

**Educators' Perceptions of Foundation Phase Mathematics Curriculum
Assessment Policy Statements (CAPS)**

A thesis submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

by

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January 2014

DECLARATION

I, the undersigned, hereby declare that the work contained in this study is my own original work and has not previously been submitted in full or partial fulfilment of an equivalent or higher qualification to this or any other recognized education institution. I further declare that all sources cited, quoted or referred to are indicated and acknowledged by means of a comprehensive list of references.

Signed: Date:

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ABSTRACT

The aim of the study was to investigate the educators' perceptions of the Foundation Phase Mathematics Curriculum Assessment Policy Statements (CAPS). This was a case study of eight educators in two primary schools based in Cradock in the Eastern Cape Province of South Africa.

There were six main findings. First, all participants displayed a good general knowledge of CAPS. They saw CAPS as different from NCS in that the former is content driven as opposed to outcomes driven in the latter. Second, all participants were happy that CAPS specifies what is to be taught grade by grade as opposed to NCS which specified outcomes and required educators to construct the content. Third, a feature which participants liked was the weighting of different components of the subjects taught. This was seen as an important guideline that indicates how much time should be spent on each component. Fourth, participants understood that CAPS is not a new curriculum; it is an amendment of the NCS. As such educators used the same teaching strategies and methods. Fifth, participants had reservations about the CAPS assessment guidelines as they were the same as those of the NCS and felt that the guidelines which require educators to discuss assessment criteria with children were not suitable for children in Foundation Phase. Sixth, participants were happy with the CAPS programme of assessment and workbooks. They felt the programme guides their teaching while the workbooks complement their teaching.

It can be concluded that educators, on the whole, held positive perceptions about CAPS. They saw it as explicit about the content that is to be taught, and it has clear guidelines about assessment procedures. For this reason it can be seen as an improvement on the NCS.

Given the findings, it can be recommended that further research be carried out on how educators' understanding of CAPS is translated into practical teaching and learning in the classroom. To improve the delivery of CAPS, the Education Department must

devise strategies aimed at educator empowerment activities that will enhance their work performance.

Key words: Curriculum and Assessment Policy Statements, implementation, assessment, CAPS maths pedagogy, support.

ACKNOWLEDGEMENTS

I would like to express sincere and heartfelt gratitude and appreciation to the following people for their support, assistance, motivation, advice and all the contributions they made to the success of this study:

To God almighty for His grace and mercy which provided me with the strength and courage throughout this study. I thank you, Lord.

Professor G. Moyo for his positive attitude, unceasing proficient guidance, assistance and inspiration as my supervisor.

Mr. Brian Carlson for editing this study.

Mrs. Priscilla Swanepoel for her assistance with her computer skills.

The principals and educators of the schools in Cradock, especially those who took part in the data collection.

Mrs. Nondyebo Boss, for her continued support throughout this study.

Miss Zimkhitha Kalipa for academic support throughout the study.

My brothers and sisters, Mninawa, Jambase, Uthant, Nosisa, Sips and Tobs, for their continued encouragement and motivation.

My daughters, Yaya, Usivile and Zipho, for support, encouragement and consistent prayers throughout the development of this dissertation.

My friends and sisters in Christ for consistent prayers.

DEDICATION

This study is dedicated to my late mother, Roselina Buyiswa Tsipa, who passed away in April 1996, and my late sister, Lorna Elaine Tsipa, who passed away in February 1998. May their souls rest in peace.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANA	Annual National Assessment
ANC	African National Congress
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statements
COSATU	Congress of South African Trade Union
DBE	Department of Basic Education
DOE	Department Of Education
FP	Foundation Phase
LO	Learning Outcomes
Maths	Mathematics
NCS	National Curriculum Statement
NPA	National Protocol of Assessment
NQF	National Qualifications Framework
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Framework
TIMSS	Trends in International Mathematics and Science Study

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CHAPTER 1: BACKGROUND TO THE STUDY

1. INTRODUCTION

In 1997 Outcomes Based Education (OBE) was introduced in South Africa to redress the curriculum disparities of the past. The then curriculum which was teacher-centred was replaced by Outcomes Based Education (Maree & Fraser, 2004) which is learner-centred. The latter is viewed as the type of education which promotes the liberation of learners and the acquisition of skills, knowledge, attitudes and values. However, there were challenges and flaws which included the complexity of language involved in OBE, teachers not being qualified enough and they lack training and support in the implementation process of OBE (Jansen and Christie, 1999; Chisholm, 2004). This led to a review in 2000 (Final Report, 2009) and the first curriculum revision, i.e. The Revised National Curriculum Statements (RNCS) Grades R-9 was announced. Despite the revisions, the on-going implementation challenges surfaced and thus RNCS and NCS were again reviewed in 2009 and this resulted in the production of the Curriculum Assessment Policy Statements (CAPS) (Curriculum News, 2009). One of the curriculum revisions was the Foundation Phase Mathematics CAPS. The numerous changes in the curriculum led Spies (2011) to pose the question about what part teachers have played in all the changes. The focus of this study on the Foundation Phase Mathematics CAPS can be understood within this context.

1.1 THE RELATIONSHIP BETWEEN NCS AND CAPS

1.1.1 Some debates about NCS

The dialogue about the National Curriculum Statement reveals that it is not free of challenges and hassles. Since NCS was still committed to outcomes based approaches it carried over the problems of OBE. The language problem, the inability of educators to make meaning of the curriculum and the lack of teacher development (Jansen and

Christie, 1999) was carried over to RNCS. However, in 2010 Minister Angie Motshega proclaimed that, “As a matter of priority I have taken steps to investigate the challenges and problems experienced in the implementation of the National Curriculum Statement” (Curriculum News, 2009). This was due to the fact that the Minister had to respond to verbal and written comments from teachers, parents, teacher unions, school management and academics.

The National Curriculum Statement was mandated to streamline and strengthen OBE and Curriculum 2005 which had many flaws in it but, apparently, NCS did not do much to overcome those flaws. This is shown in the Final Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009). Firstly, the report cites that there was no clear and detailed implementation plan for the Revised National Curriculum Statement. Unlike Curriculum 2005, there was no clear message and national communication plan on the benefits of the new curriculum. The report also shows that teachers and parents complained about this lack of vision as to what education and the curriculum set out to do and achieve.

It is argued that one of the issues that CAPS sought to address was the plethora of policies, guidelines and their interpretations. This has resulted in widespread confusion about the status of the curriculum and assessment policy (Final Report, 2009). This confusion is perpetrated by the fact that these guidelines are complex, vague and lack specification. Educators find it difficult to make sense and interpret them in a meaningful way. It is claimed that CAPS addresses these difficulties.

Another problem identified with the implementation of the NCS is that teachers complain about the overload of work created by the planning and administration in NCS (Final Report, 2009). They claim that they waste quality time of teaching and making sure that learners learn by engaging in administrative requirements and duplication of work. Again, the CAPS is said to help cut down on the administrative tasks and freed up time to concentrate on teaching and learning.

1.1.2 The claimed advantages of CAPS over NCS

The CAPS is not a new curriculum. It focuses on strengthening the implementation of the curriculum and provides much more specific guidelines about what to do in the classroom and how to improve teaching, learning and assessment (CAPS Orientation Teacher's Resource, 2012). It does this by simplifying the terms that were used in NCS. For example, as opposed to 'Learning Outcomes' that were used in OBE, now CAPS talks of 'content areas' and 'aims'. CAPS still maintains the 'learning programme' concept which was a requisite phase programme, emphasising what each grade in a phase should be taught but now it is referred to as 'specification of content' which, one would assume, it specifies and clarifies what content is to be taught. CAPS specifies the aims, skills and focus of content areas. It specifies and clarifies content and assessment. Therefore, it guides what must be planned and what must be assessed. All the claimed articulations may be clear in the minds of curriculum developers, but there remains a question of how educators who implement the CAPS perceive the innovation.

1.1.3 Implementation of CAPS

The implementation of the CAPS saw Foundation Phase educators becoming the first to be exposed to the knowledge and practice of the Curriculum and Assessment Policy Statements in 2011. They received their training in 2011 and were exposed to the teacher and learner workbooks and how to use them. They started to implement Curriculum Assessment Policy Statements in January 2012. One would assume that, although it is only their second year of implementing CAPS, they are now in a position to identify the strengths and flaws in CAPS.

1.2 MOTIVATION FOR THE STUDY

One of South Africa's goals is to have citizens who could compete internationally especially with regard to the issues of economics and globalisation. The Department of Education is mandated to make this goal achievable through schooling. The schooling

system, however, is not yet stable in South Africa as the Department of Education constantly changes the curriculum.

My interest in this study was ignited by the fact that curriculum is being changed all over again and educators must implement all these changes. It seems that as they implement and get used to one change, it is immediately changed for other. The issue in my mind was this: are we not compromising the culture of teaching and learning by effecting all these changes?

1.3 RESEARCH PROBLEM

Primary mathematics in South Africa continues to be described as being in a state of crisis (Fleisch, 2008). The new Curriculum and Assessment Policy Statements (CAPS) has come as an attempt to address the problem by focusing on the foundations for learning with the provision of work schedules detailing content, sequence and pacing. Educators' thinking and involvement in all these efforts remains unclear.

1.3.1 Main research question:

What are educators' perceptions of Foundation Phase Mathematics Curriculum Assessment Policy Statements (CAPS)?

1.3.2 Sub-questions:

1.3.2.1 What is Foundation Phase educators understanding of the pedagogy of Foundation Phase Mathematics CAPS?

1.3.2.2 How do educators perceive assessment practices in Foundation Phase Mathematics in CAPS?

1.3.2.3 What are the implications of CAPS for teaching mathematics in Foundation Phase?

1.4 PURPOSE OF THE STUDY

The purpose of the study was to investigate educators' perceptions of the Foundation Phase Mathematics Curriculum Assessment Policy Statements (CAPS).

