement this in school. This afternoon I have a meeting – they call it a network. What's important here is that white, non-white, black and white mustn't be separate on this. We must plan together; in other words my teachers who are on a higher standard meet with Mrs. So-and-So who is on a lower standard and share ideas and what happens is that the stuff goes to the weaker. The teacher from the rural school who is weak, who doesn't have the know-how, she taps the teacher who does know...There must be a working together of black and white otherwise this thing is going to run dead. I'm telling you now."

CASE STUDY 4 QUESTION 6b: TABLE 4.6b.2 Pitfall dimensions		
Pitfall dimensions	**Detail of Pitfall(s)**	**Respondent**
Problems presently experienced	1. **Negative Perception of Curriculum 2005 –** "...often in white schools there is a negativity, because you had something good and it's no longer good. In other words you are negative to implement...to change..."	• Management 4
Problems that may occur in the future	1. **Teaching Methodology: Large Class Teaching –** "...it will be difficult to get to each child...you don't know them like you should."	• Other Teacher 4
	2. **Assessment –** "I believe a child must be tested and must reach a standard himself and stay behind if he doesn't reach that standard."	• OBE Teacher 4
	3. **Lazy Teachers –** "...some teachers are lazy...who sit back and say the child must learn this for himself..."	• OBE Teacher 4
	4. **Teachers' Sense of Responsibility –** "...I *(the Grade 1 teacher)* don't have a standard anymore by which I test my work, so perhaps the responsibility gets passed on to the next teacher..."	• OBE Teacher 4
	5. **Teachers Not Helping One Another –** "...Black and white *(teachers)* mustn't be separate on this...there must be a working together of black and white otherwise this thing is going to run dead."	• Management 4
	6. **Teachers who are Insufficiently Trained –** "...the Department didn't give us prescribed guidelines...they put the ball in our hand and we must improvise. But I do believe that not everyone has the ability to do it."	• Management 4

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	**RESPONDENT**
Teaching Methodology: Large Class Teaching	**Other Teacher 4**
Assessment	**OBE Teacher 4**
Negative Perception of Curriculum 2005	**Management 4**
Lazy Teachers	**OBE Teacher 4**
Teachers' Sense of Responsibility	**OBE Teacher 4**
Teachers who are Insufficiently Trained	**Management 4**
Disadvantaged Schools	**Management 4**

- Management 4 often talks about Curriculum 2005 in racial terms eg. he talks of the feelings of white teachers and how black teachers need help from white teachers etc. *(See also Question 6a.)* M4 believes that black and white teachers must work together, but white teachers who hold the key to Curriculum 2005 and they need to teach other teachers about it.

It is almost as if M4 holds a superior attitude. M4 explains that he is "a group leader for Circuit 5 to implement this in school" and yet M4's response to Question 3 reveals his lack of understanding of OBE. This raises a question: to what extent does this principal's sense of knowing 'everything' prevent him from learning more?

- Management 4 refers to the issue of teachers networking with one another. See related discussion in the **Discussion, Conclusion and Recommendations chapter**, page 366.

QUESTION 7:

CASE STUDY 4 QUESTION 7: TABLE 4.7.1
Changes in educators' feelings towards the teaching profession

RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 4	Yes	"Perhaps a little, because I must be honest, I'm scared I'm not going to be able to implement it. It's just you've got to be trained again, so it takes more time at home and you're scared you won't get through everything...next year it's my turn as it gets phased in Grade 2 and it makes me a little upset...you're scared you leave the important stuff out."
OBE Teacher 4	No	"I do my work...and bring all the new stuff in. I use my old stuff but merge it with the new stuff and that is wonderfully stimulating for me."
Management 4	Yes	"...we must just remember we are standing in a profession where not only the curriculum has changed, but everything has changed; posts, 'the sword that hangs over teachers heads', that makes us all very negative. At the end of the day, I think us teachers who are a bit older we've realised, look here, in the past things were also expected of us and then we went mad and in the end we got it right. So I think us older people have learnt how to handle a situation." "But it has made me negative. Definitely, because now I've got a system that words, why do I have to change? But then I have to think further to the paradigm shift – we live in one country, I have to live here, he has to live here. If I can improve his standard, he can improve my standard. In other word, let's look at a plan, that will improve everyone's situation, not just the whites, but also improve the black man's situation, because eventually my situation will also improve." "...us heads of schools have been involved with integration with black and brown heads for a long time now...I've realised it's a person to whom I also want to listen to and that's why I say we've learnt a lot more by looking at the paradigm shift together, as opposed to the ordinary teacher on the ground who only looks at his little group."

CASE STUDY 4 QUESTION 7: TABLE 4.7.2 Changes in educators' feelings towards the teaching profession A summary of Table 4.7.1			
RESPONDENT	**ANY CHANGES?**	**SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION**	**POSITIVE OR NEGATIVE CHANGE?**
Other Teacher 4	Yes	*Interviewee feels her feelings may have changed a little::* "I'm scared I'm not going to be able to implement it. It's just you've got to be trained again, so it takes more time at home...you're scared you'll leave the important stuff out."	Negative
OBE Teacher 4	No	"I do I do my work...and bring all the new stuff in. I use my old stuff but merge it with the new stuff and that is wonderfully stimulating for me."	N/A
Management 4	Yes	"...we are standing in a profession where not only the curriculum has changed, but everything has changed; posts, 'the sword that hangs over teachers heads', that makes us all very negative..." "But it has made me negative. Definitely, because now I've got a system that works, why do I have to change? But then I have to think further to the paradigm shift – we live in one country, I have to live here, he has to live here. If I can improve his standard, he can improve my standard. In other words, let's look at a plan that will improve everyone's situation..." "...us heads of schools have been involved with integration with black and brown heads for a long time now...I've realised it's a person to whom I also want to listen to and that's why I say we've learnt a lot more by looking at the paradigm shift together..."	Negative and Positive

FINDINGS QUESTION 7:

1. **OBE Teacher 4:** Her feelings have not changed. She is happy to continue with her work and finds the inclusion of the 'new stuff' stimulating.
2. **Other Teacher 4:** Her feelings have changed a little. The reason for this is her sense of fear of not been able to implement Curriculum 2005. She also worries that the training that will be required will encroach on her time at home.
3. **Management 4:** His feelings have changed for a number of reasons –
    a. Curriculum 2005 is yet another change that makes teachers feel negative. Other worries are issues related to teaching posts.
    b. He feels negative because he believes that there is no reason to change an education system that works well.

Although M4's feelings have changed, he explains how he looks at the broader paradigm shift and realises that a plan must be implemented that will 'improve everyone's situation'. He believes that he has learnt more by looking at the broader perspective with 'black and brown' principals.

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 4 QUESTION 8: TABLE 4.8.1 Interviewees' Sources			
SOURCES	OTHER TEACHER 4	OBE TEACHER 4	MANAGEMENT 4
A	X	X	X
B			
C	X	X	X
D	X	X	X
E	X	X	X

Findings:

1. Teacher unions were not mentioned as a source by any of the respondents.

CASE STUDY 4 QUESTION 8: TABLE 4.8.2 Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Other Teacher 4		
A -	- Yes	
B -	- No	"No. I haven't been to one like that."
C -	- Yes	"Yes, I suppose so."
D -	- Yes	"I read it if there is something."
E -	- Yes	"Everyone talks, but you don't listen so intensely to everyone, so you wonder if they really know what they are talking about." "I've read in magazines a little bit."
OBE Teacher 4		
A -	- Yes	"Yes, I went, but what they gave us was minimal. All we had was two days training. That's all."
B -	- No	"No, I don't think they've given anything yet."
C -	- Yes	"Very little."
D -	- Yes	"Also a little."
E -	- Yes	"The stuff which arrives here is not guidelines, it's adverts from publishers like NASOU...publishers who want to make money out of this story, who bring this stuff to you, but it is not guidelines."
Management 4		
A -	- Yes	"The first one we had was very poor, because everything hung in the air. Even I didn't know what was going on. I think they also didn't know exactly what was going on. What was positive...there was some information that came out..." "...and the other thing is that I've got good Circuit Managers who share information with me and both are women – just as interesting. But they share it with us and we talk about it. So at this stage I don't want to say I know 100%, I'm not even sure if it is 30%, but I know what it is about from what's available."
B -	- No	"Not one of them."
C -	- Yes	
D -	- Yes	"A little, yes."
E -	- Yes	"I think interaction between teachers and principals, that's the most."

CASE STUDY 4 QUESTION 8: TABLE 4.8.3 Most Informative and Least Informative Sources		
SOURCES	OTHER TEACHER 4	ADDITIONAL COMMENTS ABOUT SOURCES
A	1	"Provincial Department meetings."
B		
C	2	"Then the written documentation."
D	3	
E	3	
	OBE TEACHER 4	
A	1	"The Provincial Education Department."
B		
C	2	
D	3	
E	4	
	MANAGEMENT 4	
A	1	
B		
C	2	
D	4	
E	3	"The interaction between teachers."

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

Findings:

1. OT4 and OBE4 – Their sources are ranked in a similar order.
2. All three respondents have rated the same sources at numbers 1 and 2.

CASE STUDY 4 QUESTION 8: TABLE 4.8.4
Positive and Negative Statements Made Regarding the Sources

SOURCES	OTHER TEACHER 4	OBE TEACHER 4	MANAGEMENT 4
A		- "...it was minimal what they gave us." **(Negative)**	- "The first one we had was very weak , because everything hung in the air...I also think they didn't know exactly what was going on..." **(Negative)** - "What was positive...there was some information that came out..." **(Positive)** - "...and the other thing is that I've got good Circuit Managers who share information with me and both are women – just as interesting. But they share it with us and we talk about it." **(Positive)**
B			
C		- "Very little." **(Negative)**	
D			
E	- "Everyone talks, but you don't listen so intensely to everyone, so you wonder if they really know what they are talking about." **(Negative)**	- "The stuff which arrives here is not guidelines, it's more adverts for publishers...who actually want to make money out of the story..." **(Negative)**	

Findings emerging from Table 4.8.4:

Negative comments concern issues related to:

- **Training/Informing Teachers:**

Teachers received minimal training. (OBE4)

First meeting held left things hanging in the air. Trainers were also perceived as not knowing what was going on. (M4)

- **Documentation received from the Department:**

Respondent learnt very little from it. (OBE4)

- **Publishers:**

Perceived as merely bringing adverts to the school re. their materials and no actual guidelines that teachers could use. Also seen as merely wanting to make money out of Curriculum 2005. (OBE4)

- **Other Sources:**

People talk but "you wonder if they really know what they are talking about."

Positive comments concern issues related to:

- **Training/Informing Teachers:**

Some information did emerge from the first meeting. (M4)
Circuit Leaders are perceived as playing an important role. They share information with the principal and staff and talk about the new data.

CASE STUDY 4 QUESTION 8: TABLE 4.8.5 Which sources are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	A, A, A
2	C, C, C
3	D, E, D, E
4	E, D
5 – least informative	

- Respondents have similar sources of information.
- A and C are clearly the most informative sources for the three respondents.

CASE STUDY 4 QUESTION 8: TABLE 4.8.6 Which sources are most informative?			
	Other Teacher 4	OBE Teacher 4	Management 4
A	1	1	1
B			
C	2	2	2
D	3	3	4
E	3	4	3

QUESTION 9:

CASE STUDY 4 QUESTION 9: TABLE 4.9.1
Additional Sources of Information

RESPONDENT	SOURCE
Other Teacher 4	"Our...Joylene Bruewers, she is our inspector, our Area Manager Child Development...we see them *(inspectors)* a lot. You know they are very involved with us and it's easy to phone them and tell them to come."
OBE Teacher 4	"I think the Circuit Leader, because look they are above us and because we think they are the right people, if that is actually the case I don't know, they are also just careful."
Management 4	"My Circuit Leader."

CASE STUDY 4 QUESTION 9: TABLE 4.9.2
Additional Sources of Information
SUMMARY TABLE

RESPONDENT	SOURCE	REASON(S)
Other Teacher 4	Circuit Area Manager Child Development	- Very involved with the teachers - Easy to phone them and tell them to come
OBE Teacher 4	Circuit Leader	- They are 'above us' - We think they are the right people
Management 4	Circuit Leader	

FINDINGS QUESTION 9:

- All three respondents would turn to people within the Education Department. Clearly, the Circuit Manager(s) are perceived in a good light. OT4 indicates that she has a good relationship with them. The Circuit Manager(s) seem to be easily accessible to the teachers; OT4 explains that it is easy to phone them and tell them to come. See also **Discussion, Conclusion and Recommendations chapter**, page 364 – 365, for a related discussion on the relationships between schools and the Department of Education.

QUESTION 10:

CASE STUDY 4 QUESTION 10: TABLE 4.10.1
Describing Curriculum 2005

DESCRIPTIVE WORDS	RESPONDENTS	REASON FOR CHOICE OF DESCRIPTIVE WORDS
Innovative	Management 4	- "Because it's innovative – plans have to be made with it."
Problematic		
Needed		
Unwanted	OBE Teacher 4	- "I think ours was all right, we were getting along fine. If I had to tell you the truth I would have to say for the past ten years I've been doing 2005 in my class. I do groupwork, brainstorm and go on outings...but I think it's a good thing that the others are also learning to do it now, but for me it's actually what we've been doing all these years."
Frightening		
Motivational	Other Teacher 4	- "Well, it motivates you as a teacher to sharpen up a little, to get by with the new stuff, to discover and so on..."
Exciting	Management 4	- "Because concerning the child it is much better than a one-way situation; teacher to child. The children takes part in the whole story now."
	Other Teacher 4	- "...because a person falls into a rut, you stay in the same rut year after year, so it's lekker to look forward to something new."
	OBE Teacher 4	- "To think that it is now happening. That which we've done all the time, now everyone is doing it. That is exciting for me."
Tedious		

1. A total of 5 positive words and 1 negative word were chosen to describe Curriculum 2005.
2. OBE Teacher 4's response could be perceived as arrogant, as well as uninformed. Some teachers may well have been using certain methodologies for years eg. groupwork, which have now been incorporated into a new national curriculum. However, Curriculum 2005 is far more encompassing than the utilisation of a number of different methods in the classroom.

CASE STUDY 4 QUESTION 10: TABLE 4.10.2 Detail gleamed from respondents' descriptions of Curriculum 2005			
RESPONDENT	**DESCRIPTIVE WORD**	**NEGATIVE OR POSITIVE DESCRIPTION**	**DESCRIPTION CONCERNS...**
Other Teacher 4	Motivational Exciting	Positive Positive	- Teacher is motivated to 'sharpen up a little'. - Teachers fall into a rut and stagnate, but Curriculum 2005 has caused the respondent to look forward to something new.
OBE Teacher 4	Unwanted Exciting	Negative Positive	- Personally unwanted because the respondent feels she has already been doing 2005 for ten years and it has just been introduced to teach 'the others'. - Respondent finds it exciting that everyone will be doing what "we've been doing all these years."
Management 4	Innovative Exciting	Positive Positive	- Respondent finds it innovative because "plans have to be made with it." - Positive concerning the child. There is no longer a one-way situation of the teacher communicating to the child. The child is also involved.