1.5 AIMS OF THE STUDY

This study sought to:

- a) To determine the perspectives of foundation phase educators regarding the implementation of maths CAPS.
- b) To establish how educators understand the pedagogy of maths CAPS in their teaching practice.
- c) To investigate the understanding of educators in as far as assessment in CAPS is concerned and the way it improves teaching and learning.

1.6 DEFINITION OF TERMS

1.6.1 Outcomes Based Education (OBE): This was the then new system that dealt with the outcomes at the end of a series of lessons. This was achieved when the learners demonstrated that they have reached the desired outcome or goal (Chisholm, 2000:27).

1.6.2 Outcomes: According to Maree and Fraser (2004:10), outcomes are explained as the end product of a learning process. Spady (1978:8) explains outcomes as, "a culminating demonstration of the whole range of learning experiences and capabilities that underlie it".

1.6.3 Curriculum: Sparg and Winberg (1991:1) define the term curriculum as, "a plan of the learning process". It suggest an integration of the intentions of the planners, the assumptions and methods of the implementers, the entrance requirements of the learners, the learning materials used and also the assessment methods and criteria.

1.6.4 Curriculum and Assessment Policy Statements (CAPS): Curriculum News (2010) defines CAPS as a single comprehensive and concise policy document which will replace the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement, Grades R-12.

1.6.5 Foundation Phase: Phase of learning from Grade R to Grade 3.

1.7 LITERATURE REVIEW

The literature review which is conducted in chapter two is in three parts. First, it covers concepts of the philosophy of the Curriculum and Assessment Policy Statements (CAPS). It also provides information on the CAPS curriculum structure and the educators' development programmes on the Curriculum and Assessment Policy Statements. Second, it explores research on educator perceptions about the issues of Curriculum and Assessment Policy Statements and their role in curriculum change. The third part of the review focuses on the theoretical framework which draws on McKenna's (2003) three curriculum paradigms of curriculum design, covering the interpretivist, critical and post-structural paradigms.

1.8 METHODOLOGY

1.8.1 Research orientation

According to Bogden and Biklen_(1992), a paradigm is a loose collection of logically held together assumptions, concepts or propositions that orientate thinking and research. The interpretive paradigm is used in this research as Kuiper (1997) suggests that the general aim of the interpretive paradigm is to describe the phenomena and to some extent explain them. Similarly, McKenna (2003) states that the interpretive paradigm seeks to extend human understanding of the environment so that we can exist harmoniously within it. The assumption underlying this paradigm is that people

think rationally and their actions are informed by their reasoning (Bogden & Biklen, 1992). This reasoning was significant for this study because it was used to interpret the educators' behaviours.

Based on the above-mentioned paradigm the researcher strived in this study to gain entrance into the conceptual world and experience of the Foundation Phase maths educators in order to understand and interpret their experiences of teaching practice.

1.8.2 Research design

A case study, which is a descriptive method of educational research (Cohen and Manion, 1994), was adopted for this study. A case study was chosen because it has the ability to cover contextual conditions which the researcher believes are relevant to the phenomenon under study (Baxter and Jack, 2008). A study of the perceptions of Foundation Phase educators on the implementation of maths CAPS was undertaken, using the school as the context. The rationale which underpinned this case study was the fact that the curriculum is constantly reviewed and the educators implement these reviews. The data sources that were used in this case study included interviews and four Foundation Phase educators were purposively selected from two primary schools in Cradock to participate in this study.

1.8.3 Methods of data collection

For the purpose of this particular research, study semi-structured interviews with Foundation Phase educators regarding mathematics CAPS were the sole method of data collection. The main reasons for choosing this method was that interviews allow direct oral interaction between the interviewee and the interviewer, and this is what this study aimed at achieving. Kvale as cited in Cohen, Marion and Morrison (2003:267) see an interview, "as an interchange of views between two or more people on a topic of mutual interest". This research method allowed the interviewer to come up with follow up questions so that she became clearer as this was a dialogue between the researcher

and the respondents, and enabled the researcher to get the true feelings of the respondents.

1.8.4 Data analysis

The researcher analysed the data using thematic content analysis. In the case of thematic content analysis, the researcher identified common themes which emerged out of the data. Firstly, as the interviews were tape-recorded, the researcher listened to the recorded voices and transcribed into text. Then the data was coded and put into categories. The common themes and patterns that emerged out of the data were arranged into texts and summaries. The respondents' responses were compared with each other and the results were presented in the form of themes.

1.9 DELIMITATIONS

This study was concerned with the implementation of Curriculum and Assessment Policy Statements by Foundation Phase educators in primary schools.

1.10 LIMITATIONS OF THE STUDY

This study was conducted with only eight educators from two primary schools in one district and in one province; therefore, it may have limitations as it does not represent the perceptions of the vast majority of educators.

1.11 ORGANISATION OF THIS STUDY

This study consists of six chapters:

Chapter 1 provides the background to the study and the purpose of the study. It further outlines the research questions, delimitations and limits of the study.

Chapter 2 reviews the literature that guides this study. It includes curriculum development and the changes in curriculum from the emergence of OBE to the introduction of CAPS, the theoretical framework underpinning this study and the status of mathematics in South Africa.

Chapter 3 provides the research methodology. This chapter reveals the research orientation and design as well as the methods of data collection. It further reveals how research quality and ethical considerations were addressed.

Chapter 4 deals with the data presentation and analysis. It presents and analyses the data that was collected from the educators.

Chapter 5 discusses the findings that emerged from the data analysis.

Chapter 6 presents the summary, conclusions and recommendations for further studies and the implementation of CAPS.

CHAPTER 2: LITERATURE REVIEW

2. INTRODUCTION

“Education in South Africa seems to be in a constant state of renewal since the first democratic elections in 1994,” claims Jansen as cited in Spies (2011). After the unbanning of the ANC in February 1990, the ideologies which demanded the development, “... of a single non-racial national system of Education and Training, and dilution of the deep historical divisions between mental and manual labour; and between education and training” emerged (Kraak, 1998).

This led to the introduction of Outcomes Based Education after South Africa became democratic, which was the continuity of the ideologies which have been mentioned above. Its introduction was aimed to redress equity and the imbalances of the apartheid regime, and it was also viewed as a response in the curriculum field to overcome the problems in the national system of Education and Training (Mahomed as cited in Jansen and Christie, 1998:158). It was also intended to afford equal opportunity of access to education and training to all citizens in terms of race, class, gender and ethnicity (Jansen and Christie, 1999).

However, because of the flaws, challenges and shortcomings involved in Outcomes Based Education, the Department of Education had to review it. The flaws, challenges and shortcomings were shown by the Curriculum 2005 Review Committee which announced in June 2000 that a National Curriculum Statement was expected to be in place by June 2001 (Spies, 2011). The National Curriculum Statement was implemented only in 2002 and in 2009 it was reviewed again and hence the introduction of NCS(R-12) and its Curriculum and Assessment Policy Statements.

Therefore, the literature review included in this study provides the curriculum development and the changes to the curriculum in the South African education context since the inception of the democracy. These changes will reveal the move to Outcomes Based Education, its characteristics and the criticism it has received since its emergence. The literature review included in this study will further show the shift from OBE and Curriculum 2005 to RNCS(R-9) and how we ended up with NCS(R-12). It will also reveal the philosophy of the Curriculum and Assessment Policy Statements focusing on Foundation Phase mathematics and the issues involved in CAPS and/or curriculum change. The theoretical framework included in this chapter will draw on paradigms of curriculum design. Lastly, it will explore the status of mathematics in South Africa.

2.1 CURRICULUM DEVELOPMENT AND CHANGES IN THE SOUTH AFRICAN EDUCATION SYSTEM

2.1.1 Curriculum development

The first democratic elections in 1994 brought about a change in South African government, and the different departments were affected by this change. The Department of Education and its national curriculum were also affected and thus curriculum development had to be effected.

Carl (2002:37) views the term 'curriculum development' as one which lends itself to different interpretations and is not easy to capture in one description or process because of its complexity and dynamism. However, he continues to regard it as the encompassing and continual process during which any form of planning, designing, dissemination, implementation and assessment of curricula may take place. This process may occur in various areas of the curriculum ranging from the national and provincial levels to schools and classrooms.

Viewing Carl's definition of curriculum development one realises that there are key phases that need to be understood especially when dealing with South African curriculum reform/changes. Vally (2000:7) also mentions these phases as design, dissemination, implementation and evaluation.

Curriculum design is the phase during which a new curriculum is planned or during which the re-planning and review of an existing curriculum is done after a full re-evaluation has been carried out. After South Africa became democratic, a reviewed curriculum that would redress the imbalances of the past was seen as a need and hence the emergence of OBE.

Curriculum dissemination is the phase in curriculum development during which the curriculum consumers are prepared for the intended implementation and information is disseminated. This is done through the distribution or publication of information, ideas and notions, and in service training to prepare all those involved and to inform them of the proposed curriculum. Although this was done with the previous curriculum reforms, i.e. Outcomes Based Education and Revised National Curriculum Statement (R-9) in South Africa, it could be inferred that it was not enough as the educators complained about inadequacy of training (Jansen and Christie, 1999).

Curriculum implementation is the phase during which the relevant design is applied in practice. This stage has been problematic in Outcomes Based Education as well as RNCS(R-9). We are now engaging with this stage in CAPS with some of the grades and one wonders whether it is going to be successful or not. Henson (2001:295) states that, "Unless teachers are empowered to deliver high quality, there is little chance that meaningful educational improvement will occur".

Curriculum evaluation is the stage during which not only the success and effectiveness of the curriculum are evaluated but also the effect thereof on the pupils. This is the most important stage as it should inform curriculum designers of how successful the curriculum is and whether or not it needs to be reviewed.