FINDINGS QUESTION 10:

CASE STUDY 4 QUESTION 10: TABLE 4.10.3 Question 10 – Findings		
	ISSUES	**DETAIL**
Positive statements are related to...	- Broader nature of Curriculum 2005 - The Learner - The Teacher - Equality of Education Provision	- Plans have to made with it - More involved in a two-way communication in class - Motivates a teacher to re-look at methods employed. Causes teachers to 'sharpen up'. - It is something to look forward to. Prevents teachers from remaining in a rut. - Everyone is doing it
Negative statements are related to...	- Change	- Respondent believes the old system was "all right".

QUESTION 11:

CASE STUDY 4 QUESTION 11: TABLE 4.11.1
Has OBE made any difference to the way in which you teach in your classroom?

RESPONDENT	IS THERE A DIFFERENCE?	EXPLANATION OF THE DIFFERENCES	POSITIVE OR NEGATIVE DIFFERENCES?
Other Teacher 4	Yes	1. "Yes, I think so. A person has to kind of get yourself ready for this thing, so you try to implement a little of what you hear..."	- Positive
		2. "Technology *(that's what I've taken upon myself to try out in my class.)* When you work with themes or projects, then you realise you can do this practically, it falls under Technology."	- Positive
		3. "I'm still struggling *(to make changes in my classroom methodology.)* I enjoy giving school and knowing that the children learn. It's difficult for me to stand back and just facilitate. That's what makes me scared, if I'll be able to do it, I don't know." *(Respondent is afraid of making any major changes to her teaching methodology.)*	- Negative
Management 4	Yes *(Small change)*	1. "I'll say 80% is still using my old methods, but a person tries to get more feedback from the children...and I bet you in most white schools this is the case."	- Positive

FINDINGS QUESTION 11 TABLE 4.11.1:

CASE STUDY 4 QUESTION 11: TABLE 4.11.2
The difference OBE has made to teachers' practice

RESPONDENT	IS THERE A DIFFERENCE?	DIFFERENCE CONCERNS...	DIFFERENCES	INDICATION OF DEGREE OF CHANGE
Other Teacher 4	Yes	a. Linking new curriculum to existing practice	a. Linking existing practice to new Learning Areas. In this instance, Technology. **(P)**	Small
		b. Role of the teacher	b. Respondent is struggling to 'stand back and just facilitate'. She fears such a move and doesn't know if she will be able to do it. **(N)**	Small
Management 4	Yes	a. Communication between teacher and learners	a. Respondent tries to get more feedback from the learners. **(P)**	Small

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

FINDINGS QUESTION 11 TABLE 4.11.2:

1. M4 makes one positive comment related to changes in his teaching practice and OT4 mentions one positive and one negative comment.
2. OT4 is struggling to make changes to her role as teacher. She finds it difficult to change her role to that of a facilitator.

CASE STUDY 4 QUESTION 11: TABLE 4.11.3
Differences in Teachers' Practice Relate to...

Differences concern...	Respondent	Positive/Negative Difference?
Linking new curriculum to existing practice	Other Teacher 4	Positive
Communication between teacher and learners	Management 4	Positive
Role of the teacher	Other Teacher 4	Negative

CASE STUDY 4 QUESTION 11: TABLE 4.11.4 Changes OBE has made to Teaching Methodology			
Changes Relate to...	**Changes**	**Any Details or Comments?**	**Respondent**
Use of specific methodology	Facilitation	Respondent finds it difficult to be a facilitator. She questions whether or not she will be able to facilitate. **(N)**	OT4
	Communication	Respondent attempts to get more feedback from learners.	M4

QUESTION 12:

CASE STUDY 4 QUESTION 12: TABLE 4.12.1 Teachers implementing OBE – How has their practice changed thus far?			
RESPONDENT	**-VE OR +VE CHANGES**	**DETAIL OF CHANGES**	**CHANGES CONCERN**
OBE Teacher 4	Positive	- "...we work more in terms of themes. You know in the old days we didn't and now all the subjects which merge around one theme, that I like." - "No..." *(I haven't introduced any new methods)* - "...the past ten years, I've actually been doing Curriculum 2005; ...I do groupwork, I go on outings..." *(Data from Question 9 – inserted for discussion.)*	- Preparation

Findings Question 12:

- The introduction of an outcomes-based curriculum has resulted, thus far, in very few changes to OBE Teacher 4's practice. Only one change has been made i.e. structuring learning experiences around themes. OBE4 comments that she hasn't introduced any new methods. Perhaps OBE4 has been utilising a number of the methodologies now being employed in Curriculum 2005? On the other hand, OBE4 does not understand what OBE is all about

(See Questions 3 and 4). In the light of her lack of understanding, it seems reasonable to expect few changes to her teaching practice.

QUESTIONS 11 and 12: A SUMMARY:

CASE STUDY 4 QUESTIONS 11 and 12: TABLE 1
Dimensions of Change Arising from OBE Implementation

RESPONDENTS	CHANGE DIMENSIONS								
	1.	2.	3.	4.	5.	6.	7.	8.	9.
Other Teacher 4			X						
OBE Teacher 4									X
Management 4			X					X	

KEY TO TABLE:

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

OTHER ISSUES EMERGING FROM CASE STUDY 4

Issues emerging from Management 4's responses:

1. In Question 6b, Management 4 mentions his belief that Curriculum 2005 will 'work' in schools where there is a high standard of work and where the teachers are well qualified and committed. The question that emerges is: What will happen in schools where teachers are not well qualified?

2. The staff at this school have frequent dealings with the Western Cape Education Department (WCED). There is evidence of a positive relationship between the school and representatives of the Department. In Question 9, Other Teacher 4 indicates she would turn to the Education Department for help if it were needed. Management 4 talks about the excellent Circuit Managers who work with the staff at the school. See related discussion in the **Discussion, Conclusion and Recommendations Chapter**, page 364 – 365.

3. M4 perceives Curriculum 2005 as an imposition; "It has to be like this..." *(Question 1)*. In Question 6b, Curriculum 2005 is referred to as "...a problem..." M4 indicates that he realises that the new curriculum is here to 'even the playing field' and that he accepts that, but he still perceives it as a problem that his school has to deal with.

Other Points:

1. A certain arrogance may be detected in the respondents' attitudes eg. comments like - 'the others catching up', 'other races meeting our standard', 'we've been doing Curriculum 2005 all along'. To what extent do such feelings prevent the respondents from learning more about Curriculum 2005? It might also be said that the respondents' lack an in-depth understanding of Curriculum 2005 *(See Question 3)*. This is also revealed in the fact that often the same issue is discussed in a variety of questions eg. Management 4 talks of 'getting children to the same level', in Questions 1, 5 and 6a. Problem solving is discussed four times in the first three questions of the interview. If Management 4 held a broader knowledge of OBE and Curriculum 2005 perhaps there would have been a greater variety of points made, instead of the same point being moulded to suit particular questions.
2. Ideas and issues are often discussed along racial lines eg. white schools, black teachers, brown principals. At the same time Management 4 indicates that unless black and white teachers work together Curriculum 2005 won't work.

A SYNOPSIS OF CASE STUDY 4:

Question 1: Respondents expressed more positive statements than negative ones. The positive comments concerned three issues, as did the negative comments. OBE4 expressed only positive comments.

Question 2: Respondents mentioned similar issues, particularly regarding learning and the role of the learner, however only four differences between the old curriculum and Curriculum 2005 were noted.

Question 3: Respondents held either no understanding of OBE, or a limited understanding. OBE4 did not indicate any understanding of OBE. The respondents all found this question difficult to answer.

Question 4: OT4 indicated that she still had to learn about OBE and would support it for the sake of her learners. OBE4 said she was unable to support OBE because she did not know the outcome of it. M4 supported the Department of Education's approach to the implementation of Curriculum 2005, not OBE itself.

Question 5: Respondents cited two reasons for the implementation of Curriculum 2005 – political and to even the education playing field.

Question 6a: The three respondents only mentioned two likely achievements of the new curriculum.

Question 6b: Respondents mentioned seven envisaged pitfalls of the new curriculum.

Question 7: OT4 and M4: Their feelings towards the teaching profession changed. OBE4: Her feelings did not change.

Question 8: Source B was not mentioned by any of the three respondents. The 1st and 2nd most informative sources were the same for the three respondents.

Question 9: Respondents would all turn to the Department of Education for additional information.

Question 10: Five positive words and 1 negative word were chosen to describe Curriculum 2005.

Question 11: OT4 and M4 indicated a few small differences in their practice. All the differences were positive, except OT4, who was finding facilitation difficult.

Question 12: OBE4 indicated that she had not introduced any new methods into her teaching. She mentioned that work was structured around a theme.

Other: Generally, the respondents in Case Study 4 hold only a limited understanding of Curriculum 2005 and all that it entails. Evidence does suggest a good relationship exists between the respondents and the Department of Education – See Questions 4 and 9 above.

CASE STUDY 5

CASE STUDY 5

Site: Urban, non-pilot, ex–Cape Education Department (CED) Model C school

BACKGROUND DATA ON THE SITE

Comments and Reflections of the Researcher:
This school is a typically well run ex-Model C school; there is a full staff complement of well-qualified teachers, sufficient resources, a music centre, playing fields etc. The school grounds are carefully looked after. The children were dressed in neat, well-kept uniforms. I noticed a number of teachers, as well as the headmaster, interacting with some children and noted that the children were spoken to in quiet, respectful manner. The headmaster is a well-dressed, well-spoken person, who seemed most presentable. I would imagine that effective teaching and learning is taking place at this school. Teachers seem to be embracing the move to Curriculum 2005 in a calm manner. They seem quite well informed and have also organised their own learning groups eg. The JP Forum, to help them understand the changes. They seem to be a motivated staff.

INITIAL CONTEXT CHART

Political Context: Ex CED Model C school, considered an advantaged school pre. 1994 in terms of resources, qualified staff etc. School still consists predominantly of white children, but the beginnings of racial integration are certainly evident

Social context:

1. School Environment: urban setting, well resourced, non-pilot school, most of the children come from middle-class families

Personal Context:
- Teachers have access to a number of resources eg. overhead projectors, sport equipment
- class size varies from mid 20's – mid 30's

2. School situated in the heart of an urban suburb

Case Study 5 involves three interviews that were all conducted at the school: The respondents in these interviews are as follows:

a. **Other Teacher 5 –** Teaches Grade 2 and has been teaching for more than 10 years, in fact she has been in education for 20 years.
b. **OBE Teacher 5 –** This teacher teaches Grade 1 and has been teaching for 20 years.
c. **Management 5 –** The principal has been teaching for more than ten years and presently teaches Grades 5 – 7.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Once again, Contact Summary Sheets were utilized with each interview. What follows is a synopsis of these Contact Summary Sheets, for Case Study 5. Other detail regarding the inclusion of Contact Summary Sheets has been noted in Case Study 1.

CONTACT SUMMARY SHEET - INTERVIEW 13

Date interview undertaken: 23 April 1998
Respondent: **OBE TEACHER 5**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
Initially, the interviewee struck me as being quite serious. The interviewee was rather nervous eg. question 6a – silence, um, hesitation and the dialogue was somewhat restricted at times. Eventually she settled down and was more relaxed.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview? Interview proved to be enjoyable and resulted in the acquisition of some valuable data.
6. What are the weaknesses in my interviewing technique? I should have listened more carefully to the interviewee's responses. This would have aided in knowing when to probe further!
7. What could have been done differently in this interview? I could have probed the responses more.
8. What changed from the previous interview? Pace good. Not rushed!

CONTACT SUMMARY SHEET - INTERVIEW 14

Date interview undertaken: 23 April 1998
Respondent: **MANAGEMENT 5**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This headmaster struck me as a highly presentable person – dressed in a fashionable suit and tie. He also came across as a very confident person. There were moments when I thought that he was rather full of himself. He tended to waffle on and go off at a tangent during some of the questions. He is very proud of his teachers - the JPs in particular.
The interview was held in his office. I felt very comfortable and we drank coffee during our discussion.
This headmaster struck me as being more of a manager than a teacher.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant
2. Validity: Summaries and checks – did any discrepancies arise?
I lead the interviewee – question 8.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No
5. What proved successful in this interview? A lot of data was collected and a good discussion emerged around some of the questions.
6. What could have been done differently in this interview?
I could have kept some of my responses to a minimum.
7. What changed from the previous interview?
I presented a more professional air to the interviewee.

CONTACT SUMMARY SHEET - INTERVIEW 15

Date interview undertaken: 23 April 1998
Respondent: OTHER TEACHER 5
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
This interviewee struck me as being rather 'clued-up' re. Curriculum 2005 and she is trying her best to come to grips with the changes.
Interviewee's voice had an upbeat tone to it. She exuded a calm confidence. I found her interesting to talk to. She still sounded very keen after so many years of teaching! What emerged during this interview is that the WCED is highly respected by this teacher.
Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? I lead the interviewee in question 11, but fortunately it initiated some valuable discussion.
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? Open body language – relaxed.
5. What proved successful in this interview? I felt that the interview moved at a good pace.
6. Weaknesses: I rambled on at times eg. question 9 – thank goodness in this instance it led to the interviewee adding further comments.
7. What could have been done differently in this interview? I need to get to the point! Don't ramble.

FINDINGS: CASE STUDY 5

QUESTION 1:

CASE STUDY 5 QUESTION 1: TABLE 5.1.1
What are your feelings about Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 5	Mixed Feelings "I think it will work magnificently...I am concerned about...whether it's going to be effective throughout the education system	1) "Ok, there is certainly no going back on the system because it really is in place now and I think that the more privileged schools...am I allowed to say so...I think it will work magnificently because no matter what changes have come into education...people...they've just managed – like the new approach to Maths..." 2) "I am concerned about more – the less advantaged schools though, because I feel this approach is so much hands-on and it's so much preparation, so I have my doubts whether it will be effective throughout the education system."
OBE TEACHER 5	Mixed Feelings "Ok, I have mixed feelings."	1) "I think there are very positive things in the curriculum..." 2) "...but I think we aren't prepared enough. We don't have enough training. um, the books we are supposed to work from have arrived late, so for us we are still feeling our way." 3) "...but I do think we can't throw the old out, I think we have to try and merge the two."
MANAGEMENT 5	Mixed Feelings	1) "I think initially, especially in education, people are afraid of change...you have to make people a part of it to win them over..." 2) "I think in SA there is a need for change...but I don't know if OBE is the answer, it may be ultimately, but whether we are actually going to achieve it or not that is everyone's fear..." 3) "...after the fact that they generally don't like change – that are set in their ways, your older teachers want to carry on, they feel that they have had a lot of success in they way they've taught..." 4) "...we've got to get away from this department does it this way, this one does...we've got to have something...some kind of umbrella that everybody..." 5) "...my initial reaction was...they are now going to reinvent the wheel they are going to do what countries such as the USA, England...and we're going to make the same mistakes they made and end up with a situation where something new and trendy has come along...and it hasn't worked..." 6) "...So I don't believe in quick change and I think the problem with this model is that it is first of all being implemented too quickly, there hasn't been a lot of...planning, forethought, finance, training of teachers..."

MANAGEMENT 5 (CONTINUED)		7) "...children...will not have the self-work sort of discipline...they might be happy and might have learnt a few things along the way...but if I look at England...they are not necessary literate or numerate and they don't have the right work ethic; you know, pride in your work, doing things properly..." 8) "...I was speaking for big groups...but I said to myself, I'm the headmaster of a school, we knew there were going to be changes and I've got to be positive and I've got to try and move forward..." 9) "...My concern is more for the people out there who do not have well qualified teachers, whose teachers are incompetent...it's going to be difficult enough at your sort of ex-white...ex-Model C school, where you have teachers with a work ethic, who are trained...this is the irony...the children out there who really need it, they are not going to benefit because the teachers are not going to cope..." 10) The Junior Primary teachers feel far more confident and if it's going to work, it's going to work there...the whole approach ties up much more closely with how they teach now..."

CASE STUDY 5 QUESTION 1: TABLE 5.1.2
How many positive and negative statements have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 5	Mixed Feelings "I think it will work magnificently...I am concerned about...whether it's going to be effective throughout the education system	1) "Ok, there is certainly no going back on the system because it really is in place now and I think that the more privileged schools...am I allowed to say so...I think it will work magnificently because no matter what changes have come into education...people...they've just managed – like the new approach to Maths..." **(POSITIVE)** 2) "I am concerned about more – the less advantaged schools though, because I feel this approach is so much hands-on and it's so much preparation, so I have my doubts whether it will be effective throughout the education system." **(NEGATIVE)**
OBE TEACHER 5	Mixed Feelings "Ok, I have mixed feelings."	1) "I think there are very positive things in the curriculum..." **(POSITIVE)** 2) "...but I think we aren't prepared enough. We don't have enough training **(NEGATIVE)**, um, the books we are supposed to work from have arrived late, so for us we are still feeling our way." **(NEGATIVE)** 3) "...but I do think we can't throw the old out, I think we have to try and merge the two."
MANAGEMENT 5	Mixed Feelings	1) "I think initially, especially in education, people are afraid of change...you have to make people a part of it to win them over..." **(NEGATIVE)** 2) "I think in SA there is a need for change...but I don't know if OBE is the answer, it may be ultimately but whether we are actually going to achieve it or not that is everyone's fear..." **(NEGATIVE)** 3) "...after the fact that they generally don't like change – that are set in their ways, your older teachers want to carry on, they feel that they have had a lot of success in they way they've taught..." **(NEGATIVE)** 4) "...we've got to get away from this department does it this way, this one does...we've got to have something...some kind of umbrella that everybody..." **(POSITIVE)** 5) "...my initial reaction was...they are now going to reinvent the wheel, they are going to do what countries such as the USA, England...and we're going to make the same mistakes they made and end up with a situation where something new and trendy has come along...and it hasn't worked..." **(NEGATIVE)** 6) "...So I don't believe in quick change and I think the problem with this model is that it is first of all being implemented too quickly, there hasn't been a lot of...planning, forethought, finance, training of teachers..." **(NEGATIVE)**

MANAGEMENT 5 (CONTINUED)		7) "...children...will not have the self-work sort of discipline...they might be happy and might have learnt a few things along the way...but if I look at England...they are not necessary literate or numerate and they don't have the right work ethic; you know, pride in your work, doing things properly..." **(NEGATIVE)** 8) "...I was speaking for big groups...but I said to myself, I'm the headmaster of a school, we knew there were going to be changes and I've got to be positive and I've got to try and move forward..." **(POSITIVE)** 9) "...My concern is more for the people out there who do not have well qualified teachers, whose teachers are incompetent...it's going to be difficult enough at your sort of ex-white...ex-Model C school, where you have teachers with a work ethic, who are trained...this is the irony...the children out there who really need it, they are not going to benefit because the teachers are not going to cope..." **(NEGATIVE)** 10) "The Junior Primary teachers feel far more confident and if it's going to work, it's going to work there...the whole approach ties up much more closely with how they teach now..." **(POSITIVE)**

Note: Only statements that are either outright negative or positive have been flagged in the table above. Statements that express neither a positive or negative sentiment, as well as statements that are open to debate, have not been flagged eg. OBE Teacher 5 made a third statement that could be perceived as being positive, negative or neither positive or negative. Such statements are discussed at the end of Question 1.

CASE STUDY 5 QUESTION 1: TABLE 5.1.3
Positive Sentiments Regarding Curriculum 2005

	POSITIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
POSITIVE COMMENTS	More-advantaged Schools eg. Schools that have resources, trained teachers etc.	• "it will work magnificently *(in the more privileged schools)* because no matter what changes come into education...they've just managed – like the new approach to Maths..."	Other Teacher 5
	Curriculum	• "I think there are very positive things in the curriculum..."	OBE Teacher 5
	Unifying the Education System	• "...we've got to have something...some kind of umbrella that everybody.."	Management 5
	Change	• "I'm the headmaster of a school, we knew there were going to be changes and I've got to be positive and I've got to try and move forward..."	Management 5
	Junior Primary Teachers and Junior Primary Phase	• "...if it's going to work, it's going to work there...the whole approach ties up much more closely with how they teach now..."	Management 5

CASE STUDY 5 QUESTION 1: TABLE 5.1.4
Negative Sentiments Regarding Curriculum 2005

	NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
NEGATIVE COMMENTS	Less-Advantaged Schools	• "I am concerned more about the less-advantaged schools...I feel this approach is so-much hands-on and it's so much preparation, so I have my doubts whether it will be effective throughout the education system."	Other Teacher 5
		• "my concern is more for the people out there who do not have well qualified teachers, whose teachers are incompetent...the children who really need it, they are not going to benefit because the teachers are not going to cope..."	Management 5
	Training	• "...I think we aren't prepared enough. We don't have enough training..."	OBE Teacher 5
	Resource Supply	• "...the books we are supposed to work from have arrived late..."	OBE Teacher 5
	Change	• "...people are afraid of change..."	Management 5
		• "...your older teachers want to carry on, they feel that they have had a lot of success in the way they've taught..."	Management 5
	OBE	• "...but I don't know if OBE is the answer, it may be ultimately but whether we are actually going to achieve it or not that is everyone's fear..."	Management 5
	Following Global Education Trends	• "...they are now going to reinvent the wheel ...we're going to make the same mistakes they (USA, England) made...and end up with a situation where something new and trendy has come along ...and it hasn't worked..."	Management 5
	Pace of Implementation	• "...it is being implemented too quickly, there hasn't been a lot of...planning, forethought..."	Management 5
	Learner	• "...children will not have the self-work sort of discipline...they *(i.e. learners in the UK)* are not necessary literate or numerate and they don't have the right work ethic..."	Management 5

FINDINGS EMERGING FROM TABLE 5.1.3 AND TABLE 5.1.4:

Respondents feel positive about Curriculum 2005 in terms of...	Respondents feel negative about Curriculum 2005 in terms of...
- Advantaged schools - The curriculum itself - Unifying the education system - Change - Junior Primary (JP) teachers and the JP Phase	- Less advantaged schools - Teacher training - Resource supply - Change - OBE - Following global education trends - Pace of implementation - The learner

1. The respondents have expressed varying positive and negative sentiments regarding Curriculum 2005.
2. Negative statements outweigh positive statements.
3. Management 5 expressed the greatest number of negative comments
4. Other Teacher 5 and Management 5 both mention a distinction between the implementation of Curriculum 2005 in an advantaged school and a disadvantaged school. OT5 doubts that Curriculum 2005 will be effective in less-advantaged schools and M5 worries about teachers who are incompetent and who will be unable to cope with Curriculum 2005.
5. M5 makes a positive and negative comment about change; he mentions that he must be positive towards the changes and he also mentions that people fear change and that older teachers don't want to change.

OTHER FINDINGS EMERGING FROM QUESTION 1:

CASE STUDY 5 QUESTION 1: TABLE 5.1.5
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 5	Mixed feelings	1 positive	1 negative
OBE Teacher 5	Mixed feelings	1 positive	2 negative
Management 5	Mixed feelings	3 positive	7 negative

Findings: All three respondents expressed mixed feelings. Other Teacher 5 expressed an equal number of negative and positive statements. More than two-thirds of Management 5's statements reveal negative sentiments. OBE Teacher 5 expressed 2 negative statements and 1 positive statement.

CASE STUDY 5 QUESTION 1: TABLE 5.1.6 Total number of positive and negative comments			
	OTHER TEACHER 5	OBE TEACHER 5	MANAGEMENT 5
TOTAL NUMBER OF POSITIVE COMMENTS	1	1	3
TOTAL NUMBER OF NEGATIVE COMMENTS	1	2	7

Total number of positive statements = 5
Total number of negative statements = 10
There are twice as many negative statements as positive ones.

Other Issues emerging from Question 1:

1. OBE Teacher 5 makes mention of problems related to the delivery of books for the new curriculum. This comment relates to Question 6 in the Design Team analysis.
2. Other Teacher 5 talks of how the implementation of Curriculum 2005 is similar to the implementation of the 'New Maths'.
3. Other Teacher 5 expressed a concern over whether she was in fact allowed to use the term, 'privileged schools'. She expressed concern about the use of 'politically incorrect' terms.
4. Management 5 talks about a work ethic that he believes teachers in Model C schools have. Management 1 (Case Study 1) also refers to a work ethic that is required if Curriculum 2005 is to be implemented successfully in a school organisation.

QUESTION 2:

CASE STUDY 5 QUESTION 2: TABLE 5.2.1.
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
	• "Content hasn't changed very much, we're still teaching basic knowledge and skills..." • "...it's very much continuous evaluation." • "...in the end it's not going to be very...I suppose they think it's going to be different, but I don't think it's going to be very much different." • "...just very much more a practical approach especially higher up, because in Junior Primary level it's very much what we've been doing all the time..."	Other Teacher 5
• content focused	• "...the assessment would be a little bit different for us, although in Junior Primary we have...done continuous evaluation." • "...not just content, now we have attitudes and values as well that we have to..." • "...in the Junior Primary we teach in ability groups, we have always done groupwork, so I think for us it's easier for us to fit in with the model."	OBE Teacher 5
• subjects compartmentalised • chalk and talk	• "...some subject areas are more fluid...they are not as compartmentalised as the old subject areas." • "...the evaluation system would be different...in terms of continuous evaluation...although I have stressed to parents that we are moving towards that...we do have a system where it's on-going assessment *(i.e. Cumulative assessment)* ...it's everything put together and it's spread over a period of time..." • "...I think the approach is different, you know you'll be looking at more group teaching than your chalk and talk."	Management 5

CASE STUDY 5 QUESTION 2: TABLE 5.2.2. How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 5	OBE TEACHER 5	MANAGEMENT 5
CURRICULUM STRUCTURE			X
TEACHING METHODOLOGY	X	X	X
ASSESSMENT	X	X	X
CONTENT	X	X	

CASE STUDY 5 QUESTION 2: TABLE 5.2.3 Essential differences between the old curriculum and Curriculum 2005 Summary Table			
DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	RESPONDENT
CONTENT	- content focused	- little change to content, still teaching basic knowledge and skills - not just content, now we have attitudes and values as well	OT5 OBE5
ASSESSMENT		- continuous evaluation - assessment would be a little different for us, although in Junior Primary we have done continuous evaluation - the evaluation system would be different...in terms of continuous evaluation	OT5 OBE5 M5
TEACHING METHODOLOGY	- talk and chalk	- a more practical approach - we have always done groupwork, so it's easier for us to fit in with the model - approach is different ...you'll be looking at more group teaching	OT5 OBE5 M5
CURRICULUM STRUCTURE	- subjects compartmentalised	- subject areas are more fluid	M5

ANALYSING QUESTION 2 - FINDINGS:

1. All three respondents mention a change in assessment; i.e. Curriculum 2005 concentrates on continuous assessment.
2. Other Teacher 5 and OBE Teacher 5 both talk of content; OT5 believes content will stay much the same, while OBE 5 explains that besides the content, attitudes and values will also be focused on now.
3. Other Teacher 5 feels that the new curriculum is not going to be very different from the old curriculum.
4. Other Teacher 5 and OBE Teacher 5 both talk of how they believe Curriculum 2005 will be easier to implement in the Junior Primary classes, because there is a lot of common ground between the new curriculum and what they have been doing in the past eg. groupwork, continuous assessment. See **Discussion, Conclusion and Recommendations chapter,** page 367, for a further discussion around this issue.
5. The respondents' answers to Question 2 cover a number of similar issues, particularly those related to assessment and teaching methodology.

Principal differences mentioned concern:

- content
- teaching methodology
- curriculum structure
- assessment

QUESTION 3:

CASE STUDY 5 QUESTION 3: TABLE 5.3.1 **If a parent asked you about C `E, what would you say?**	
Other Teacher 5	"I would say that you are looking at the child, you expect, you're setting targets for your children and you're going to see if the child is actually reaching that target and how they got to that out...in other words you want them to do something in the end. In every subject it is going to be a different expectation..."
OBE Teacher 5	"Ok, well we've always tried to be very positive...we have also told the parents, we had a meeting at the beginning of the year that their children would still be learning what we have learnt in the past..." *Can you define outcomes based education?* "...No, I think that really we are struggling with the Foundation Phase document; the language, the terminology, so I think that for all of us who are busy with it at the moment, we are still feeling our way. And still learning -- it's a whole learning experience you know."
Management 5	"...I would explain to them that it is a less formal situation, it's definitely a less formal approach, I would say for instance we tend to, I'm talking generally, because I like to think that we don't just do what they think we do - out there, you know what I mean...but the emphasis is more on groupwork, it's more the children being part of where they are going, rather than the teacher telling them this is what you will learn..." *Are you at a stage yet where you can define OBE?* "...Well I could probably waffle around it, but to give them a strict sort of scientific, no nonsense definition, um, no. But I could express to them sort of major differences, um, ja, I suppose that's bad, but, um..."

CASE STUDY 5 QUESTION 3: TABLE 5.3.2 Can you define OBE?			
RESPONDENT	**BEHAVIOURAL ELEMENTS**	**RESPONSE**	**UNDERSTANDING OF OBE**
Other Teacher 5	Interviewee seemed visibly relaxed	"...you're setting targets for your children and you're going to see if the child is actually reaching that target...you would want them to do something in the end. In every single subject it's going to be a different expectation..."	Good
OBE Teacher 5	Gave a small laugh – slightly nervous	"No, *(can't define OBE)* I think we are really struggling with the Foundation Phase document; the language, the terminology...we are still feeling our way..."	No understanding
Management 5	Interviewee spoke briefly about a number of unrelated issues.	"...it's more on the children being part of where they are going, rather than the teacher telling them this is what you will learn...but to give them a strict sort of scientific, no nonsense definition, um, no..."	Poor

CASE STUDY 5 QUESTION 3: TABLE 5.3.3 Respondents' understanding of OBE						
	No Understanding	**Poor**	**Limited**	**Fair**	**Good**	**Excellent**
Other Teacher 5					X	
OBE Teacher 5	X					
Management 5		X				

FINDINGS QUESTION 3:

What do the respondents understand about OBE?