Therefore, it could be concluded that curriculum development is not linear; nor does it guarantee step by step hierarchical advances. It is rather a cyclical process because once you reach the evaluation stage the process may take you back to the first or the second and/or the third stage depending on the evaluation variances and results.

The main objective of any curriculum development is the betterment of schools through the improvement of teaching and learning and its characteristic insistence is that ideas should encounter the discipline of practice and that practice should be principled by ideas (Stenhouse, 1975). In that instance Rhodes University Policy on Curriculum Development and Review (1998) links some principles to the basis of curriculum development, which are:

- Consultation which looks at the needs of learners and the society, and maintains that all stakeholders should therefore be the co-developers of a curriculum.
- Reviewing processing in order to accommodate new ideas and knowledge as well as to avoid rigidity.
- Equity and redress so that curriculum can have a clear plan on how to accommodate and develop learners.

Similarly, Carl (2002) states that curriculum developers may approach the process of curriculum development from a particular orientation and curriculum development should be based on specific and accountable principles which include:

- Purposefulness as an important aspect of effective curriculum development.
- Curriculum development must be based on sound accountable theory.
- Method must be an important characteristic.
- Effective and on-going evaluation from the design phase to the evaluation phase is essential.
- Effective leadership is essential.
- A particular level of curriculum ability is necessary for all those involved.
- Effective time utilization and orientation is determinative for effectiveness.

- Adequate learning must be an important point of departure.
- Relevance is an important characteristic of effective curriculum development.
- Meaningful connection between the various elements is essential throughout the whole process.
- Individualisation must be considered during planning
- The propaedeutic value of curriculum development must be considered.
- Norm-orientation is a basic principle.
- The claims of subject content must be taken into account.
- Applicable educational principles for learning are essential. (Carl, 2002:76)
- The rationale must be clear and communicable.

Furthermore, (Hansen, 1995) specifies that, “Successful practice is inextricably linked to the curriculum development, i.e. the everyday decisions about both what to teach and how to teach”. Therefore the premises for establishing guiding principles for curriculum development practice are crucial. He articulates that:

There should be a conceptual framework within which to plan learning activities and design curriculum.

Teachers should have an opportunity to reflect on their attitudes and beliefs about learning.

There should be exploration and epistemological foundation for education.

The curriculum development process needs to be more clearly understood, fully appreciated and consistently applied at all levels in the school system.

Aspiring teachers need to understand the political realities associated with curriculum development.

Looking at the definition of curriculum development, principles associated with curriculum development and the premises for establishing guiding principles for curriculum development practice, it can be noticed that curriculum development is a process which cannot be done solely but needs a team that works together with a common vision and a goal and the involvement of all stakeholders.

It must be taken into consideration that curriculum development brings about a change in the education system, a change which Fullan (1993) views as uncontrollably complex and, in many circumstances, unknowable. This means that curriculum development is not in any way going to be easy and smooth.

Because of the changes in South African government, the Department of Education had to engage in curriculum development.

2.2. CHANGES IN THE SOUTH AFRICAN EDUCATION SYSTEM

2.2.1 The rise of Outcomes Based Education and Curriculum 2005

South Africa became democratic in 1994 and introduced Outcomes Based Education in 1998 which was aimed to redress equity and the imbalances of the past apartheid regime; and was viewed as a response in the curriculum field to overcome the problems in the national system of education and training, (Mahomed as cited in Jansen and Christie, 1999).

Furthermore, it was evident that changing the South African education system was of paramount importance if the country wished to keep up with the imperatives of the global market economy (Fakier and Waghid, 2004). Therefore, Jansen as cited in Spies (2011) saw the implementation of OBE and Curriculum 2005 in 1998 as the first major change to the South African education system. This was towards the achievement of the above mentioned aims of introducing a new curriculum. Curriculum 2005 is a form of OBE (Chisholm, 2003); therefore, OBE and Curriculum 2005 are intertwined and interchangeable. It is for this reason that in this study the two i.e. OBE and Curriculum 2005, are reviewed simultaneously.

The introduction of OBE and Curriculum 2005 may be viewed as part of policies adopted by the post-apartheid government to restructure and transform the apartheid

education and training system (Jansen and Christie, 1999). When tracing the rise of Outcomes-Based Approach in South Africa, (Kraak, 1998) explained it as:

The product of three historical antecedents: the first was the ascendancy of competency-based modular education and training in South African industry after 1985; the second was the adoption of Australian and British outcomes models in the policy development work undertaken by the ANC and COSATU since the early 1990s; and the third was the resurrection of the radical rhetoric of People's Education that first emerged in the heat of struggle in the mid-1980s.

These three discourses have been fused together to create educational methodology i.e. Outcomes Based Education (Kraak, 1998). OBE is the approach of teaching and learning which shifted the emphasis of learning and teaching away from rote learning to concrete educational results (Jacobs, Vakalisa and Gawe, 2004:2). According to Killen (1997:26), "OBE is an approach to planning; delivering and evaluating instructions that requires teachers and learners to focus their attention and efforts on the desired end result of education". This means that it specifies the desired results of a learning programme and guides the planning towards the realisation and achievement of the result.

Similarly, Baron and Boschee (1994) view OBE as a, "process directing all of schools' programmes and instructional efforts toward the achievement of clearly defined outcomes that all learners must demonstrate by the time they leave school". Spady (1994) as well also views "Outcomes Based Education as focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences". When viewing the definitions of OBE, it can be deduced that the focus and the emphasis in an OBE system is on the learning outcomes. Thus, OBE encourages educators to intertwine outcomes in all their teaching activities.

This was the very first instance that South African educators were going to implement this kind of curriculum reform; therefore, one would assume that the system would put more focus and efforts into empowering educators so that they become competent and be ready for the implementation stage of OBE. Looking at outcomes, Spady as cited in Maree and Fraser (2004:13) views them as:

The learning results we desire from learners that lead to culminating demonstrations. These results and their demonstrations occur at or after the end of significant learning experiences; hence the term 'culminating'. This means that an outcome is not a collection or average of previous learning experiences, but a manifestation of what learners can do once they have had and completed all of those experiences. Outcomes are not simply the things learners believe, feel, remember, know, or understand, but instead, outcomes are what learners actually can do with what they know and understand.

The Eastern Cape DoE (2004) describes a learning outcome as, "a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire". Therefore, from the definitions mentioned about outcomes, it can be concluded that outcomes are about objectives and the end products of a learning process. It strives to shape and mould learners to some competencies, i.e. what the learners can do at the end of a teaching and learning experience.

Maree and Fraser (2004) show that OBE is derived from two systemic approaches to instruction and assessment, i.e. mastery learning and competency based education. Mastery learning stresses individualised instructions in which students are provided with the necessary time to master a learning unit of the curriculum before going on to the next one. Competency based education, on the other hand, describes efforts at defining and evaluating students' performance.

According to Spady cited in Maree and Fraser (2004), OBE is driven by the following three goals or assumptions. First, all learners can learn and succeed, but not on the same day or in the same way. Therefore, all learners should be given the opportunity to

learn and succeed either by changing teaching strategies and methodologies or giving them ample time to learn. Second, each success by the student breeds more success, and, third, schools control the condition of success. Therefore, if the schools can create a positive and conducive environment all learners can learn and teachers can teach so that all learners can learn.

He also mentions that the outcomes based approach is guided by the following principles which will be achieved if they are applied consistently, systematically, creatively and simultaneously:

- Clarity of focus on outcomes: in this principle the curriculum is geared towards what the learners must be able to demonstrate at the real end. It provides a clear picture to the educator of the type of learning the learner must demonstrate. Learners also need to know what is expected of them in the learning process and how they will be assessed. Transparency is a key factor here.
- Expanded opportunity: learners must be provided with more than one opportunity to learn if they are not successful. Learning must not be restricted by rigid time frames and schedules, although there must be certain limits to every expanded learning opportunity. Educators must change their teaching methods to accommodate every learning style presented in their classrooms. This is in line with Killen (1998) when he says that students should be given more than one uniform routine chance to receive instruction and to demonstrate their learning.
- High expectation for learning success: learners must be exposed to challenges on a higher level that will raise the standard of expected level of performance for successful learning; and these higher levels must be supported by the necessary motivation of learners. Learners must be motivated so that they can do more.
- Design down: this means that educators as they design and plan curriculum they must start with what learners should be able to do at the end of their official learning experience.

This was the philosophy of education which was uncritically adopted (Jansen, 1999) in the South African education system. This philosophy has always been characterised by flaws and challenges from its inception until this far. The challenges will be discussed at a later stage.

It must be taken into cognisance that the two, i.e. OBE and Curriculum 2005, were, for the purpose of this study, fused together as one curriculum reform which is in line with Chisholm (2005) who stated that outcomes based education is implemented through Curriculum 2005.

According to the Department of Education (2000:ii), in 1998 South Africa adopted a policy called Curriculum 2005 which aimed to change the curriculum in all schools. According to Chisholm (2003: 3), the guiding philosophy of C2005 in 1997 was, for its initiators, the pedagogical route out of apartheid education. South Africa needed a kind of education that would redress the inequalities created by the education system of the apartheid regime.

C2005 emphasised results and success, outcomes and the possibility of their achievement by all at different paces and times rather than a subject-bound, content-laden curriculum. It was perceived by its advocates as a decisive break from all that was limiting and stultifying with the content and pedagogy of apartheid education (Chisholm, 2003). C2005 was reviewed shortly after it was introduced and one began to wonder what went wrong with a curriculum that seemed so promising.

Christie as cited in Gutip, Hoadley and Jansen (2002), saw Curriculum 2005 and the NQF as representing specific South African forms of global, late modern curriculum patterns which were geared towards flexible specialisation and the skill needs of post-Fordist production in an internationally competitive market. The curriculum policies entailed by C2005 included the following:

- Incorporation of work-related competencies into curricula, particularly in post-compulsory and adult basic education and training; learners were prepared to be competent in their working fields after schooling;
- Modular credit accumulation with more frequent assessment;
- A network of pathways in a lifelong learning system; and
- Diminishing importance of institutional base in qualifications.