1. Initially both OBE5 and M5 spoke about unrelated issues. These two respondents do not have a good understanding of OBE.
2. OT5 has a good understanding of OBE.
3. Interestingly, OBE5, the teacher who is presently involved with Curriculum 2005, knows the least about OBE.
4. M5's response indicates that if a parent asked him about OBE, he would in fact cloud their attempt to understand what OBE is all about.

QUESTION 4:

CASE STUDY 5 QUESTION 4: TABLE 5.4.1 Do you support the move towards OBE?		
RESPONDENT	**LEVEL OF UNDERSTANDING OF OBE**	**LEVEL OF SUPPORT FOR OBE AND REASON(S)**
Other Teacher 5	Good	• "Yes, I support the move. If I look through all... um, the few course I've gone to – if all the theory that they have presented which I think sounds magnificent. I'll have to find out next year in practice whether it's working. If it's really adhered to and people work hard, I think it can only improve on what we've had."
OBE Teacher 5	No understanding	• "Actually, I think I do support it, cause I see some value in it. My concern is that they are going to throw everything that we have done in the last twenty years out and expect us to do these new 'fangled' things..."
Management 5	Poor	• "...I support it in the Junior Primary Department...your children are young; they're enthusiastic, they're natural, they're spontaneous...your teachers are down on the mat with them, they work in groups, everything, but as a child grows older I don't necessary know if that's the ideal...I think there are some wonderful things about OBE, such as...less stress on evaluation...I've got an open mind...let's look and see what's good about it and use that and enhance what we've got..."

FINDINGS QUESTION 4:

1. Respondents' answers to Question 4 must be seen in the light of their understanding of OBE:
   Other Teacher 5 – has a good understanding of OBE and believes that what she has read and heard about in theory sounds magnificent. She believes that if adhered to OBE will be an improvement on what they have had in the past.
   OBE Teacher 5 – has no understanding of OBE and yet she supports it, because she can see some value in it. Perhaps she sees value in other facets of Curriculum 2005 and perceives them as being OBE?
   Management 5 – has a poor understanding of OBE and he supports it in the Junior Primary Department, where children and teachers are 'on the mat, working in groups'. He also mentions that there is less stress on evaluation in OBE – perhaps this statement is also reflective of his poor understanding of OBE.

QUESTION 5:

CASE STUDY 5 QUESTION 5: TABLE 5.5.1
Why do you think the Education Ministry is implementing Curriculum 2005?

RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Other Teacher 5	"I think that because so many different areas have had so many different approaches, I think there has been a lack in some areas and it's trying to I think equip all children in the end to go into the workforce and have skills and have something to say this is what I can do, so it's getting equity really and I also think having greater input in some areas."
OBE Teacher 5	"I think they just want to get away from anything that smacks of Apartheid and racism. So I think it is definitely politically motivated. Absolutely."
Management 5	"I think there is a genuine need and they recognised it and they are also under pressure. There is a need to do something about education, um on the one hand, there's a lot of discrepancies or disparity – traditionally and so forth, but I think there is a political need as well. I think education is without doubt, at a Provincial level and National level, has become a political football. I think Bengu wants to actually prove something before he retires...which in itself isn't a bad thing. We all want to do that, to a greater or lesser degree. I think it's the way he is going about it; it's bombastic, it's being foistered on people...it's too much at once...In New Zealand they introduced one subject at a time over a year period...They had a totally safer approach..."

CASE STUDY 5 QUESTION 5: TABLE 5.5.2
Reasons for the Implementation of Curriculum 2005
A Summary of Table 5.5.1

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Political	Other Teacher 5	"...so it's getting equity really and also having greater input in some areas, as well."
	OBE Teacher 5	"...they just want to get away from anything that smacks of Apartheid and racism..."
	Management 5	"There is a need to do something about education...there's lots of discrepancies or disparity – traditionally..."
	Management 5	"...education has become a political football. I think Bengu wants to actually prove something before he retires...it's the way he is going about it; it's bombastic...it's too much at once..."
Unifying Education in South Africa	Other Teacher 5	"...because so many different areas have so many different approaches..."
Economic Motivation	Other Teacher 5	"...it's trying to, I think to equip all children in the end to go into the workforce and have skills and have something to say this is what I can do..."

FINDINGS QUESTION 5:

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

Reasons for Implementation	Respondent
Political	Other Teacher 5, OBE Teacher 5, Management 5
Unifying Education in South Africa	Other Teacher 5
Economic Motivation	Other Teacher 5

- All three respondents mention political reasons for the implementation of Curriculum 2005.
- Management 5 also comments on what he believes to be a problem with the way in which the new curriculum is being introduced.
- Other Teacher 5 presents an economic reason as to the implementation of the curriculum. A number of respondents from the other case studies expressed similar sentiments, See **Discussion, Conclusion and Recommendations chapter**, page 382.

QUESTION 6a:

CASE STUDY 5 QUESTION 6a: TABLE 5.6a.1
Likely Major Achievements of Curriculum 2005

RESPONDENT	LIKELY MAJOR ACHIEVEMENTS?
Other Teacher 5	"...I think it would be nice for a person at the end of their schooling...they can go into either tertiary education or the workforce, saying this is what I can do! Whereas before just having a highly academic approach and I think it actually cut out so many children out of the whole system...so I'm hoping it will open the workforce to many more children ..."
OBE Teacher 5	"...I think it is difficult speaking from a Junior Primary point of view...I think in the Senior Primary it is going to make a difference – definitely, because the children are going to be assessed differently and I think that is positive...if we get enough guidelines; at the moment things are very nebulous..." "...and I also think that teaching children skills is very important, which...in the old curriculum you didn't do a lot of...So when you go from...teaching a class to doing more groupwork, more cooperative teaching, I think that if we could just balance the two, it would be wonderful."
Management 5	"...I think broadly speaking it would make people stop and think and change their teaching ways to a greater or lesser degree..." "...in the long term it will achieve something for those who had nothing to lose..." "...and this is what I fear it may achieve; that it's going to be a leveling...which is going to be positive for a lot of people, but negative for the future of the country and that you're not going to be able to compete on a world sort of market...but I think a lot of people will benefit from it if teachers are trained properly."

CASE STUDY 5 QUESTION 6a: TABLE 5.6a.2
Likely Major Achievements of Curriculum 2005
Refining Table 5.6a.2

RESPONDENT	RESPONSE	ACHIEVEMENTS RELATE TO...
Other Teacher 5	"...it would be nice for a person at the end of their schooling...they can go into either tertiary education or the workforce, saying this is what I can do! ...so I'm hoping it will open the workforce to many more children ... "	The Learner
OBE Teacher 5	"...I think in the Senior Primary it is going to make a difference – definitely, because the children are going to be assessed differently..."	Senior Primary Learner
	"...and I also thing that teaching children skills is very important...So when you go from...teaching a class to doing more groupwork, more cooperative teaching, I think that if we could just balance the two, it would be wonderful."	The Learner
Management 5	"...I think...it would make people stop and think and change their teaching ways to a greater or lesser degree..."	The Teacher
	"...in the long term it will achieve something for those who had nothing to lose...in other words it can only get better..."	Previously Disadvantaged South Africans
	"...and this is what I fear it may achieve; that it's going to be a leveling...which is going to be positive for a lot of people, but negative for the future of the country and that you're not going to be able to compete on a world sort of market..."	Equal Education System for all South Africans

CASE STUDY 5 QUESTION 6a: TABLE 5.6a.3
Likely Major Achievements of Curriculum 2005

Likely Major Achievements Relate To...	Details	Respondent
The Learner	• leaves school knowing personal capabilities, strengths etc and can enter the workforce with this knowledge.	OT5
	• is taught skills	OBE5
Senior Primary Learner	• will be assessed differently	OBE5
The Teacher	• re-evaluates teaching methodology	M5
Previously Disadvantaged South Africans	• will gain something because they had nothing to lose	M5
Equal Education System for all South Africans	• it's going to be a levelling...which is going to be positive for a lot of people, but negative for the future of the country	M5

FINDINGS QUESTION 6a:

1. Both Other Teacher 5 and OBE Teacher 5 found it difficult to answer Question 6a; the interviewer had to utilize a number of prompting questions to aid the respondents.
2. Likely major achievements relate to...
   - the learner
   - the senior primary learner *(specifically)*
   - the teacher
   - previously disadvantaged South Africans
   - an equal education system for all South Africans
3. Management 5 talks of the fact that Curriculum 2005 will result in a type of leveling for all South Africans. He perceives this as being positive for a lot of people, but negative for the future of the country, as it is his belief that it will prevent South Africa from competing 'on a world sort of market'.
4. OBE5 raises the point of finding the balance between two types of teaching methodologies – groupwork and co-operative learning versus a teacher standing in front of a class and talking to the learners.

QUESTION 6b:

CASE STUDY 5 QUESTION 6b: TABLE 5.6b.1 Curriculum 2005 – Envisaged Pitfalls		
RESPONDENT	ENVISAGED PITFALLS RELATE TO...	EXPLANATION OF PITFALLS ENVISAGED
Other Teacher 5	• Assessment	• "I think because you have to evaluate so consistently all the time and I know when children come from other schools here, I get so frustrated because the kind of input and info you get...is so minimal...and it takes a long time...to assess them and find out what they're on. So I think the actual recording of where the child is at and their skills and what they've achieved, that's going to be the most difficult area to handle...And if you're not keeping a record consistently a child can miss out on an entire phase *(of work)* and you just ignore it because, ag, I've done it with my children already..."
OBE Teacher 5	• Assessment	• "I'm just a little bit worried about...that children are going to just be allowed to sort of filter through the system with this new assessment. That's why I'm saying if there isn't enough control, that is actually what is going to happen...You know what we are supposed to do is tick off the skills, tick off the knowledge and then if they reach the end of the year and you say they don't know this particular thing, that's ok if next year's teacher can carry on. I'm just worried that it is not going to be followed through and that at the end of a phase or at the end of primary school, they are going to get to the end and they are still going to have huge pitfalls in their foundations..."
Management 5	• Learners moving from state-run schools to private schools • Equal education system • Assessment	• "I feel you are going to get people whose perception it is that if they stay in a Model C school the standards are going to drop and they are going to leave. And you get a lot of – they talk about the 'haves' and the 'have-nots'; I think there is a potential for it to get wider and you're going to have a lot of poor schools where parents who can afford, will have left and gone to these private schools and the gap will actually widen..." • *(Comment made in Question 6a)* "...my fear is and there is a sort of mind set that came through the other part of the ANC camp, that we must all be the same...and I fear that it *(i.e. Curriculum 2005)* may achieve; that it's going to be a leveling...which is going to be positive for a lot of people, but negative for the future of the country and you're not going to be able to compete on a world sort of market; your skills, your university levels will drop..." • *(Comment made in Question 7)* "...we wont be able to have any form of assessment. When I say form, I mean I don't think this continuous evaluation on it's own is any good. I think children have got to have regular exams, along the way, more formal tests along the way, that they've got to be able to strive for something...they'll go forward, but still be on this level of Maths, or whatever..."

CASE STUDY 5 QUESTION 6b: TABLE 5.6b.2
Pitfall dimensions

Pitfall dimensions	Detail of Pitfall(s)	Respondent
Problems presently experienced	1. None mentioned	
Problems that may occur in the future	1. **Assessment** – "...because you need to evaluate so consistently all the time...and when children come from other schools here, it takes a long time...to assess them and find out what they're on. So I think the actual recording of where the child is at and their skills and what they've achieved, that's going to be the most difficult area to handle. And if you're not keeping a record consistently a child can miss out on an entire phase *(i.e. of work)*..."	• Other Teacher 5
	2. **Assessment** – "I'm just a little bit worried about...that children are going to be allowed to sort of filter through the system with this new assessment..."	• OBE Teacher 5
	3. **Learners moving to private schools** – "...you're going to have a lot of poor schools where parents who can afford, will have left and gone to these private schools and the gap *(between the 'haves' and 'have-nots')* will actually widen..."	• Management 5
	4. **Inability of South Africans to compete on a world market** – "And this is what I fear it may achieve; that it's going to be a leveling...which is going to be...negative for the future of the country and that you're not going to be able to compete on a world sort of market; your skills, your university levels will drop..."	• Management 5
	5. **Assessment** – "...I don't think this continuous evaluation on it's own is any good. I think children have got to have regular exams, along the way, formal tests along the way..."	• Management 5

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	RESPONDENT
Assessment	Other Teacher 5, OBE Teacher 5, Management 5
Learners moving to private schools	Management 5
Inability of South Africans to compete on a world market	Management 5

1. All three of the respondents perceive problems with the assessment procedures related to Curriculum 2005:
   - When learners change schools the input and information a new teacher receives regarding their previous assessments is often minimal. **(OT5)**
   - The actual recording of the child's progress must be done consistently, otherwise a child can miss out on an entire phase of work. **(OT5)**
   - Insufficient control and monitoring of a learner's assessment from one year to the next, may result in learners filtering through the system. This will result in pitfalls in their foundations. **(OBE5)**
   - Continuous assessment on its own doesn't work. Children need more formal exams along the way. **(M5)**

2. Management 5's comment regarding assessment is perhaps indicative of a rather narrow understanding of continuous assessment. Formal tests and exams may be part of continuous assessment practices. The difference is that they are not afforded the same weighting as in summative assessment practices

QUESTION 7:

CASE STUDY 5 QUESTION 7: TABLE 5.7.1
Changes in educators feelings towards the teaching profession

RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 5	Yes	"Ja, my personal feelings – yes. I think as a teacher I was starting to become a little bored and frustrated...for me it was wonderful to say – hey, here's something new we could tackle. So for me it's personally been a new challenge and I'm hoping that when I get my teeth into it next year that I will be able to enjoy it and try to explore different ways...Fortunately in the school here we can work well together, so it's nice to know if you have a staff who really are prepared to work..." "...I have 38 children in my class, so if you want to do this thing properly, I think that the frustration level is so high because you feel such a failure cause you can't do all the things in theory that you know that you want to do and that's where the conflict comes in because you want to do things well..."
OBE Teacher 5	Yes	"I think that with all of us we go through times where we are incredibly positive and then times when a little bit of negativity creeps in and we are unsure and I know for us in this region we have been getting together as schools and we've found the whole sort of...here it is - do it, *(Interviewee picks up a paper and then forces it down on the table)* get on with it, go for it!...We find this nerve racking...*(small laugh)*...and so many people are deciphering it *(i.e. the policy document)* in different ways. Just in the schools I'm busy with, we all look at a specific outcome and we all have a different...and that is what we are actually nervous about...and three, four years down the line, someone's going to come along and say, this primary school is doing this, this school is doing that..."
Management 5	No	"I am a teacher and will always be a teacher and I will always do what I believe, or we collectively as a school believe is best for the children...and any problems we have, we have to stop and ask ourselves will it benefit the child? So, my feelings are I would like to stay in education because I feel I have got something to offer and at the same time I am fearful that I wont be able to do exactly what I want to because you know, the old National Party government everything was red tape and I'm scared that it will go back to that...and that schools within the community wont have the flexibility to deal with their own sort of issues..."