(Christie as cited in Gutip, Hoadley and Jansen, 2002)

Although OBE and Curriculum 2005 was seen as a break from all that was limiting, seemingly it had its flaws, shortcomings and challenges which led to its review in 2000.

2.2.2 The flaws and the challenges of OBE and Curriculum 2005

“OBE has emerged from the restructuring movement as one of the most promising school-reform effort”, (Baron and Boschee, 1994); and according to Mahomed cited in Jansen and Christie (1999:158), “Many educators and policy makers in different countries favours OBE”. However, on the other side, OBE received lots of criticism and manifested flaws and challenges in the South African education system.

It was shown above that OBE was derived from two systemic approaches to instruction and assessment i.e. mastery learning and competency based education; however, Jasper (as cited in Baron and Boschee, 1994) argues that mastery learning which drives OBE programmes is essentially a more advanced version of Bloom’s Mastery learning which is pure Skinnerian, behaviourist, stimulus-response conditioning and tantamount to indoctrination.

Similarly, Kraak (1998) states that the fundamental criticism to be made of OBE is that its definition relies too heavily on behaviourist principles. Behavioural psychology assumes unanimity of behaviour: under the same circumstances, we all behave in the same predictable way. He further states that the danger here is that there is no place in

such a schema for imagination, creativity and innovation – qualities that cannot be measured in separate quantifiable units, but that are nevertheless the key priorities of a good general education. This may mean that OBE will not bring any break to all the limitations produced by the education system in the apartheid regime if it is supporting indoctrination.

At this stage it is important to understand that OBE is an approach to teaching and it focuses on how teaching is done. According to Maree and Fraser (2004:12-13), OBE is structured in such a manner that it is outcomes-defined, i.e. schools, programmes, processes, credentialing and decision making priorities. It is not centred on content but is organised by specific learning objectives and thus learning outcomes and assessment criteria are made transparent to the learners.

However, Closson (1993) argues that writing appropriate and measurable outcomes can be very difficult for the educators as they lack experience and enough training for this expertise. It was the first for South African educators to be exposed to such a curriculum; therefore, proper training and guidance were anticipated in this regard. Furthermore, (Jansen: 1999), states that the central question in the South African transition, namely, what education is for, was avoided by OBE and its outcomes as it lacked clarity in this aspect.

OBE with regard to its principles, which say that all learners can learn and succeed but not in the same way and at the same time, fosters educators to consider the individual needs of each student and give opportunities for each student to achieve at a variety of levels. Thus weaker students are given work within their grasp and exceptionally strong students are extended, (Maree and Fraser, 2004). In practice, managing independent study programmes as suggested by this principle for large numbers is extremely difficult especially in South Africa where schools are faced with the challenge of large numbers in the classrooms, resulting in individualisation being impossible. Though OBE was aimed at counter-acting inequalities reproduced by the apartheid regime, the higher teacher pupil ratio still exists in black schools.

For educators Curriculum 2005 was seen to be imposed on them in a top-down manner which stronger resembled the imposition of apartheid curricula. This was mainly because only a few educator representatives were involved while the curriculum frameworks for learning areas were drawn up by committees (Christie as cited in Gutip, Hoadley and Jansen, 2002). The non-involvement of educators as implementers of curriculum changes can pose a big problem in the implementation stage of curriculum development.

Curriculum 2005 was poorly planned according to Christie as cited in Gutip, Hoadley and Jansen (2002). This stage is crucial to Carl's (2002) approach to curriculum development which states that when designing a curriculum one should plan and re-plan. This lack of planning led to insufficient preparation of educators to implement the outcomes based pedagogy and continuous assessment.

Christie as cited in Gutip, Hoadley and Jansen (2002), further alludes that Curriculum 2005 has been rightly accused of being jargon-ridden and inaccessible in its discourse. Its procedures for designing learning programmes are complex and sophisticated, if not obscure. Working with these principles requires well-prepared teachers, who are more likely to be found in historically white than historically black schools (Christie as cited in Gutip, Hoadley and Jansen, 2002). Moreover C2005 had learning support materials that were variable in quality, often unavailable and not sufficiently used in classrooms. Furthermore, the language of innovation associated with OBE is too complex, confusing and at times contradictory (Jansen, 1999:146), neglecting the fact that most of South African educators use English as an additional language.

Moreover, Mahomed as cited in Jansen and Christie (1999) states that OBE is unsuited to our situation because of our fiscal constraints, resource shortages, historical problems in our teacher training system, and large teacher and classroom/learner ratios. On the other side Killen (1997) consequently views OBE as more attractive to politicians and administrators than it is to teachers who are faced with the practicalities of implementing it.

These were the flaws which were manifested in OBE and Curriculum 2005 and hence the Department of Education (2000:ii) reviewed it in 2000. The report recommended some changes to Curriculum 2005 which led to the introduction of the Revised National Curriculum Statement.

2.3 REVISED NATIONAL CURRICULUM STATEMENT (RNCS: R-9)

OBE and C2005 provided a broad framework for the development of an alternative to apartheid education that was open, non-prescriptive and reliant on teachers creating their own learning programmes and learning support materials (DOE as cited in Chisholm, 2003). However, the structure and the design of Curriculum 2005 were reviewed in 2002. This was effected in order for it to be, "Strengthened by streamlining its design features, simplifying its language, aligning the curriculum and assessment, and improving educator orientation and training, learner support materials and provincial support (DoE).

This effect could be associated with the findings of The Report of the Ministerial Committee established to review the curriculum in 2000. The findings were:

- A skewed curriculum structure
- Lack of alignment between curriculum and assessment policy
- Inadequate orientation, training and development of teachers
- Learning support materials that are variable in quality, often unavailable and not sufficiently used in classrooms
- Policy overload and limited transfer of learning into classrooms
- Shortages of personnel and resources to implement and support C2005
- Inadequate recognition of curriculum as the core business of education departments (Chisholm, 2003).

The revised National Curriculum Statement is, therefore, not a new curriculum but a streamlining and strengthening of Curriculum 2005. It keeps intact the principles, purposes and thrust of Curriculum 2005 and affirms its commitment to OBE (Department of Education, 2002:6).

As Carl (2002:56) stated, “It would be hazardous if curriculum development were not based on specific accountable principles”. The Revised National Curriculum Statement was based on guiding curriculum principles which are:

- Social justice, a healthy environment, human rights and inclusivity are key values.
- Outcomes-based education (OBE) is the point of departure.
- A high level of skills and knowledge for all is non-negotiable.
- Clarity and accessibility are to be the key aspects in both the design and language.
- Progressive on-going development and integrated learning are integral (Carl, 2002:60).

Furthermore, the Revised National Curriculum statement aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate and multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen (Department of Education, 2002:8).

The Revised National Curriculum Statement envisions teachers who are qualified, competent, dedicated and caring; who will be able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (Government Gazette, No 20844). Therefore, these documents see teachers as mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists.

However, the Revised National Curriculum Statement also had its flaws and challenges. That led to its review in 2009 and the National Curriculum Statement (NCS, 2012) and the Curriculum and Assessment Policy Statement were to be introduced in 2012. The NCS 2012 and CAPS are going to be broadly discussed in the next section of this literature review.

2.4 PERCEPTIONS ABOUT CURRICULUM CHANGE (OBE, C2005 AND RNCS R-9)

It should be borne in mind that there is nothing more difficult to handle, more doubtful of success, and more dangerous to carry through than initiating change in a state's constitution (Machiavelli as cited in Jansen and Christie, 1999:279). In South Africa teachers' experience, since the birth of democracy, is of a curriculum that is constantly changing, thus Machiavelli's comment about the difficulty of initiating change. Ruddock (1991:30) states that change involves the adaptation or abandonment of practices that are familiar and therefore comfortable, and the South African education system is in that state.

The issues of curriculum change mentioned above need critical understanding. As Carl (2002) has discussed, with regard to the phases of curriculum development, the first stage is the design where the new curriculum is planned. This is a very crucial phase as it embodies the policies which guide this new curriculum or the review of the existing one.

When OBE and C2005 were developed, the policy frameworks gave almost no attention to the context of implementation and how the new vision could be put in place. This approach has implicitly assumed that the formulation of policy can be logically separated from its implementation (Jansen and Christie, 1999:281). They further argue that, "In setting out these proposals the National Department of Education has assumed little or no responsibility or accountability for how these policies might be delivered".

OBE and Curriculum 2005 were intended to afford equal opportunity of access (Jansen and Christie, 1999), but regardless of its meanings for different constituencies, its implementation has apparently reinforced rather than altered educational inequalities that have their root in the broader society (Harley and Wedekind as cited in Chisholm, 2005:81).

To conclude this section Ruddock (1991:30), commented that curriculum change is not a simple, mechanical process that needs an expert kick to get it going when it stalls. The quick fix of a curriculum package is not enough; issues of process and assessment should be tackled alongside issues of content.

He further alludes that fundamentally curriculum change, “is unlikely to be achieved without time, without resources, without space to distance one’s self from everyday routine, and without opportunities for focused and critical dialogue with people who can offer different perspectives on the task of change,” (Ruddock,1991:30).

2.5 PHILOSOPHY OF CURRICULUM AND ASSESSMENT POLICY STATEMENT

2.5.1 *Why CAPS?*

“Education will be a key priority for the next five years ...” (DBE, 2009) said the president of the Republic of South Africa in the state of the Nation Address. This mandated the Minister of Basic Education to take steps to investigate the challenges and problems experienced in the implementation of the NCS. At the same time the Minister had to respond to verbal and written comments from teachers, parents, teacher unions, school management teams and academics. According to Department of Education (2009:2), various aspects were viewed as criticism, i.e. teachers were overloaded, learners were underperforming, stakeholders viewed it as lacking vision, confusing and having a plethora of policies and undermining the use of textbooks, teachers lacked training, and teachers and parents were confused about several aspects of assessment.

Furthermore, Cobban (2010:2) quoted Bloch as saying, "OBE and Curriculum 2005 ... reinforced a tendency to top down edicts, saw poor training and development for teachers, and a host of form-filling and compliance rituals. Instead of support and capacity building, we (so often) put in place impossible outcomes and standards within an architecture that frustrates good teaching and innovation."

Therefore, the new developed OBE and C2005 and reviewed RNCS still had many flaws in it and it had to be reviewed, hence the introduction of Curriculum and Assessment Policy Statement (NCS R- 12).

2.5.2 Its design features, i.e. curriculum structure and assessment

CAPS is not a new curriculum but builds on the previous curriculum and also updates it and aims to provide clearer specifications of what is to be taught and learnt on a term-by-term basis (DBE, 2011). It focuses on strengthening the implementation of the curriculum and provides much more specific guidelines about what to do in the classroom and how to improve teaching, learning and assessment (DBE, 2012).

It will be repackaged so that it is more accessible to teachers. It is claimed that every subject in each grade will have a single and concise curriculum. This means that the curriculum will have clearly specified content per grade as opposed to the NCS which emphasised and focused more on Learning Outcomes and Assessment Standards per phase. CAPS no longer talks about Learning Areas but reverts back to the term 'subject'.

According to the Department of Education (2010), Learning Outcomes will be changed to more accessible aims. Although Learning Outcomes did not prescribe content or method, at least they guided and directed teaching and learning.

The OBE policy documents required the Learning Outcomes to be unpacked with learners before any teaching and learning may take place because OBE has clarity of

focus, i.e. “It provides a clear picture to the educator of the type of learning the learner must demonstrate ...” (Maree and Fraser, 2004); and it makes the teaching and learning have a point to reach, but now the planned CAPS talks more of accessible aims, and clearly spelt out content and assessment.

As far as assessment is concerned, the Department of Basic Education (2011:3) defines it as a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. McMillan (2001:9) also defines assessment as the collection, evaluation, and use of information to help teachers make better decisions. Assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment (Department of Basic Education, 2011:3). Moreover, Gipps, Le Grange and Reddy as cited in Maree and Fraser (2004) state that assessment involves a wide range of purposes. It could serve to support teaching and learning; provide information about pupils, teachers and schools; act as a selection and certifying device; act as an accountability procedure; and drive curriculum and teaching.

Therefore, with regard to what Jacobs, Vakalisa and Gawe (2004) stated that, in OBE, assessment has to be valid and reliable to show the rate and extent of progress achieved by each learner but be flexible enough to reflect empathy with learners, still stand for CAPS assessment.

Appraisal must move from the emphasis on summative assessment as a single event to developmental assessment which is an on-going process (Pretorius, 1999:82). CAPS still hold this position because it emphasises the importance of informal and formal assessment and differentiate them thus:

Informal assessment is the monitoring and enhancing of learners’ progress which is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners. It should be used to provide feedback to the learners and teachers, close the gaps in learners’ knowledge and skills and improve teaching. Informal assessment builds towards formal assessment and teachers should not only focus on formal assessment.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. (Department of Basic Education, 2011:3).

Therefore, it is important that criteria be spelt out clearly to learners early on in the programme they are following, and that the assessment process be as transparent as possible. This shows that assessment principles of OBE are carried over to CAPS.

2.5.3 CAPS' advantages over NCS(R-9)

NCS had core knowledge and concepts which suggested knowledge to be covered in each phase: foundation, intermediate and senior phase. It did not specify what core knowledge was to be done in a specific grade but listed all that needed to be done in a phase. This created a problem and confusion especially if educators in a school were not planning together, as one would not know exactly what was done in the previous grades. Therefore, with CAPS educators will know precisely what to cover in a specific grade (Media News, 2010).

CAPS will recommend one policy guideline which will contain content and assessment guidelines instead of separate guidelines for each (Department of Education, 2009). This may improve the planning process for educators because the use of too many policy guidelines leads to confusion and educators end up neglecting some important aspects because the information is scattered.

“A crucial pillar in the Department’s determination to improve learner performance is the provision of learner workbooks.” These workbooks are expected to improve learner performance in literacy and numeracy for grades 1-6. They will serve as a model of good practice for teachers; teachers will be better able to monitor the performance of learners and to prepare them for assessment (Department of Education, 2012:7). They

will be easily accessible and will create equal opportunities of learning since all learners will get them free of charge from the Department of Education. Equal opportunities of learning were envisioned when a new curriculum was planned to overcome the barriers of the former education system.

CAPS reduces the educators' workload by reducing the number of projects that were administered in National Curriculum Statement (Department of Education, 2009:5). One may assume that this relief will create time for educators to spend more time on quality teaching and learning instead of too much administrative work.

All the claimed articulations may be clear in the minds of curriculum developers but there remains a question of how educators who implement the CAPS perceive the innovations. Educators play a vital role in implementing any new curriculum development.

2.6 DEBATES ABOUT EDUCATORS' DEVELOPMENT PROGRAMMES TRACING FROM OBE AND CURRICULUM 2005—NCS—CAPS

When change takes place in a government, different sectors or departments are affected either directly or indirectly. The birth of democracy in South Africa brought a change in the education sector as well. The introduction of OBE and Curriculum 2005, RNCS and CAPS resulted in a paradigm shift in this sector. Educators had to change their practice and move towards the implementation of these curriculum changes. Educational changes are implemented by educators; therefore, it must be taken into consideration that, whenever the curriculum changes, educators are going to be instrumental in interpreting and implementing the curriculum. This suggests that the Department should prepare educators for these changes.

Jansen and Christie (1999) argue that the formulation of a policy cannot be logically separated from its implementation. This in essence means that when a policy is

formulated, the implications and technicalities of implementing it should be catered for. Preparing educators for change is one of the technicalities.

However, Chisholm (2004) argues that, “OBE and Curriculum 2005 training for teachers were clearly problematic” because given the short time between the finalisation of the curriculum and its implementation, the National Department of Education and its various counterparts had no choice but to provide crash course training for teachers. Even the trainers of teachers were unable to train them efficiently because they were not sufficiently equipped to replicate the training.

Similarly, Jansen and Christie (1999:283) states that:

In South Africa, the particular forms of Curriculum 2005 and its implementation have been highly problematic. Curriculum frameworks were drawn up by committees on which teachers were represented; most teachers have not been actively engaged with the new curriculum. For most of them, the new curriculum is being put in place in top-down ways that strongly resemble the imposition of apartheid curricula. Teachers are insufficiently prepared for outcomes-based pedagogy and continuous assessment. The government provides emergency training and materials to ensure that all provinces could start from the same footing; however, in-service work with teachers and schools has been minimal.

Carl (2005:223) also argues that within the process of curriculum development the teacher can and should become involved. Currently, “a perception often held by teachers is that the curriculum is often developed elsewhere so that they simply need some guidance for the correct application of a curriculum which is handed down to them from the top.” The practice of teachers simply implementing curricula, which have already been developed somewhere, probably also holds true for the South African context. Curriculum 2005, for instance, was developed on a national level in 1998 and teachers only became involved when they received training in the application of the new curriculum at a school and classroom level.

This is in line with Carl’s (2005:223) argument when he says that, two main tendencies regarding teacher participation can be distinguished:

Firstly, teachers are regarded as merely the recipients of the curriculum that is developed by specialists elsewhere. The teachers' curriculum function remains limited to the correct application of what has been developed by these specialists. This so called top down approach is detrimental to the process of taking ownership of the curriculum.

Secondly, teachers are partners in the process of curriculum change. There should therefore be an opportunity for their voices to be heard before the actual implementation, in other words, they should be given the opportunity to make an input during the initial curriculum development processes.

With each curriculum change, we rush to train teachers to "teach the new curriculum" and rush to publish new textbooks that need to be closely linked to the specifics of the new official curriculum plans. This leads to a huge wastage of money and resources. An alternative would be to write secondary school textbooks for each discipline that cover all the key school topics (Bertram, 2011:1).

Furthermore, even with CAPS the outcry for teacher development and training could be observed. "Teachers will not be able to implement CAPS, the new curriculum, in two provinces due to a lack of training. In two provinces, teachers will not be able to implement the new curriculum next year because they have not been trained. Questions have also been raised about the quality of the training the provincial education departments conduct" (Nkosi, 2012).

Spies (2011:47) asks this question about the involvement of educators in curriculum development, "What is the prospect for the successful implementation of a curriculum if the corporate sector, politicians and teachers unions do not involve and listen to teachers , those stakeholders who, in the final instance, have to implement new ideas?"

2.7 ISSUES OF CAPS/CURRICULUM CHANGE

2.7.1 Implementation issues

“The neglect of implementation issues in the new education policies is a fundamental flaw which has severely compromised the capacity of the policies to deliver change (Vally, 2000:4). Policy research shows that it simply does not work to rush the implementation of curriculum reform; and yet it happens anyway. The reason most frequently offered for this is that the politics of education reform win over the pedagogy of reform. Indeed, in South Africa Naledi Pandor has been the only one of the four post-1994 ministers of education who did not launch a new curriculum or institute a curriculum review. This may have been because a new curriculum for grades 10 to 12 had already been planned under Asmal for implementation in 2006 during her term of office (Bertrams, 2011). Bertrams also wonders how often the education system expects to keep up with the changing demands.