CASE STUDY 5 QUESTION 7: TABLE 5.7.2 Changes in educators' feelings towards the teaching profession A summary of Table 5.7.1			
RESPONDENT	**ANY CHANGES?**	**SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION**	**POSITIVE OR NEGATIVE CHANGE?**
Other Teacher 5	Yes	"Ja, my personal feelings...as a teacher I was starting to get a little bored and frustrated...so for me it's personally been a challenge..."	Positive
OBE Teacher 5	Yes and No	"...go through times where we are incredibly positive and then times when a little bit of negativity creeps in ..."	Positive and Negative
Management 5	No	"I am a teacher and will always be a teacher..."	N/A

FINDINGS QUESTION 7:

1. Other Teacher 5 exuded positive feelings about being a teacher faced with the onset of Curriculum 2005. Her motivation has increased and she finds the changes challenging. This response must be seen in the light of a further comment she made about working in a school where the teachers work well together and are prepared to work.
2. Other Teacher 5 also raised an interesting issue; Curriculum 2005 may cause conflict and frustration in hard-working teachers who demand a lot from themselves and set high standards for themselves because "...you can't do all the things in theory that you know you want to do..." This discrepancy that may exist between theory and practice, may be worth exploring in a future research project, a number of years after the implementation of Curriculum 2005.
3. OBE Teacher 5 raises a couple of additional problems related to implementation she is experiencing at present:
   a. The fact that teachers are expected to take the new curriculum and merely get on with it – this has been nerve racking for OBE5.
   b. It has been the experience of OBE5 that teachers are interpreting the official documentation regarding Curriculum 2005, in a number of different ways. OBE5 is concerned that in a few years time different schools will be doing a number of different things.
4. Management 5 also foresees a future problem with Curriculum 2005; he is concerned that provincial education departments will resort to stringent red-tape measures re. the implementation of Curriculum 2005 and that this will result in schools losing the flexibility to deal with their own issues.
5. OBE Teacher 5 mentions that in "...this region we have been getting together as schools..." See **Discussion, Conclusion and Recommendations chapter**, page 366, for the related discussion regarding networking amongst teachers during this time of curriculum change.

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 5 QUESTION 8: TABLE 5.8.1
Interviewees' Sources

SOURCES	OTHER TEACHER 5	OBE TEACHER 5	MANAGEMENT 5
A	X	X	X
B			
C	X	X	X
D	X	X	X
E	X	X	X

(X denotes a source)

Findings Table 5.8.2:

1. B is not mentioned as a source by any of the respondents. What might the role of a teacher union be during a time of curriculum change? (See related discussion in the **Discussion, Conclusion and Recommendations chapter**, bottom of page 360 – 361.)

CASE STUDY 5 QUESTION 8: TABLE 5.8.2 Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Other Teacher 5		
A -	- Yes	"...We are fortunate enough in having...the superintendent of the Junior Primary Phase and she came in and had a meeting with the teachers in this area. We are called the Athlone area and it was *the (Interviewee's emphasis)* most informative, she just seemed to pull everything together for us. There is another lady...Sandra Fontein...she was excellent...Some of the things we went to in the beginning were absolutely rubbish. I mean they really didn't know what they were talking about, it was actually quite embarrassing...and then suddenly later on people started as though they knew what they were talking about and it was very informative."
B -	- No	
C -	- Yes	"Yes, we have the Foundation Phase documents and everything else..."
D -	- Yes	"Yes, those have been frustrating to read because some articles they seem to be on line, others don't know what they are talking about..."
E -	- Yes	"...the odd person has quoted some things they have read in other magazines, but very minimal..."
OBE Teacher 5		
A -	- Yes	"It was a two-day workshop, the presenters were fantastic, they were really wonderful and we came away feeling very positive. But it was two days and that's all we've had. Since then we've had one meeting with the supervisor and she brought a bit of sanity to this whole thing...she just sort of calmed us down and said look this is what I want you to do."
B -	- No	
C -	- Yes	"...we've had quite a lot. We've just received these (*four booklets put out by the Department of Education*)...they're actually very simple...and quite informative..."
D -	- Yes	
E -	- Yes	"What we have done personally is...go to as many private meetings on OBE as we could...*And who has run these private meetings?* Teacher's Centre and SAPPI and that was fantastic...a lady from SAPPI, Fran Cox – she was wonderful...she showed us how to organise a phase organiser etc...Then the Junior Primary Forum and that was really like support – getting together forming groups."

CASE STUDY 5 QUESTION 8: TABLE 5.8.2 (Continued) Learning about the New Curriculum – Interviewees' Sources		
RESPONDENTS & LIST OF POSSIBLE SOURCES	**ARE SOURCES APPLICABLE?**	**COMMENT RELATED TO SOURCE**
Management 5		
A –	- Yes	
B –	- No	
C –	- Yes	
D –	- Yes	"Yes, definitely. We cut them out and we share them."
E –	- Yes	"Yes, we have actually organised via some publishers...Nassou/Via Afrika...a workshop...and we also feel this whole thing you just can't go it alone, so we try to have close contact with other schools, so we invited them to the workshop. We had several workshops...we felt more positive because he had nothing to do with...it was all objective. We felt a lot better after his *(a representative from a publishing house)* influence."

CASE STUDY 5 QUESTION 8: TABLE 5.8.3 Most Informative and Least Informative Sources		
SOURCES	**OTHER TEACHER 5**	**ADDITIONAL COMMENTS ABOUT SOURCES**
A	1 3	*Those specific meetings held in the Athlone area* "...people like those people – Sandra Fontein..." *Other meetings*
B		
C	2	
D	4	
E	5	
	OBE TEACHER 5	
A	1	"I think definitely the two day workshop – that was very informative."
B		
C	3	"This sort of information that we have received from the Department *(Picks up the booklets on the table)*...and then there was another book on OBE which we received and then of course this wonderful Foundation Phase document *(Interviewee laughs – she is being sarcastic)* which we have to wade through."
D	5	
E	2 4	*Other meetings – SAPPI, The JP Forum and The Teacher's Centre* *Interviewee made reference to publishers in Question 9* - "...Maskew Miller and all the other publishers have been absolutely fantastic...new books to read through...from those we got a lot of information as well."
	MANAGEMENT 5	
A	4	"And lastly, the meetings, they have been absolutely atrocious...I think the amount of so-called training is appalling...their whole attitude was; this is what we are doing, if you don't like it – clear off...a superintendent or circuit manager said – if you don't like it, you may as well leave teaching now...Now what a way to deal with adult professional people who you want to win over...get their support..."
B		
C	3	
D	2	"The newspaper has been very informative."
E	1	"Via Afrika I felt was most informative

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

CASE STUDY 5 QUESTION 8: TABLE 5.8.4 Positive and Negative Statements Made Regarding the Sources			
SOURCES	OTHER TEACHER 5	OBE TEACHER 5	MANAGEMENT 5
A	- *(Meetings in local area)* "...it was the most informative, she seemed to pull everything together for us..."*(Individual from the Department of Education* **(Positive)**	- "...a two day workshop, the presenters were fantastic...but it was two days and that's all we've had. Since then we've had one meeting with the supervisor and she brought a bit of sanity to this whole thing..." **(Positive and Negative)**	- ...the meetings have been absolutely atrocious...I think the amount of so-called training is appalling...their whole attitude was; this is what we are doing, if you don't like it – clear off..." **(Negative)**
B			
C		- *(Department of Education booklets)* "...they are actually very simple...and quite informative..." **(Positive)**	
D	- "...those have been frustrating to read because some articles they seem to be on line, others don't know what they are talking about..." **(Negative)**		- "The newspaper has been very informative." **(Positive)**
E		- "SAPPI *(meeting)* was fantastic...then the JP Forum and that was really like support..." **(Positive)** - "...publishers have been absolutely fantastic..." **(Positive)**	"...We had several workshops *(with publishers)*...we felt more positive..." **(Positive)**

Findings emerging from Table 5.8.4:

Negative comments concern issues related to:

- **Meetings and training organised by the Provincial Education Department:**
  - amount of training provided is insufficient (OBE5, M5)
  - meetings are atrocious (M5)
  - disgruntled about the attitude held by certain representatives of the Provincial Education Department (M5)
- **Newspapers:**
  - frustrating to read because some articles are on line, others don't know what they are talking about (OT5)

Positive comments concern issues related to:

- **Meetings organised by the Provincial Education Department:**
  - meetings very informative, particularly input from a specific individual representing the Provincial Education Department (OT5)
  - two day workshop – presenters were fantastic, particularly a supervisor from the Provincial Department of Education (OBE5)

- **Written documentation from the Education Department:**
  - they are simple and informative (OBE5)

- **Newspapers:** - very informative (M5)

- **Other Sources:**
  - Meeting organised by SAPPI was received favourably (OBE5)
  - JP Forum provides support for teachers (OBE5)
  - Workshops with publishers caused teachers to feel more positive about Curriculum 2005 (M5)
  - New materials put out by publishers have been fantastic (OBE5)

CASE STUDY 5 QUESTION 8: TABLE 5.8.5 Which sources are most informative?	
Rating: From the most informative to the least informative	**SOURCE**
1 – most informative	A, A, E
2	C, E, D
3	A, C, C
4	D, E, A
5 – least informative	E, D

No one source stands out as being the most informative – eg. Source A is rated 1,3,4; Source E is rated 1, 2, 4 and 5. Only Source C has no rating lower than 3.

CASE STUDY 5 QUESTION 8: TABLE 5.8.6 Which sources are most informative?			
	Other Teacher 5	**OBE Teacher 5**	**Management 5**
A	1, 3	1	4
B			
C	2	3	3
D	4	5	2
E	5	2 and 4	1

QUESTION 9:

CASE STUDY 5 QUESTION 9: TABLE 5.9.1 Additional Sources of Information	
RESPONDENT	**SOURCE**
Other Teacher 5	"Ja, I think I would go straight back to our Superintendent again, simply because she seems to be person who really takes the children's interests at heart and especially the teachers..." "I think there is a need for other people as well; I think there is a need for teachers who are actually working, who have hands-on experience, to actually go and do lectures and workshops as well, because there are a lot of schools that need the extra help..."
OBE Teacher 5	"I have absolutely no idea."
Management 5	"I would chat to the sort of person who has actually done it before. I would go – like I did the other day, I spoke to a Montessori teacher...So I would be inclined to go to somebody who really did know; had a working knowledge of it and we don't have those people."

CASE STUDY 5 QUESTION 9: TABLE 5.9.2 Additional Sources of Information SUMMARY TABLE		
RESPONDENT	**SOURCE**	**REASON(S)**
Other Teacher 5	Superintendent *(Provincial Education Department representative)*	- Has the children's and teachers' interests at heart
OBE Teacher 5	*Respondent does not know who she would turn to*	
Management 5	An individual who had worked with OBE before	- They would really know about OBE; would hold a working knowledge of it

FINDINGS QUESTION 9:

- OT5 would turn to the Provincial Education Department – but a specific person there; someone with whom she has had positive dealings with in the past.
- OBE5 - the teacher presently implementing Curriculum 2005, would not know whom to turn to for more information.
- Management 5 would want to turn to someone who had worked with OBE before, but he indicates that "...we don't have those people." OT5 expresses a similar thought – she believes that teachers who have hands-on knowledge of OBE should aid schools that need help, by giving lectures and running workshops.

QUESTION 10:

CASE STUDY 5 QUESTION 10: TABLE 5.10.1
Describing Curriculum 2005

DESCRIPTIVE WORDS	RESPONDENTS	REASON FOR CHOICE OF DESCRIPTIVE WORDS
Innovative	Other Teacher 5	- "...because I am a very creative person and I'm always looking for things to do in a new way."
	Management 5	- "...because it's something new...and something certainly different and it does have a lot of good in it. You know something that is innovative is good...they have made a really sincere, big attempt to try and get something going and one really appreciates that. And I like some of it. I must be honest. "
Problematic	Other Teacher 5	- "I think there are going to be an enormous amount of problems to sort out and I'm just scared people will focus more on the problems and drop the whole thing. But most people are more negative towards OBE than positive."
	Management 5	- "...because it hasn't been pulled through properly. There isn't the finance. The teachers aren't prepared well enough and I don't like it because it's so all encompassing. It's kind of Curriculum 2005 or nothing! So it's the whole attitude with which they approach teachers."
Needed		
Unwanted		
Frightening	OBE Teacher 5	- "...I think because for 20 years I've been teaching one way and it's very difficult to change...I think change is always a frightening thing."
Motivational		
Exciting	OBE Teacher 5	- "...I'm also very excited because there definitely are very positive things..."
Tedious		

CASE STUDY 5 QUESTION 10: TABLE 5.10.2 Detail gleaned from respondents' descriptions of Curriculum 2005			
RESPONDENT	DESCRIPTIVE WORD	NEGATIVE OR POSITIVE DESCRIPTION	DESCRIPTION CONCERNS...
Other Teacher 5	Innovative	Positive	- Personally motivational
	Problematic	Negative	- Enormous problems to sort out and people may focus more on the problems and drop the whole thing
OBE Teacher 5	Frightening	Negative	- Personally frightening because change is difficult and frightening
	Exciting	Positive	- Personally excited because there are very positive things
Management 5	Innovative	Positive	- It's something new and different
	Problematic	Negative	- Problems related to implementation

FINDINGS QUESTION 10:

CASE STUDY 5 QUESTION 10: TABLE 5.10.3 Question 10 – Findings		
	ISSUES	DETAIL
Positive statements are related to...	- The Teacher	- Personally motivating - Positive aspects of the new curriculum
	- Change	- Curriculum is something new and different
Negative statements are related to...	- Problems that will emerge with Curriculum 2005	- People may drop the whole thing because they have focused on the problems
	- Implementation	- Insufficient finance
	- The Teacher	- Teachers not prepared well enough and the attitude with which those implementing the new curriculum approach teachers
	- Change	- Change is difficult and frightening

- The respondents each chose one positive word and one negative word to describe Curriculum 2005. In terms of validity, this gels with their responses in Question 1, where all three respondents expressed mixed feelings about the new curriculum.
- Management 5 and Other Teacher 5 both chose the same words to describe Curriculum 2005; the 'newness' of the new curriculum appealed to both respondents.
- Positive and negative sentiments are made regarding change and the teacher.

QUESTION 11:

CASE STUDY 5 QUESTION 11: TABLE 5.11.1
Has OBE made any difference to the way in which you teach in your classroom?