2.7.2 Learning support material (LSM)

“Next year the new school curriculum and assessment policy known as CAPS will be implemented in the foundation phase grades one to three and grade 10. Although CAPS is not officially a new curriculum, the changes are sufficient to require new textbooks again. Textbook writers and illustrators are desperately working to meet the June deadline for the textbooks to be submitted to the national department of basic education for approval” (Bertrams, 2011). She also argues that there is something very familiar about the scenario of publishers rushing to meet very tight deadlines; it has happened every time the curriculum has been revised since 1997. This may lead to insufficient LSM for learners to use in the classroom causing a problem for teachers to continue with their implementation stage.

2.7.3 The role of educators

Spies (2011:45) has a concern about the involvement of the experienced teachers in the drawing up of the curriculum. This is also evident in Henson (2001:14) when he argues that, “Unless teachers are empowered to deliver high quality, there is little chance that meaningful educational improvement will occur.” Educators are central in creating an environment that supports learning; therefore, educators as the interpreters and implementers of the curriculum change should be highly equipped so as to render the services with high confidence and self-esteem.

Glatthorn, Boschee and Whitehead (2006) describe effective actions to be taken when a new curriculum has been developed, in particular for the educators:

- First, the staff-development sessions should give teachers who will be using the new programme complete information about the specific changes expected.
- The second focus of the staff development should be to give the users of the new programme specific assistance in translating the curriculum documents into instructional plans.
- Finally, the staff-development sessions should help teachers improve in their use of the instructional skills that the new curriculum requires.

In the implementation stage (Glatthorn, Boschee, Whitehead, 2006:271), staff development continues to be important, though it will have a different emphasis at this point:

- First, some staff-development time should be devoted to an analysis of the effects of the new curriculum.
- Time should be provided for the development and sharing of instructional materials.
- Finally, staff development should provide an opportunity for peer coaching.

In order for teachers to be successful, the above aspects that promote staff development must be considered. Moreover educators on their side must not cease to update their knowledge on a continuous basis.

2.8 CURRICULUM PARADIGMS

We no longer live in the modern world, but rather in a “post-modern world ... that has not yet discovered how to define itself in terms of what it is but only in terms of what it has just- now ceased to be”, says Toulmin as cited in Taylor and Francis (1989). He further explains that, “The transition into a post-modern world has been explained by some scholars as a paradigm shift – an extension into a scheme of cultural evolution of Thomas Kuhn’s description of what happens during scientific revolutions.”

Habermas as cited in McKenna (2002) states that knowledge is constructed according to three fundamental human interests; these are: technical, practical and emancipatory. He asserts that no knowledge is neutral, constructed as it is according to values and assumptions. Therefore, the theoretical framework which underpins this study is drawn from McKenna’s (2003) three curriculum paradigms of curriculum design covering the interpretive, critical and post-structural paradigms.

2.8.1 Interpretive

The interpretive paradigm seeks to extend human understanding of the environment so that we can exist harmoniously within it. It relates to the desire to take the right action within a particular environment. According to Carr and Kemmis as cited in McKenna (2002:218), the interpretive paradigm generates knowledge in the form of interpretive understanding which can inform and guide practical judgement. Usher cited in McKenna (2002:218) states that in this paradigm reality is seen as a construction, which is relative to its context and the focus has shifted from the positivist’s prediction and generalisation to interpretation and meaning-making.

The purpose of this paradigm is to understand a specific context as it is and does not attempt to generalise or replicate; and it believes that no research is objective or value free. It is context-driven and curriculum design within this paradigm thus tries to understand teaching and learning in terms of the environment in which they take place. “Knowledge, here, is seen to be a process of making meaning through interaction and the curriculum is not viewed as a linear equation but is rather seen as an on-going

activity shaped by interaction between the educator, learner, classroom and broader context (McKenna, 2002).

2.8.2 Critical

In this paradigm, the researcher is not satisfied with understanding multiple perspectives but seeks to challenge and transform the social power relations. The paradigm seeks to bring about independence from influences outside of the individual. It is the basis of most feminist research which aims not only to understand the structural shaping of experience but to do so in order to effect change. The epistemology of this paradigm is that knowledge is socially constructed and, as such, may either serve or critique existing social structures. Therefore, curriculum development would have an overt aim of exposing the ideologies of the educator, the learner and those embedded in the subject matter (McKenna, 2002).

In the case of a critical approach to an outcomes based curriculum, great emphasis would be placed on determining who is being served by the outcomes selected and in whose interests the assessment criteria are designed (McKenna 2002).

2.8.3 Post-Structural

McKenna (2002) states that, “post-structural research takes the contextually bound, socially constructed nature of reality as its starting point. Reality is not seen as omnipotent and immutable but rather as transcendental and contextualised”. Unlike positivism, which sees language as a transmitter of facts, or the critical paradigm, which sees language as representing ideologies, post-structural research examines the way in which language constructs reality. Post-structuralists argue that all research aims to discipline and normalise behaviours, including critical and post-structural research. It believes reality is languaged into the being; and educationalists working within the post-structural paradigm seek to make the discourses embedded in the curriculum overt so that students can have access to the dominant discourses that act as gatekeepers in higher education.

2.9 MATHEMATICS AND ITS STATUS IN SOUTH AFRICA

As this study seeks to explore the educators' perceptions of Foundation Phase mathematics CAPS, the researcher finds it significant to trace and discuss the status of mathematics in South Africa.

Reddy (2006:4) says, "South Africa has participated in several multi-country studies and undertaken national and provincial assessment studies. In many of these studies low achievement scores in mathematics and science has been recorded; a situation causing considerable concern." According to the South African trends in international maths and science study report (Reddy, 2006), it shows that when international achievement studies in mathematics and science was conducted in 2003, South Africa's grade 8 learners were among the five lowest performing countries.

Moreover, in an article written by Gernetzky in *The Times* (2012) newspaper, it is shown that the quality of South Africa's mathematics and science education has been ranked last in a survey of sixty-two countries by the World Economic Forum. The report also ranked South Africa 54th when it came to gross tertiary enrolment. Similarly, says van der Walt (2009):

Whatever the reason, underachievement in mathematics in South Africa is endemic and tantamount to a national disaster. Despite the transformation of education in South Africa, failure rates in mathematics at school and university remain unacceptably high, and the number of learners who leave Grade 12 with a pass mark in both mathematics and physical science is unacceptably low.

One begins to wonder what direct or indirect role is played by Foundation Phase mathematics educators in producing this underachievement in mathematics. She further argues that, "In the first national systemic evaluation of learners' skills in English, mathematics and science in 2001, Grade 3 learners achieved an average of 30% in mathematics. In the follow up studies, Grade 6 learners achieved a national average of

27% in mathematics in 2004, while nationally eighty per cent of Grades 3 and 6 learners achieved less than 50 per cent for mathematics and Languages in 2008.” However, a study conducted by Harding and Engelbrecht (2008), showed that there was a general decline in numbers of students majoring in mathematics at the South African universities. This finding was in line with international trends. The decline in numbers of mathematics majors was in contrast to the increasing numbers of first-year students. They further show that in spite of the improvement in the numbers of students getting degrees in mathematics since 2000, the mathematics situation in South Africa is still critical, because performance in international arenas, such as TIMSS, shows that we need many more people getting involved in mathematics.

Primary mathematics in South Africa continues to be described as being in a state of crisis. He is of the opinion that it is these South African children who struggle to read for meaning and to perform simple numerical operations whose learning remains context-bound and non-generalisable. South Africa’s primary education gap, with its distinct bimodal distribution, begins in the Foundation Phase in the very earliest days of formal schooling and continues unbroken to the end of primary education and beyond (Fleisch, 2008).

2.10 CONCLUSION

The literature reviewed revealed the history of and the changes to the curriculum in the South African education system context since the inception of the democracy; it traced it from the introduction of OBE until the changeover to CAPS i.e. NCS(R-12). It further showed the various authors’ perceptions about curriculum change. It also discussed the philosophy of CAPS, i.e. how is it structured and CAPS assessment procedure. The issues of CAPS were also mentioned, especially the implementation issues and what is expected of educators when curriculum innovation is initiated. The theoretical framework which underpins this study was also discussed. The last discussion involved mathematics and its status in our country.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3. INTRODUCTION

This chapter presents the methodology used in the study. According to Mouton and Marais (1990:15), “Methodology concerns what may be called the ‘how’ of social science research” and Leedy and Ormod (2001) say that it is the general approach the researcher takes in carrying out the research project, i.e. it describes how one will go about conducting the research.

Therefore, this chapter will discuss the procedures that were undertaken when conducting the study. The research orientation section deals with the research paradigms and the paradigm on which this study was anchored, whilst the research design will deal with the aspects of case study, case selection and description. This will be followed by the data collection methods where the researcher will outline the interview schedule and briefly describe the fieldwork, i.e. the entry to the field and interview process. After that the research quality and ethical consideration such as ethical clearance forms and procedures, as well as literature on ethics, will be discussed.

3.1 RESEARCH ORIENTATION

Van Reinsburg (2001:1) refers to research orientation as “... finding a particular bearing, facing a particular direction, in relation to other directions, other ways of looking at and doing research ...” Different research orientations have been developed over time and have been framed in terms of philosophical orientations called paradigms.

3.1.1 Research paradigms

According to Bogden and Bliken (1992), a paradigm is a loose collection of held together assumptions, concepts or propositions that orientate thinking and research. Kuhn (1970) defines 'paradigm' as the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based; and Guba (1990) defines it as an interpretative framework which is guided by a set of beliefs and feelings about the world and how it should be understood and studied. Habermas as cited in McKenna (2002) states that knowledge is constructed according to three fundamental human interests; and these are positivist, interpretivist and critical.

3.1.2 Positivist paradigm

The positivist paradigm contains two main themes, controlling the research condition such as human behaviour, and investigating the human behaviour through scientific methods. Because it is controlled, the positivist paradigm tends to generalise findings with one truth. As it is very structured and clear, it is easy to be objective in this paradigm (Koul, 2008). Anderson and Arsenault as cited in Koul (2008) are of the opinion that an inherent weakness of this paradigm is that it cannot investigate all phenomena in education, particularly regarding motivation, values and intentions and feelings.

This paradigm identifies a reality that can be discovered, measured and manipulated. The technical interest is served by the generation of laws allowing control of the environment. The methods used in this paradigm are empirical and quasi-experimental and great value is placed on objectivity. According to Guba as cited in McKenna (2002:217), "Knowledge is seen to be value-free and neutral, and is attained by the objective observation of reality, which is out there." This paradigm is said to serve technical interests in that it seeks instrumental knowledge, which will facilitate technical control over natural objects (Carr and Kemmis as cited in McKenna, 2002). The positivist paradigm seeks to find the truth within controlled conditions that are scientifically observable (Koul, 2008).

3.1.3 Interpretivist paradigm

Research in the interpretive paradigm seeks to extend human understanding so that we can exist harmoniously within it. The practical interest relates to the desire to take the right practical action within a particular environment (Grundy as cited in McKenna, 2002). Carr and Kemmis as cited in McKenna (2002) state that the practical interest relates in the knowledge in the form of interpretive understanding which can inform and guide practical judgement. On the other side, Usher as cited in McKenna (2002) is of the opinion that in this paradigm reality is seen as a construction, which is relative to its context and the focus has shifted from the positivist's prediction and generalisation to interpretation and meaning making. Therefore, the purpose of research in the interpretive paradigm is to understand a specific context as it is.

Furthermore, Cohen, Manion and Morrison (2001) are of the opinion that interpretivist paradigms study individuals with their many characteristics, different human behaviours, opinions, and attitudes. The interpretive paradigm helps the researcher acquire knowledge by investigating the phenomena of the world and humans in many ways and its advantage is in finding a meaningful observation of objects. It gives opportunities to seek understanding and make sense of others' perspectives which are shaped by the philosophy of social constructions (Taylor cited in Koul, 2008).

3.1.4 Critical paradigm

According to McKenna (2002), in this paradigm the researcher is not satisfied with understanding multiple perspectives but seeks to challenge and transform the social power relations. McKenna refers to it as the emancipatory paradigm. This emancipatory paradigm seeks to bring about independence from influences outside of the individual; and, "Central to the emancipatory interest is a process of self reflection which generates critical theories about the way in which ideology, coercion and distortion inhibit freedom" (Boughey as cited in McKenna, 2002). The critical paradigm aims not only to understand the structural shaping of experience but to do so in order to effect change.

Furthermore, the critical paradigm promotes the notion of social justice in order to create a world which is fairer, more equitable, more inclusive and more harmonious (Taylor, 2008). Kincheloe and McLaren cited in Koul (2008) are of the opinion that critical theory is concerned with the power and justice of several issues in society such as economy, race, gender and education.

In critical theory, finding the issues is important and subjective. Its main objective is to improve the quality of existing educational practices. This action shall then change and solve the problems. Therefore, the solutions are constructed by the reality (Koul, 2008).

In critical theory, practical issues can construct knowledge. The theory tends to change certain conditions through criticising practical, political and social issues. The critical theory paradigm tends to see the world as something that has to change. It criticises social phenomena and changes them based on the interrogations of the phenomena involving both social and individual interactions (Koul, 2008).

3.1.5 Paradigm on which this study is anchored

The interpretive paradigm was used in this research as it aimed to describe the phenomena and to some extent explain them (Kuiper, 1997). Interpretivist paradigms study individuals with their many characteristics, different human behaviours, opinions and attitudes, (Cohen, Manion and Morrison, 2001). As I conducted interviews with different individuals, in that regard this paradigm was relevant to this research.

The interpretive paradigm gives the opportunity to seek understanding and make sense of others' perspectives which are shaped by the philosophy of social construction. Taylor (2008) and Bryman (2001) ascertain that, "through this paradigm, we can gain a fuller understanding of meanings, reasons and insight into human action." Moreover, Leedy and Ormrod (2001) say that qualitative research starts with general research questions to collect an extensive amount of verbal data from a small number of

participants, organises this data into some form that gives it coherence, and uses verbal descriptions to portray the situation they have studied. That is what this study did and it ended with tentative answers about what was observed.

Similarly, McKenna (2002) states that the interpretive paradigm seeks to extend human understanding of the environment so that we can exist harmoniously within it. The assumption underlying this paradigm is that people think rationally and their actions are informed by their reasoning (Bogden and Biklen, 1992). Therefore, this reasoning was significant for the study because it interpreted the participants' behaviours.

Based on the above-mentioned aspects about the interpretive paradigm, I strove in this study to gain entrance into the conceptual world and experience of the Foundation Phase maths educators in order to understand and interpret their experiences of teaching practice.

3.2 RESEARCH DESIGN

According to Kirshenblatt-Gimblett (2006), "The research design refers to the overall strategy that you can use to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement and analysis of data." The case study was the design used in this research.

3.2.1 Case study

A case study, which is a descriptive method of education research (Cohen and Manion, 1994), was adopted for this study. According to Creswell (1994:12), in a case study the researcher explores a single entity or phenomenon bounded by time and collects detailed information by using a variety of data collection procedures during a sustained period of time. Leedy and Ormord (2001) agrees with this when they say that, "In a case study, a particular individual, program or event is studied in depth for a defined period of

time,” whereas Yin (2003) defines a case study as an empirical inquiry that investigates a contemporary phenomenon with its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

Babbie (1990:32-33) sees the case study as, “a comprehensive description and explanation of the many components of a given social situation; as you seek to collect and examine as many data as possible regarding the subject of your data”. Babbie (1990) further differentiates the case study approach from other methods by the following features:

- Whereas most research aims directly at generalised understanding, the case study aims initially at the comprehensive understanding of a single, idiosyncratic case.
- Whereas most research attempts to limit the number of variables considered, the case study seeks to maximise them.
- The researcher executing a case study typically seeks insights that will have a more generalized applicability beyond the single case under study: though the case study itself cannot ensure such generalizability.

Yin (2003) says that case studies have a distinctive place in evaluation research and mentions at least five different applications:

- To explain the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies
- To describe an intervention and the real-life context in which it occurred
- Case studies can illustrate certain topics within an evaluation
- Case study strategy may be used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes
- Case study may be meta-evaluation.

Once again, “A case study may be especially suitable for learning more about a little known or poorly understood situation. It may also be useful for investigating how an individual or program changes over time, perhaps as the result of certain circumstances or interventions; but its major weakness is that, especially when only a single case is studied, we can’t be sure that its results are generalizable to other situations” (Leedy and Ormord, 2001:149). Yin (2003) also sees case studies as preferred strategies when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.

For the purpose of this study the case study was chosen as the design of the research because it showed the ability to cover contextual conditions which I believe were relevant to the phenomenon under study (Baxter and Jack, 2008).

3.2.2 Case description

This was a multiple case study of eight teachers in two different schools. According to Baxter and Jack (2008), a multiple case study will allow the researcher to analyze within each setting and across settings, as in this study where I examined several cases to understand the similarities and differences between the cases. The goal of this study was to replicate findings across cases (Yin as cited in Baxter and Jack, 2008). Yin further states that because comparisons will be drawn it is imperative that the cases are chosen carefully. As I was going to explore educators’ perceptions on Foundation Phase maths CAPS, I considered the multiple-case study approach to be relevant and thus I chose the cases with the definitions given below:

Case A1: Was an educator who teaches Grade 1 in one selected primary school in Cradock.

Case A2: Was an educator who teaches Grade 2 in one selected primary school in Cradock.

Case A3: Was an educator who teaches Grade 3 in one selected primary school in Cradock.

Case AH: Was an educator who is the head of department in the Foundation Phase in one selected primary school in Cradock.

Case B1: Was an educator who teaches Grade 1 in the second selected primary school in Cradock.

Case B2: Was an educator who teaches Grade 2 in the second selected primary school in Cradock.

Case B3: Was an educator who teaches Grade 3 in the second selected primary school in Cradock.

Case BH: Was an educator who is the head of department in the Foundation Phase in the second selected primary school in Cradock.

3.2.3 Case selection

Cases were educators selected from two primary schools in Cradock. These primary schools are in the same vicinity and serve the same community. The educators come from previously disadvantaged schools. Cases were selected on the basis of the grades the educators teach in these two primary schools. Foundation Phase is a phase of learning starting from Grade R to Grade 3. Cases were purposively selected in such a way that a teacher from each grade starting from Grade 1 was given the opportunity to take part in this study. This was done in order to determine whether the educators' level of understanding CAPS is not influenced by the grade the educators teach.

Secondly, cases were selected on the basis of the training they received. CAPS was announced in 2010 and in 2011 the education system started to train Foundation Phase educators in order to prepare them for the implementation of CAPS. All Foundation

Phase educators in the Cradock district received the training at the same time. Therefore, the assumption is that all the educators received the same training and at the same time.

Lastly, Foundation Phase educators were the first group to implement CAPS in 2012 and it was implemented in all the Foundation Phase grades in the same year. Therefore, they were selected on the basis that they then had a year's experience in implementing CAPS in their schools.

3.3 METHODS OF DATA COLLECTION

This study used semi-structured interviews as the sole technique for collecting data. Kvale as cited in Cohen, Manion and Morrison (2003:267) sees interviews as an interchange of views between two or more people on a topic of mutual interest. Leedy and Ormord (2001) say that interviews can yield a great deal of useful information. This is because interviews attain higher response rates than other methods, maybe because respondents are more reluctant to turn you down and, moreover, it decreases the answers like 'I don't know' and the practice of leaving questions unanswered, (Babbie,1990).