RESPONDENT	IS THERE A DIFFERENCE?	EXPLANATION	POSITIVE OR NEGATIVE DIFFERENCES?
Other Teacher 5	No, I don't think so	1. "...but I think the big thing that I'm not doing is sitting down and saying 'What is my outcomes?' I'm not planning that way..." 2. *(Respondent remarks that there are however links between OBE and the way in which she is teaching now):* "I think the only thing that links on OBE is that I'm very hot on co-operative learning principles and working in small groups..." 3. *(Respondent also indicates her understanding of what changes she will have to make in the future):* "...the shift is going to have to be when I don't target at a specific group and hope they are all going to reach there, I'll have to look more at the individual and um, I'm not sure how, but I know I will make the change...but it will have to come through experience and practice..."	- N/A
Management 5	"Not really..." *(Respondent has however attempted to try out some changes in his methodology)*	1. "...because we have mainly been doing it in the...the JPs were closer to the methodology. I consider myself a progressive teacher; I've been trying it out – groupwork, co-operative learning, dialogue not monologue. So when we talk about OBE, we are not doing this, this and this, but we like to think we are moving towards it in this SP phase, but I feel the JP's are closer to that type of methodology because they are where it's at."	N/A

FINDINGS QUESTION 11 - TABLE 5.11.1:

1. OBE has made very little difference to the way in which OT5 and M5 teach; OT5 has identified some similarities between OBE and the way in which she teaches now. She is not planning according to OBE yet. OT5 indicates that she will have to make certain changes in the future; she cites focusing on the individual's progress as one change.
2. M5 feels that OBE has not really made a difference to his teaching methods, however he has attempted to try out a number of new elements eg. groupwork, dialogue not monologue.
3. It is important to bear in mind that OT5 and M5 are yet to implement Curriculum 2005 in their grades, and yet both are either making links to OBE or trying out some changes in their teaching methodology.
4. OT5 indicates her understanding of what changes she will have to make in the future.

CASE STUDY 5 QUESTION 11: TABLE 5.11.2
The difference OBE has made to teachers' practice

RESPONDENT	IS THERE A DIFFERENCE?	DIFFERENCE CONCERNS...	DIFFERENCES	INDICATION OF DEGREE OF CHANGE
Other Teacher 5	No	a. *Perceived changes in the future...* The Learner	a. Will have to focus on the individual, not the group	None *(at present)*
Management 5	Yes *(M5 indicated that there was in fact no real difference, but then went on to explain changes in teaching methodology that he had been trying out.)*	a. Methodology	a. Groupwork b. Co-operative learning c. Dialogue not monologue	Small

(N – negative difference to teaching practice, P – positive difference to teaching practice) In their response to this question, the interviewees did not indicate if any of the changes had made either a positive or negative difference to their teaching practice.

FINDINGS QUESTION 11 TABLE 5.11.2:

1. Changes thus far relate essentially to **teaching methodology**.

CASE STUDY 5 QUESTION 11: TABLE 5.11.3
Differences in Teachers' Practice Relate to...

Differences concern...	Respondent	Positive/Negative Difference?
Methodology	Management 5	Neither
The Learner *(perceived future change)*	Other Teacher 5	Neither

CASE STUDY 5 QUESTION 11: TABLE 5.11.4 Changes OBE has made to Teaching Methodology			
Changes Relate to...	**Changes**	**Any Details or Comments?**	**Respondent**
Use of specific methodology	- Use of groupwork - Use of co-operative learning - Use of dialogue not monologue	Respondent feels at present the JP teachers are "...closer to that type of methodology." **(Neither N or P)**	M5

QUESTION 12:

CASE STUDY 5 QUESTION 12: TABLE 5.12.1 Teachers implementing OBE – How has their practice changed thus far?			
RESPONDENT	**-VE OR +VE CHANGES**	**DETAIL OF CHANGES**	**CHANGES CONCERN**
OBE Teacher 5	Neither	- "Ok, not much...I think in Junior Primary we do a lot of group teaching, um, we've tended to keep our routine and our format very, very similar. We've done lots of things; far more co-operative teaching where the children have actually worked in groups. In literacy we've done a lot of...far more vocab, which is supposed to be what you're supposed to do..." - "..the Senior Primary teachers might find it more of a shift than the JP teachers...because we always teach in ability groups and our assessment has been continuous assessment and evaluation, I think it has come a little easier to us."	- Methodology - 1. More co-operative teaching (groupwork) 2. More vocab

FINDINGS QUESTION 12:

- The OBE teacher does not mention many changes in her practice. It is her belief that the way in which JP teachers have been teaching is in-line with OBE and therefore the changes have been minimal.
- She does indicate that the JP teachers have been doing far more co-operative teaching and far more vocab. It is evident from OBE Teacher 5's response that the changes brought on by Curriculum 2005 have not altered teaching practice in her classroom much; at this school co-operative learning, *teaching in ability groups and continuous assessment* have been the norm in the JP Phase (See Table 5.12.1); Curriculum 2005 has just meant that there is more of it. For a teacher such as OBE5, teaching in an ex-Model C school, the move to Curriculum 2005 has not meant a 'quantum leap' in teaching practice.

QUESTIONS 11 – 12: A SUMMARY:

CASE STUDY 5 QUESTIONS 11 and 12: TABLE 1
Dimensions of Change Arising from OBE Implementation

RESPONDENTS	CHANGE DIMENSIONS					
	1.	2.	3.	4.	5.	6.
Other Teacher 5			*			
OBE Teacher 5			X			
Management 5			X			

KEY TO TABLE:

X denotes a change dimension
* denotes a future perceived change

Column 1	Learning Environment
Column 2	Learner
Column 3	Teaching Methodology
Column 4	Discipline
Column 5	Assessment
Column 6	Teacher's Attitude

Findings:

Case Study 5: OBE has made very little difference to teachers' and the headmaster's practice. Changes that are evident relate to teaching methodology.

FURTHER FINDINGS, ISSUES EMERGING OR COMMENTS RELATED TO CASE STUDY 5:

1. The respondents often discussed similar issues or raised common points in their responses eg. Question 6b and Question 2. Perhaps this is indicative of the communication amongst the staff at this school?

A SYNOPSIS OF CASE STUDY 5:

Question 1: Respondents all had mixed reactions to Curriculum 2005. Negative statements outweighed positive ones 2:1.
Question 2: Respondents all mentioned changes related to assessment. Four principal differences were mentioned.
Question 3: Respondents' understanding of OBE varied from no understanding to a good understanding. OBE5 did not understand OBE.
Question 4: OT5 understood OBE and supported it. OBE5 and M5 indicated their support for OBE, when in fact they did not have a good understanding of it.

Question 5: Respondents presented three reasons for the implementation of the new curriculum – political, economic and to unify education in South Africa.

Question 6a: Basically, four achievements were cited and related to the learner, teacher, previously disadvantaged South Africans and an equal education system.

Question 6b: All three respondents perceived problems related to assessment.

Question 7: OT5 and OBE5 indicated a change in their feelings towards the teaching profession. M5 indicated no change in his feelings.

Question 8: Source B is not mentioned by any of the three respondents. Publishers are mentioned twice. Four different 'Other Sources' were mentioned. No one source stood out as the most informative.

Question 9: OT5 would turn to the Department of Education for additional information. OBE5 would not know who to turn to. M5 would go to someone who knows about OBE, such as a pilot school.

Question 10: Respondents each chose 1 positive and 1 negative word. This gels with their mixed reactions towards Curriculum 2005, in Question 1.

Question 11: OBE has thus far, made very little difference to the teaching practice of OT5 and M5.

Question 12: OBE5 did not mention any changes in her teaching practice. She believed a lot of what she had been doing is now being introduced with Curriculum 2005 eg. continuous assessment and groupwork.

Questions 11 & 12: Very little change to practice thus far.

Other: Respondents discussed similar issues eg. in Question 6b and Question 2. This may be indicative of good communication that exists between the educators at this school.

CASE STUDY 6

CASE STUDY 6

Site: Urban, pilot, ex-House of Representatives (HOR) school

BACKGROUND DATA ON THE SITE:

Comments and Reflections of the Researcher:

This is a large primary school with just over 1000 children and 26 teachers - Ratio – 1:38,46. It is situated in the Western Cape Province about two kilometres from the ocean. Most of the children in the school come from poor homes in the surrounding suburbs. The school building itself is a large double story structure. I arrived at break and was immediately reminded of the sounds of hundreds of children playing together on a large playground. I felt awkward when entering the administration building, as teachers looked twice when they saw me. Perhaps it was because I was the only white person there. This is an ex-House of Representatives school i.e. all the learners in the school are 'coloured' children. The foyer area of the administrative building consisted of a number of small offices, filled with government issued desks and chairs. There were no plush carpets or a formal waiting area for guests. I stood outside the principal's office, on lanolin floor tiles, waiting for him to finish talking on the phone. A notice board nearby had a few posters tacked onto it. The headmaster's office contained a large wooden desk and a couple of standard-issue school chairs. The walls were quite devoid of pictures, certificates etc. The headmaster was somewhat aloof at first and I mentally prepared myself for three trying interviews. Fortunately, after spending a few minutes with the principal and letting him know exactly who I was, why I was visiting the school and what I hoped to achieve, the atmosphere 'thawed'. I realised I was talking to a quiet, sincere person with 29 years teaching experience who cares deeply about his learners, teachers and school. Some principal's present an image that is indicative of power; their offices are outward manifestations of the power they hold in a school eg. the walls may be covered with certificates of qualifications. So what can be said about this headmaster whose office does not look very different from the other offices around it? I believe it is an indication that this principal does not feel a need to assert himself or his position through the creation of a 'power office', because he perceives himself as another 'player' in the school; he is one member of a larger group of educators.
The other two interviews were conducted in the staffroom, a room that contrasted quite drastically with the rest of the administrative building. It was a sunny room, with a number of chairs arranged around tables clad with white tablecloths. I got the distinct impression that this was a special room where teachers most probably enjoyed their mid-morning cups of tea, whilst taking a break from the throngs of children.

INITIAL CONTEXT CHART

Political Context: Ex-HOR school, considered disadvantaged pre. 1994

Social Context: 1. School Environment: number of children in each class is relatively high (average: 38,46). Urban setting and pilot school

Personal Context:
- Increasing pupil-teacher ratio
- Large staffroom

2. School community: Principal refers to the school being in a 'poor area', where limited resources are available

Learner population: predominantly 'coloured' children, with some black learners

Case Study 6 involves three interviews that were conducted at the school. The respondents in these interviews are as follows:

a. **Other Teacher 6 –** teaches Grade 2 and she has been teaching for 17 years (more than 10 years).
b. **OBE Teacher 6 –** teaches Grade 1 and has been teaching for 18 years (more than 10 years).
c. **Management 6 –** has been involved in education for 29 years. He doesn't teach at present.

BRIEF SYNOPSIS OF THE THREE INTERVIEWS:

Contact Summary Sheets were utilised with each interview. A synopsis of these sheets follows. (See also Case Study 1 for additional data on the inclusion of these sheets.)

CONTACT SUMMARY SHEET - INTERVIEW 16

Date interview undertaken: 23 April 1998
Respondent: **MANAGEMENT 6**
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

Interviewee was nervous at first. At times it sounded as if his throat was constricted; it was almost as if the sounds emerging from his mouth were catching on something. Perhaps he was initially intimidated by being recorded? Perhaps he felt his knowledge of Curriculum 2005 was being assessed and he felt 'put on the spot' as the headmaster of a pilot school? By the time we reached Question 2 he was more at ease and he spoke in a slow, calm manner, thinking carefully about each of his responses.

At the end of the interview, the interviewee chatted informally about his school and OBE – perhaps he felt less threatened with the tape recorder switched off? This information proved valuable, but I didn't record it on tape. Instead, I taped a summary of our discussion when the interviewee went to call the next respondent in. What follows is a transcription of that recording:

INTERVIEWER: "The headmaster is highly motivated. He talks very highly of his Grade 1 teachers and I wish I hadn't turned the Dictaphone off towards the end. He gave so much more information about his teachers and indicated his support for them as a group. He spoke of how his teachers had presented courses to seventy other teachers. His support extends to him photostatting material for the teachers. As he said, "...160 Grade 1 teachers and I get out there and take my jacket off and Photostat the stuff and staple it, because sometimes they need 160 booklets a week, of ten pages stapled and they have to do the Photostatting here.

He is a gentle man, who has a quiet demeanour and is surrounded by an air of calmness. He has his teachers at heart and I got the distinct impression that he cares very deeply about them. He mentioned there were times when their school encountered a lot of negativity from the surrounding schools, because others were not part of the pilot schools programme. He had, he says, just over 100 teachers phoning him, asking for help which he is just unable to give. But he said to them, "I can't answer your questions, you come here and ask my teachers and speak to people who have actually experienced OBE." He is clearly proud of his teachers and empowers them by encouraging other teachers to come into the school to discuss Curriculum 2005 with them.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc? Responses to interviewee remained constant, except for Question 9 when I added my own perceptions and ideas.
2. Validity: Summaries and checks – did any discrepancies arise? No.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview?
The interviewer provided a lot of positive feedback to the interviewee through the use of validating statements at the end of his responses. These helped to get the interviewee to relax and to trust the interviewer.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: Don't move too far away from the interview schedule if it changes the nature of the questions. Additional data is valuable, but not in the case when the interviewer may have led the interviewee on a path away from the intention of the question. (This occurred in Question 2.)
7. What could have been done differently in this interview? Less waffling on the part of the interviewer eg. latter part of the discussion around Question 6b.
8. What changed from the previous interview?
The interview was conducted in a slightly more formal manner. The interviewee is the principal of a large primary school – I know he is a busy person who has many things to do, hence I really appreciated his time and effort in undertaking this interview.

CONTACT SUMMARY SHEET - INTERVIEW 17

Date interview undertaken: 23 April 1998
Respondent: OBE TEACHER 6
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)
There was a good vibe between the interviewee and respondent from the outset of the interview. A big problem with this interview was the fact that I rambled on too much. Perhaps this was due to the fact that the interviewee was not always forthcoming with her responses - I felt like I was 'pulling teeth' at times.

Post Mortem Reflection:

1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
I think there were times when I actually lead the interviewee This was evident in some of my long-winded responses.
2. Validity: Summaries and checks -- did any discrepancies arise?
It would have been more valuable to get the interviewee to clarify her thoughts, instead of me attempting to summarise her thoughts and then getting her to agree or disagree with my summary.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview?
The interviewee was relaxed from the outset of the interview.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: I must learn to KEEP MY MOUTH SHUT and let the interviewee give me more information. I need to work on my probing. I also need to develop my listening skills. I need to be more of a discerning listener; when listening to the interviewee's responses my mind begins to work, my thoughts run wild and before I know it I've opened my mouth and I've shared my inner thoughts. What I should rather do is listen to the responses of the interviewee, think about what is being said and then ask the necessary probing questions!
7. What could have been done differently in this interview? See 6 above.
8. What changed from the previous interview?
I was more at ease with this interviewee.

CONTACT SUMMARY SHEET - INTERVIEW 18

Date interview was undertaken: 23 April 1998
Respondent: OTHER TEACHER – 6
Reflective remarks: (eg. relationship established, quality of data collected, meaning of what the respondent is saying)

This teacher gave me the impression of being a confident person. From the outset of the interview she was at ease. She has a positive vibe about her. Some of her responses were kept to a minimum though and I found it difficult to get her to speak further about issues.
This interview was undertaken right at the end of the school day – perhaps this timing has bearing on the pace at which the interview was undertaken, as well as the short responses of the interviewee?

Post Mortem Reflection:
1. Reliability: Am I maintaining a constant style re. facial expressions, appearance etc?
There were times when my responses/comments ran on a bit. I think I even led the interviewee at times! It's almost as if I ended up speaking for her, because her responses were somewhat short.
2. Validity: Summaries and checks – did any discrepancies arise?
In the transcription of Question 6a, it was noted that the interviewer thought the interviewee was unable to mention any other major achievements of Curriculum 2005. The interviewee began to speak of what seemed to be an unrelated issue. The interviewee seemed confused. It was mentioned previously in this Contact Summary Sheet that the interviewee seemed a confident person. Perhaps it may be said that when a confident person does not have an answer to a question, they don't indicate their lack of knowledge, instead they provide some sort of response that is not necessary related to the question.
3. Interviewee: Was there any incongruence between the verbal message and the non-verbal accompaniment eg. pace and pitch of voice? No.
4. Any comments on the non-verbal communication eg. frowning, maintaining eye contact? No.
5. What proved successful in this interview?
Getting the interviewee to trust my intentions.
6. What are my strengths and weaknesses as an interviewer?
Strengths: I can be quite convincing and get the interviewee to trust me.
Weaknesses: Still talking too much!
7. What could have been done differently in this interview?
Interview could have been undertaken at a slower pace.
8. What changed from the previous interview?
Pace. The quality of data collected was a lot 'poorer'.

FINDINGS: CASE STUDY 6

QUESTION 1:

CASE STUDY 6 QUESTION 1: TABLE 6.1.1
What are your feelings about Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 6	Positive Feelings "I personally feel it is working..."	1) "...I feel honoured our school is being a pilot school...because we get it right from the top.." 2) "There is a bit of a problem...too many children in a class, so you get that humdrum." 3) "Discipline will be a little problem...you will get those that will be so excited they will shout at the top of their voices..." 4) "You know some people have negative outcomes of it...I actually heard a teacher, she said 'OBE - Out By Easter'...and I thought...ag man, cause you don't know, that's the attitude you're having..." 5) "You know that banking of education and then withdrawing it...well that is completely out...because you have to see that the child knows his things..." 6) "...and while children are working in groups you can go round and evaluate. I mean which makes it so much easier."
OBE TEACHER 6	Positive Feelings "...so the change over to Curriculum 2005 I personally was very, very excited about it and I am still very, very excited about it."	1) "I was getting tired of the stereotype – and it must be done this way and that way..." 2) "Let me say...at this school we are quite used to changes because we have done the 'new Maths'..."
MANAGEMENT 6	Positive "I welcome Curriculum 2005..."	1) "...it can save the nation. It can eradicate imbalances from the past...thinking of equity, access...those kinds of things..." 2) "...and I think Curriculum 2005, especially the children in poorer areas can have a better education."

CASE STUDY 6 QUESTION 1: TABLE 6.1.2
How many positive and negative comments have been made regarding Curriculum 2005?

RESPONDENTS	REACTION	REASON(S) UNDERPINNING THE REACTION
OTHER TEACHER 6	Positive Feelings	1) ".. I feel honoured our school is being a pilot school...because we get it right from the top..." **(POSITIVE)** 2) "There is a bit of a problem...too many children in a class, so you get that humdrum." **(NEGATIVE)** 3) "Discipline will be a little problem...you will get those that will be so excited they will shout at the top of their voices..." **(NEGATIVE)** 4) "You know some people have negative outcomes of it...I actually heard a teacher, she said 'OBE - Out By Easter'...and I thought...ag man, cause you don't know, that's the attitude you're having, but I personally feel it's working..." **(POSITIVE – interviewee presents a positive response to a negative comment)** 5) "You know that banking of education and then withdrawing it...well that is completely out...because you have to see that the child knows his things..." **(POSITIVE)** 6) "...and while children are working in groups you can go round and evaluate. I mean which makes it so much easier." **(POSITIVE)**
OBE TEACHER 6	Positive Feelings	1) "...so the change over to Curriculum 2005 I personally was very, very excited about it and I am still very, very excited about because I was getting tired of the stereotype – and it must be done this way and that way..." **(POSITIVE)** 2) "Let me say...at this school we are quite used to changes because we have done the 'new Maths'..." **(POSITIVE)**
MANAGEMENT 6	Positive Feelings	1) "...it can save the nation. It can eradicate imbalances from the past...thinking of equity, access...those kinds of things..." **(POSITIVE)** 2) "...and I think Curriculum 2005, especially the children in poorer areas can have a better education." **(POSITIVE)**

CASE STUDY 6 QUESTION 1: TABLE 6.1.3
Positive Sentiments Towards Curriculum 2005

	POSITIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
POSITIVE COMMENTS	Being Part of the Pilot School Programme	• "...I feel honoured our school is being a pilot school..."	Other Teacher 6 (OT6)
	Personal Feelings Towards the Curriculum	• "...I personally feel it is working."	Other Teacher 6 (OT6)
	Teaching Methodology	• "...that banking of education and then withdrawing it...well that it completely out, because you have to see that the child really knows his things..."	Other Teacher 6 (OT6)
	Teaching Methodology	• "...while the children are working in groups you can go around and evaluate...which makes it so much easier."	Other Teacher 6 (OT6)
	Less Rigid Nature of the Curriculum	• "...I was getting tired of the stereotype – and it must be done this way and that way..."	OBE Teacher 6 (OBE6)
	Change	• "...at this school we are quite used to changes because we have done the 'new Maths'..."	OBE Teacher 6 (OBE6)
	Addressing the Imbalances of the Past	• "It can eradicate imbalances from the past...thinking of equity, access...those kinds of things..."	Management 6 (M6)
	Addressing the Needs of Disadvantaged South Africans	• "...and I think Curriculum 2005, especially the children in poorer areas can have a better education."	Management 6 (M6)

CASE STUDY 6 QUESTION 1: TABLE 6.1.4
Negative Sentiments Towards Curriculum 2005

	NEGATIVE IN TERMS OF...	EXAMPLE FROM INTERVIEW TRANSCRIPTION	RESPONDENT
NEGATIVE COMMENTS	Pupil : Teacher Ratio	• "There is a bit of a problem...too many children in a class, so you get that humdrum."	Other Teacher 6 (OT6)
	Discipline	• "Discipline will be a little problem...you will get those who will be so excited they will shout at the top of their voices."	Other Teacher 6 (OT6)

FINDINGS EMERGING FROM TABLE 6.1.3 AND TABLE 6.1.4:

Respondents feel positive about Curriculum 2005 in terms of...	Respondents feel negative about Curriculum 2005 in terms of...
- Being part of the pilot school programme - Personal feelings towards the curriculum - Teaching methodology *(two positive statements were made in this regard)* - Less rigid nature of the curriculum - Change - Addressing the imbalances of the past - Addressing the needs of disadvantaged South Africans	- Pupil : Teacher Ratio - Discipline

1. Respondents did not mention any positive and negative statements around the same issue.
2. Other Teacher 6 expressed the greatest number of positive comments. Other Teacher 6 was also the only respondent to make two negative comments. The two problems mentioned were of a minor scale though; OT6 spoke of "...a bit of a problem..." and "...a little problem..."
3. Generally speaking all three respondents had a positive reaction to the new curriculum.

OTHER FINDINGS EMERGING FROM QUESTION 1:

CASE STUDY 6 QUESTION 1: TABLE 6.1.5
Number of positive statements in relation to negative statements, regarding Curriculum 2005

RESPONDENT	REACTION	NUMBER OF POSITIVE STATEMENTS	NUMBER OF NEGATIVE STATEMENTS
Other Teacher 6	Positive	4 positive	2 negative
OBE Teacher 6	Positive	2 Positive	0 negative
Management 6	Positive	2 Positive	0 negative

CASE STUDY 6 QUESTION 1: TABLE 6.1.6
Total number of positive and negative comments

	OTHER TEACHER 6	OBE TEACHER 6	MANAGEMENT 6
TOTAL NUMBER OF POSITIVE COMMENTS	4	2	2
TOTAL NUMBER OF NEGATIVE COMMENTS	2	0	0

FURTHER FINDINGS:

1. OBE Teacher 6's response concerns how Curriculum 2005 relates to her personally. Management 6's response concerns political issues. Other Teacher 6's comments relate to a range of issues - the learners, teaching methodology and to her personally.
2. OBE Teacher 6 is not frightened by change. She talks of how her school is quite used to change because they have done the 'new Maths'.
3. OBE Teacher 6 referred to Curriculum 2000, not Curriculum 2005. How significant is this? There were other respondents who also called the new curriculum by an incorrect term eg. Management 2.
4. Other Teacher 6 talks about feeling honoured to be part of the pilot school programme. She is also happy to be getting data 'straight from the top'. To what extent does being part of the Pilot Programme increase teachers' motivation? Other Teacher 6 is also studying further.
5. All three respondents expressed positive feelings towards Curriculum 2005.

QUESTION 2:

CASE STUDY 6 QUESTION 2: TABLE 6.2.1
Differences between the old school curriculum and Curriculum 2005

OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
• "You've got to know A to B and repeat it in the test. It's like banking education – come back, banking education and withdrawing it when needed."	• "More parent involvement. Completely." • "...we give the *(the learners)*...tasks...the parent must take the child to the library, which makes the teacher, the librarian and the parent three, like a triangle... There's got to be communication with the parent, with the librarian...it's like teamwork, before it was just for recreation, but now...you don't just go to the library just to go and read, you go in there to go and research."	Other Teacher 6
• "I was standing there before giving it to them."	• "...they (the children) are giving to me and I am the facilitator..." • " ..and like the hands-on thing...we concentrate on the hands-on..." • "...and we urgently need their (the parents) support and not doing a thing for them (the learners). We stress that the child must do it, the child must be exposed to the experience."	OBE Teacher 6

CASE STUDY 6 QUESTION 2: TABLE 6.2.1 (Continued) Differences between the old school curriculum and Curriculum 2005		
OLD CURRICULUM	CURRICULUM 2005	RESPONDENT
• "Teachers were doing the talking and the chalking."	• "...the children are more involved in the education." • "...now there must be a partnership between the teachers, children and the parent." • "...parents must now come involved, parents must now assist, especially in our areas; the poorer areas...so now parents can help to get those resources, whether it's old materials...and constantly look at the children's work...start monitoring..."	Management 6

CASE STUDY 6 QUESTION 2: TABLE 6.2.2. How does Curriculum 2005 differ from the old curriculum?			
	OTHER TEACHER 6	OBE TEACHER 6	MANAGEMENT 6
ROLE OF THE PARENT	X	X	X
LEARNING AND THE ROLE OF THE LEARNER	X	X	X
TEACHING METHODOLOGY	X	X	
ROLE OF THE TEACHER		X	X
ASSESSMENT	X		

CASE STUDY 6 QUESTION 2: TABLE 6.2.3
Essential differences between the old curriculum and Curriculum 2005
Summary Table

DIFFERENCES	OLD CURRICULUM Data extracted from interviews	CURRICULUM 2005 Data extracted from interviews	RESPONDENT
ROLE OF THE PARENT		- Greater parent involvement - Communication between teacher, parent and librarian, as learners will now conduct research in the library - Teachers urgently need the support of the parents. At the same time parents must allow their children to complete tasks by themselves. - Parents must be more involved. They can bring old materials (resources) to school and monitor the child's work.	OT6 OT6 OBE6 M6
LEARNING AND THE ROLE OF THE LEARNER	- 'Banking education', you've got to know A to B and repeat it in the test.	- Learners will undertake research projects - Learning through experience. Focussing on the hands-on. - Children more involved in the education	OT6 OBE6 M6
TEACHING METHODOLOGY		- Teacher gives the learners tasks which they research in the Library - Focus on the hands-on	OT6 OBE6
ROLE OF THE TEACHER	- I was standing there before giving it to them - Teachers did the talking and the chalking.	- Teacher as facilitator - There must be a partnership between the teacher, parent and child	OBE6 M6
ASSESSMENT	- Learn A – B and repeat it in the test		OT6

ANALYSING QUESTION 2: FINDINGS:

Principal differences mentioned concern:
- the role of the parent
- learning and the role of the learner
- teaching methodology
- role of the teacher
- assessment

- There is 'common ground' in OBE6's and M6's responses regarding the role of the teacher.
- All three respondents indicate that parental involvement will increase with Curriculum 2005.
- OT6 and M6 speak of partnerships that will form. M6 believes that there must be a partnership between the teacher, parent and child. OT6 believes a partnership must exist between the teacher, parent, learner and librarian.
- It may be gleaned from the responses to Question 2 that the respondents mention similar differences between the old curriculum and Curriculum 2005. Perhaps this is indicative of the communication that exists between the staff at this school?
- Other Teacher 6 talks of the learners conducting research in a library. The issue of the need for a library with regard Curriculum 2005 was also raised in Case Study 3. See **Discussion, Conclusion and Recommendations chapter**, page 368.

QUESTION 3:

CASE STUDY 6 QUESTION 3: TABLE 6.3.1 If a parent asked you about OBE, what would you say?	
Other Teacher 6	*(Short silence)* "I would tell them it came over...from another country. Yes and I would say it is something new and challenging for us, because if we don't know anything about a thing, then obviously you've got to go and ask and go seek and research. And that's how I would look at OBE, you work from the known to the unknown. So the unknown you must go out and learn and get feedback to do research. So I think we have to do something first and foremost...and then you are satisfied with yourself, because if you are going to be negative then everything is going to be negative."
OBE Teacher 6	"Ja, like parents are concerned about, um, um, um, can my child um, um, spell, my child can't read...but when I tell the parent or give something to them and say look, or take the child now and say come and read this for me, now they just look at it and it's just pictures and now the child is busy interpreting the picture, so I say your child is reading to me. Personally I feel that parents also need some training and um, training in all aspects of OBE, you know."
Management 6	"I would tell the parent that, um, that it's a means of not just teaching the child, but the child can through own experiences, through hands-on, um, get a chance of reaching the outcome. Like I said in the past it was talk and chalk and now the child can step by step experience you know, real skills of life, than just get the information from teachers."

CASE STUDY 6 QUESTION 3: TABLE 6.3.2
Can you define OBE?

RESPONDENT	BEHAVIOURAL ELEMENTS	RESPONSE	UNDERSTANDING OF OBE
Other Teacher 6	Short silence at the onset of her response.	"Yes, I would think that outcomes-based education is like got to have an outcome...the outcome you must have...you must strive for something and you must have that goal. In the olden days it was called like a goal you know...your aim...and the child is going to see for himself what the outcomes going to be, because no outcome is going to be the same for every individual."	Fair
OBE Teacher 6	There were a couple of 'ums' *(hesitations)* in the response.	"Oh, um, book knowledge says, um when the child can master that experience, but presently I am not at that point where I can say look my child has mastered that experience completely, he can do all aspects where the assessment is concerned."	Limited
Management 6	Silence before M6 answered.	"I would tell the parent that, um, that it's a means of not just teaching the child, but the child can through own experiences, through hands-on, um, get a chance of reaching the outcome. Like I said in the past it was talk and chalk and now the child can step by step experience you know, real skills of life, than just get the information from teachers."	Fair

CASE STUDY 6 QUESTION 3: TABLE 6.3.3
Respondents' understanding of OBE

	No Understanding	Poor	Limited	Fair	Good	Excellent
Other Teacher 6				X		
OBE Teacher 6			X			
Management 6				X		

FINDINGS QUESTION 3:

What do the respondents understand about OBE?

1. All three respondents use elements of 'OBE-speak':
   M6 – "...reaching the outcome."
   OT6 – "...got to have an outcome...strive for something and you must have that goal."
   OBE6 – "...master that experience."
2. **Other Teacher 6 –** The initial part of her response touches on a number of different issues and is quite confusing. In defining OBE she holds a fair understanding of what it is all about. However she mentions that "the child's going to see himself what the outcomes going to be, because no outcome is going to be the same for every individual." Although OT6 is not entirely incorrect, there are outcomes that learners countrywide are expected to attain in the various Learning Areas.
   OBE Teacher 6 – Is the respondent trying to validate OBE through the example of a learner reading? There is also some confusion in her response. OBE6 can verbalise some type of formal definition, but when she attempts to translate it into practice, it becomes evident that she does not have a good understanding of OBE eg. she acknowledges that her learners are heading towards the attainment of certain outcomes, but that they are not at the point where they have mastered them completely. Surely each learning experience has outcomes that the learners are expected to attain? (See also Question 12.)
   Management 6 – provided a relatively concise answer.
3. All three respondents either hesitated, stumbled or were silent before they began explaining their understanding of OBE. *(See Behavioural Elements in Table 6.3.2)* This is perhaps indicative of how difficult this question was for the respondents.
4. Respondents use common language in their responses to Question 2 and 3 eg. 'hands-on'. Perhaps this is also indicative of the communication that exists at this school?

QUESTION 4:

CASE STUDY 6 QUESTION 4: TABLE 6.4.1 Do you support the move towards OBE?		
RESPONDENT	LEVEL OF UNDERSTANDING OF OBE	LEVEL OF SUPPORT FOR OBE AND REASON(S)
Other Teacher 6	Fair	• "Yes, I do support the move towards because, mm, we are a pilot school... so we have to show the people out there that we were put in charge and we'll make the best of it... because... it's going to come back; no you didn't do it right, so we must keep our heads up and show the world that it can work."
OBE Teacher 6	Limited	• "Yes, I definitely support it. Um, like, I am all for like, uh, uh, one of the Learning Areas where a child should be able to start a business, where he has to go after he has matriculated and start his business right away. Where he has got all the skills to do something, so I 100% support it.'
Management 6	Fair	• "Yes, I support the move towards, um, outcomes-based education, um, because I think the time has passed where things were just put onto the kids, um, it's now time that children can be taught to be, um, to be self-empowered also in a way. They work in groups... they learn how to handle other people and of course creativity plays a very important part in outcomes-based education, so I do support it."

FINDINGS QUESTION 4:

1. Respondents' level of support must be seen in the light of their understanding of OBE:
   Other Teacher 6 – has a fair understanding of OBE, but supports it due to the fact that she is part of a pilot school and believes that they "must show the world that it can work." OT6 has a personal motivation for supporting OBE.
   OBE Teacher 6 – holds a limited understanding of OBE. There is a lot of hesitation in her response. She indicates her support for a particular Learning Area, in which the learners develop entrepreneurial skills. She is in fact not supporting the theoretical underpinnings of OBE.
   Management 6 – holds a fair understanding of OBE. He does support the theoretical underpinnings of OBE; he believes that the learners are self-empowered through OBE.

QUESTION 5:

CASE STUDY 6 QUESTION 5: TABLE 6.5.1
Why do you think the Education Ministry is implementing Curriculum 2005?

RESPONDENT	PERCEIVED REASONS FOR IMPLEMENTATION
Other Teacher 6	"...because I thought that when children reached Matric they were just pushed into a certain field, either academic or maybe technical...and they weren't trained for life...not every child is a mathematician...so if he is not a mathematician he can work with his hands...go into the technical field...so that's why we have the eight Learning Areas, where everybody can gain from it."
OBE Teacher 6	"...if we think of all the unemployed matriculants lying at home, graduates...can't find a job...those are unskilled people and maybe that's the reason they can't find a job. *And Curriculum 2005 will enable them to make their own businesses and create their own income.*" (Data from response to Question 4)
Management 6	"I think this comes from the past...the imbalances that there were in the past...and I think we saw in OBE this is a way to eradicate the imbalances."

CASE STUDY 6 QUESTION 5: TABLE 6.5.2
Reasons for the Implementation of Curriculum 2005
A Summary of Table 6.5.1

REASONS FOR IMPLEMENTATION	RESPONDENT	EXAMPLE FROM INTERVIEW TRANSCRIPTION
Meeting Varying Needs and Abilities of Learners	Other Teacher 6	"...not every child is a mathematician...so if he is not a mathematician he can work with his hands...go into the technical field...so that's why we have the eight Learning Areas, where everybody can gain from it."
Combat Unemployment in South Africa	OBE Teacher 6	"...if we think of all the unemployed matriculants lying at home...can't find a job...*And Curriculum 2005 will enable them to make their own businesses and create their own income.*" (Data from response to Question 4)
Political Reason – Address Past Imbalances	Management 6	"I think this comes from the past...the imbalances that there were in the past...and I think we saw in OBE this is a way to eradicate the imbalances."

FINDINGS QUESTION 5:

1. Respondents present three varying reasons for the implementation of Curriculum 2005.

QUESTION 6a:

CASE STUDY 6 QUESTION 6a: TABLE 6.6a.1
Likely Major Achievements of Curriculum 2005

RESPONDENT	LIKELY MAJOR ACHIEVEMENTS?
Other Teacher 6	*Summary from Question 5:* Children will be able to go out and enter either the technical or academic fields depending on their strengths. Everyone will benefit from the eight Learning Areas. "...even the disabled, I mean you do get people that work with their feet and with their mouths, you know, so I mean they've got brains, so they will also be able to achieve...now they are also part...they are also going to gain by this."
OBE Teacher 6	"Long term...the child leaving school who can't afford go doing tertiary education, at least that child would be able to find a job...whether it's starting a business, doing computer work whatever..."
Management 6	"...this one is a little bit tough because we are only starting with it...but if I look long-term, I look at lifeskills...and with OBE they will be taught life-skills...and to me that's important."

CASE STUDY 6 QUESTION 6a: TABLE 6.6a.2
Likely Major Achievements of Curriculum 2005
Refining Table 6.6a.2

RESPONDENT	RESPONSE	ACHIEVEMENTS RELATE TO...
Other Teacher 6	*A summary of the response to Question 5:* The varying abilities and needs of learners will be met and developed by the eight Learning Areas. "...the disabled...they will also be able to achieve...they are also going to gain by this."	**The Learner** **Physically Disabled People**
OBE Teacher 6	"Long term...the child leaving school who can't afford go doing tertiary education, at least that child would be able to find a job..."	**The Learner**
Management 6	"...if I look long-term, I look at lifeskills...and OBE they will be taught life-skills...and to me that's important."	**The Learner**

CASE STUDY 6 QUESTION 6a: TABLE 6.6a.3 Likely Major Achievements of Curriculum 2005		
Likely Major Achievements Relate To...	**Details**	**Respondent**
The Learner	• Varying needs and abilities of learners will be met and developed by the new curriculum.	OT6
	• Curriculum 2005 develops skills etc. in learners that will enable them to find a job when they leave school. This could be through self-employment or just through having the skills to do certain work/jobs in the workforce.	OBE6
	• In the long-term Curriculum 2005 develops life-skills in the learners.	M6
Physically Disabled People	• Will gain from Curriculum 2005, because they too will be part of it.	OT6

FINDINGS QUESTION 6a:

1. **Other Teacher 6** talks of disabled people benefiting from Curriculum 2005. Her response is vague; it is not clear as to how they will benefit from it. Generally speaking, she believes that Curriculum 2005 will meet the varying needs of learners.

2. **OBE Teacher 6** believes learners will be able to leave school and be able to find a job, because they will be equipped with the right skills.

3. **Management 3** believes Curriculum 2005 develops life-skills in the learners.

There is some commonality in OBE6 and M6's responses regarding skills development. OBE6 could not mention any other likely major achievements, other than what she mentioned in Question 5. All three respondents found this question difficult to answer; there were many 'ums' *(hesitations)* from OT6, there was a silence from OBE6 and M6 believes that "this one is a little bit tough."

QUESTION 6b:

CASE STUDY 6 QUESTION 6b: TABLE 6.6b.1
Curriculum 2005 – Envisaged Pitfalls

RESPONDENT	ENVISAGED PITFALLS RELATE TO...	EXPLANATION OF PITFALLS ENVISAGED
Other Teacher 6	• Negative Attitudes of People	• "...negativity of people, they say; 'Ag man, this country dropped it and that country dropped it', but if you have a positive outlook...HOPE – H for having a positive outlook, O for objectives, get objectives right, P for positive excellence, E for empowerment...that's what I think it stands for, the OBE." *(Respondent believes that the negativity some people hold must be overcome if Curriculum 2005 is to work.)*
OBE Teacher 6	• Parents • Supply of Resources	• "The problem that I am experiencing now is, like, um, parents aren't equipped to guide that child." • "...lack of resources and if that's not going to happen...then I can't foresee...because I can bring some magazines and newspapers, that type of thing, but when it comes to pencils, rulers, Pritt, I mean once, I can maybe supply, but I can't because then it means...I'm going to financially support OBE...And where resources are concerned they should be given to us."
Management 6	• Teachers • Supply of Necessary Resources • Financial Resources	• "...all change brings trauma...some of the teachers don't want to accept this change – the paradigm shift." • "Um, short term - resources. Look one can do without some of the big things, but we are struggling to get certain materials from the Department..." • "...ourselves...the money, we don't have a lot of money at our school, so we cannot get enough resources as quickly as we want to..."

CASE STUDY 6 QUESTION 6b: TABLE 6.6b.2 Pitfall dimensions		
Pitfall dimensions	**Detail of Pitfall(s)**	**Respondent**
Problems presently experienced	• 1. **Negative Attitudes of People** – "...negativity of people, they say; 'Ag man, this country dropped it and that country dropped it', but if you have a positive outlook..."	• Other Teacher 6
	• 2. **Parents** – "...aren't equipped to guide that child."	• OBE Teacher 6
	• 3. **Supply of Resources** – "...because I can bring some magazines and newspapers, that type of thing, but when it comes to pencils, rulers, Pritt, I mean once, I can maybe supply, but I can't...financially support OBE...And where resources are concerned they should be given to us."	• OBE Teacher 6
	• 4. **Teachers** – "...some of the teachers don't want to accept this change – the paradigm shift."	• Management 6
	• 5. **Supply of Necessary Resources** – "...Um, short term – resources. Look one can do without some of the big things, but we are struggling to get certain materials from the Department..."	• Management 6
	• 6. **Financial Resources** - "...ourselves...the money, we don't have a lot of money at our school, so we cannot get enough resources as quickly as we want to..."	• Management 6

FINDINGS QUESTION 6b:

ENVISAGED PITFALLS	
AREAS OF CONCERN	**RESPONDENT**
Negative Attitudes of People	**Other Teacher 6**
Parents Ill-equipped for Curriculum 2005	**OBE Teacher 6**
Teachers Unable to Accept Change	**Management 6**
Problems with the Supply of Resources	**Management 6, OBE Teacher 6**
Financial Resources	**Management 6**

- OBE6 and M6 discuss the need for resources. Can it be inferred that Curriculum 2005 requires a lot of resources? (See **Discussion, Conclusion and Recommendations**, page 368.)

QUESTION 7:

CASE STUDY 6 QUESTION 7: TABLE 6.7.1
Changes in educators' feelings towards the teaching profession

RESPONDENT	EVIDENCE OF A CHANGE?	DETAIL FROM INTERVIEW TRANSCRIPTION
Other Teacher 6	No	"No, not really, uh-uh." *(Shakes her head.)*
OBE Teacher 6	Yes	"Mm, yes I will say my feelings have changed because with all the things going on, changes, mm, in the country and things are just dumped on us, that made me feel frustrated. And, um, like I felt like packing up, you know, there was no reason for me to come to school any longer, but like I said this new or approaching it a different way, so that made me excited, you know."
Management 6	Yes	"Um, in fact, with Curriculum 2005 I am more excited than ever. I was at a point where I felt that leaving teaching now, I'll just go out, but with this new change I'm excited, I'm very excited, because I see the good in it. I've discarded the negative side of what can be in Curriculum 2005."

CASE STUDY 6 QUESTION 7: TABLE 6.7.2
Changes in educators' feelings towards the teaching profession
A summary of Table 6.7.1

RESPONDENT	ANY CHANGES?	SUMMARY OF DETAIL FROM INTERVIEW TRANSCRIPTION	POSITIVE OR NEGATIVE CHANGE?
Other Teacher 6	No	"No, not really, uh-uh."	N/A
OBE Teacher 6	Yes	"Yes I will say my feelings have changed because with all the things going on, changes, mm, in the country and things are just dumped on us, that made me feel frustrated. And, um, like I felt like packing up...but like I said this new or approaching it a different way, so that made me excited..."	Positive
Management 6	Yes	"Um, in fact, with Curriculum 2005 I am more excited than ever. I was at a point where I felt that leaving teaching now, I'll just go out, but with this new change I'm excited, I'm very excited, because I see the good in it."	Positive

FINDINGS QUESTION 7:

1. M6 and OBE6 expressed similar thoughts. Both have been teaching for a long time; M6 – 29 years and OBE6 – 18 years and were considering leaving the teaching profession. The introduction of Curriculum 2005 has however renewed their interest and motivation for teaching.
2. Interestingly, OBE6's feelings of frustration with the teaching profession arose due to changes that had taken place in the wider scope beyond her school and profession eg. OBE6 mentions "...changes in the country..."

QUESTION 8:

Data required when analysing Question 8:

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

CASE STUDY 6 QUESTION 8: TABLE 6.8.1
Interviewees' Sources

SOURCES	OTHER TEACHER 6	OBE TEACHER 6	MANAGEMENT 6
A	X	X	X
B	X		
C	X	X	X
D	X	X	X
E	X		X

- B is not mentioned as a source for OBE6 and M6
- E is not mentioned as a source for OBE6.

Author Williams M
Name of thesis Outcomes-Based Education: How Have Selected Teachers Responded To Curriculum 2005? Williams M 1999

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.