The use of semi structured interviews enabled the follow up questions I was able to use when I got brief responses or when I did not understand the responses. They allowed me to rephrase or clarify a question when I noticed that a respondent did not understand it as Babbie (1990) says that interviews can also provide a guard against confusion because if the respondent clearly misunderstood the question or indicates that he does not understand, the interviewer can clarify matters, thereby obtaining relevant responses.

Furthermore, what is important about semi-structured interviews is that whilst they allow for asking probing questions they also ensure some consistency in the main questions

asked to each participant. This resulting dialogue between me and the respondents enabled me to uncover their true feelings.

3.3.1 Instrument development

The instrument used in this study was the interview schedule which contained semi-structured questions. In order to enhance the quality of the instrument I carried out a pilot test of the instrument.

3.3.1.1 Pilot testing of the instrument

'Pilot study' refers to so-called feasibility studies which are small scale versions done in preparation for the major study (Polit *et al.* cited in Teijlingen and Hundley, 2001). The pilot was conducted so that it can give advance warning about where the main research project could fail, where research protocols may not be followed or whether my research instrument was inappropriate or too complicated (Teijlingen and Hundley, 2001). The pilot was conducted with two educators from two primary schools. These primary schools were not the sites for collecting data for this study but educators shared the same characteristics as the ones selected to take part in the study.

I negotiated entry through the principals of the two schools and they granted permission to carry out the pilot study with educators teaching grade 1 in one school and grade 2 in the other school. After arranging with the principal, I was given an opportunity to talk with those educators and we arranged the venue and the time for the interviews.

Both educators availed themselves on the day scheduled for the pilot. Before the process, they were not happy about the use of the tape-recorder but I explained the purpose of using the recorder that it was used only to capture the responses so that I would be able to listen to them when I transcribed their voices into text. The participants appeared to be so tense at the beginning of the interview but, as we continue with the process, they became free and relaxed.

From the pilot I learnt that educators understood all the questions but with a few of them I had to probe a little bit. Therefore, I did not change the interview guide but I decided to mark those questions that needed to be probed and prepared myself to probe when it became necessary.

3.3.1.2 The interview schedule

The interview schedule was divided into four main sections. Section A covered the biographical characteristics of participants. It reflected them as teachers and revealed their teaching experience, highest academic and professional qualifications, grade taught and gender. It was important for them to reflect as teachers especially with regard to the fact that the curriculum keeps on changing, as a result of which educators would have different attitudes about the changes themselves.

Section B explored the educators' general knowledge of CAPS. It was important to know if these educators understood the innovation they were mandated to implement. In order to gain that understanding this section included questions on the training they received for the implementation of CAPS. Educators cannot perform without adequate training. This section also included probing the differences between CAPS and NCS: how has CAPS been made easy to understand, the teaching approaches involved in CAPS, the usefulness of CAPS documents, the progression in CAPS, and the advantages of changing from NCS into CAPS.

Section C looked at educators' understanding of the pedagogy of Foundation Phase maths CAPS. It was important to understand how far each educator understood the what and how part of teaching involved in CAPS. This included how educators felt about the division in the content of maths; how they viewed the content of maths; and other curriculum resources the educators used alongside the CAPS documents. This section also looked at what educators think about the play-based learning; the teaching strategies involved in CAPS and how these teaching strategies promoted teaching and learning in CAPS.

Section D covered the assessment practices involved in CAPS. It was significant to understand educators' perceptions in as far as assessment was concerned. It included the usefulness of both formal and informal assessment; the challenges encountered in monitoring learners' progress; and the assistance they received from the CAPS programme of assessment. It also included the possibility of discussing assessment criteria in CAPS; the effectiveness of tests in CAPS; the new rating codes; CAPS workbooks; challenges involved in CAPS; and how educators viewed CAPS.

3.3.2 Interview process

This involved the negotiation of entry into the field and the interview process. The schools were visited in advance in order to negotiate for permission to conduct the research study. There was an accompanying letter from the supervisor of the studies. The principals of the selected schools easily granted the permission and promised to select the participants and arrange the follow up meeting for me. In the follow up meeting the participants were already identified by the principals using the set criteria of identifying one educator per each grade and one HOD.

In that follow up meeting the issues of ethical considerations were explained and discussed at large. These issues involved autonomy and respect for the dignity of the participants; non-maleficence; beneficence; justice; informed consent; anonymity and confidentiality; and reflexivity. These issues were observed throughout the study.

We had a lengthy discussion with the participants where they enquired why they and their schools were selected; which criteria were used and when the interviews would take place and how long would they be. The fact that I informed them about a tape recorder that I would carry and use during the interview process made the situation difficult but after I showed the purpose for its use they agreed. Then in that meeting we also arranged the times for the interview process and they made it clear that they would be available only during break time; they would not be available after school because they had some personal matters that they needed to attend to at that time. This later

prolonged the process because I had to see one educator a day. Moreover, there were difficulties in making appointments to conduct interviews with individual educators as they kept on postponing. This also delayed the process. I assume that the fact that I played a dual role here, one as a researcher and other as the departmental official led to this reluctance and dilemma.

After several attempts to secure appointments with the participants, some educators said that they were not yet ready and others said that they had forgotten about the date even though they were reminded several times. As a result, I had to return to the schools several times. I was eventually successful and the interviews were held during break time in the staff room as we had arranged. The interviews lasted about fifty minutes to one hour depending on each participant. The environment was not so quiet and peaceful because learners were playing outside and the playing grounds were not very far from the staff room.

Participants were again frightened about the use of the tape-recorder, and then I had to calm them by explaining again the purpose of using it. They were so tense at the beginning of the interview in such a way that when we were about to start some asked to first go and relieve themselves and others asked to go and fetch some water. I thus learnt to organise water before we started.

They understood all the questions except for one question in section c which required knowing about the relationship between the general content focus and the content area, and then I had to probe. Some educators gave brief responses and then again I had to probe. Others were not free at all from the beginning to the end of the interviews but, fortunately, it was only one educator and it was funny that she was responding to the questions but when you looked at her face you could see that she was not happy; maybe it was because she was frightened. Although ultimately interviews took place, it was not a smooth process due to the issues involving participants discussed above.

3.4 RESEARCH QUALITY

The issue of quality in research has attracted a lot of debate by researchers. Quality standards represent the nature of each paradigm with respect to judging the quality of research. (Koul, 2008). Quality in qualitative research appears to refer to a number of criteria. These are discussed below:

3.4.1 Trustworthiness

Lincoln and Guba (1989) posit that the trustworthiness of a research study is important to evaluating its worth. Trustworthiness criteria comprise four quality standards i.e. credibility, transferability, dependability and conformability.

3.4.1.1 Credibility

Lincoln and Guba (1989/1985) argue that ensuring credibility is one of the most important factors in establishing trustworthiness in qualitative research. In credibility the idea of similarities between constructed realities of respondents and attributed reconstructions are measured. Credibility entails confidence in the truth of the findings. Therefore, in order to achieve this, the following provisions were taken into consideration: the information provided was based on proven facts, and the self-awareness of the researcher was essential (Koch, 1993). The respondents were also contacted to read and discuss the knowledge constructed from their responses.

3.4.1.2 Transferability

Merriam (1998) writes that, “transferability is concerned with the extent to which the findings of one study can be applied to other situations”; whereas Lincoln and Guba (1989) suggest that transferability is dependent upon the degree of similarity between two contexts. Therefore, this study sought to find the perceptions of educators on Foundation Phase maths CAPS and to use them in order to suggest the improvement in the implementation of Foundation Phase maths CAPS.

3.4.1.3 Dependability

Shenton (2004) states that, in addressing the issue of reliability, the positivist approach employs techniques to show that, if the work were repeated in the same context with the same methods and with the same participants, similar results would be obtained. Denzin and Lincoln cited in Cohen, Manion and Morrison (2000) suggest that reliability as replicable in qualitative research can be addressed in these ways:

- Stability of observations - whether the researcher would have made the same observations and interpretation of these if they had been observed at a different place.
- Parallel forms - whether the researcher would have made the same observations and interpretations of what had been seen if she had paid attention to other phenomena during the observation.
- Inter-rater reliability - whether another observer with the same theoretical framework and observing the same phenomena would have interpreted them in the same way.

3.4.1.4 Conformability

Howitt cited in Koul (2008) states that conformability can be established by giving the readers clear track of data and interpretations. Chapter four of this study presents the data and interprets it.

3.5 ETHICAL CONSIDERATIONS

All ethical measures were considered throughout this study; these were the philosophical principles guiding the study from the beginning. (Wassenaar as cited in Terre Blanche, Durrheim and Painter, 2006).

3.5.1 Autonomy and respect for the dignity of persons

This deals with the protection of individual and institutional confidentiality which is also an important operational expression of this principle. In attaining this, the principal of the school and the participants were assured in a meeting that the proceedings of the data collection would be strictly confidential. The name of the school and the participants would not be disclosed to anybody except the supervisor of the interviewer. The arrangements for holding interviews were kept between the interviewee and interviewer and no third person was involved.

3.5.2 Non-maleficence

This principle supplements the autonomy principle and requires the researcher to ensure that no harm befalls research participants as a direct or indirect consequence of the research. Participants were assured in the meeting and just before the start of interviewees that their responses were only to further the study; they did not have any other purpose that could lead to any harm.

3.5.3 Beneficence

It obliges the researcher to attempt to maximise the benefits that the research will afford to the participants in the research study but it should be noted that the payment of research participants is not considered a benefit. In this study there was no kind of payment made to and from both parties. Participants agreed to help without receiving any incentives.

3.5.4 Justice

Justice in research is a complex philosophical principle and, in general, it requires that researchers treat research participants with fairness and equity during all stages of research (Wassenaar as cited in Terre Blanche, Durrheim and Painter, 2006). This was maintained throughout the study. Participants were called to the same venue at the same time and the procedure was discussed with all of them. When they were called

individually to make arrangements for the dates and time to hold interviews, almost all had excuses which delayed the progress but they were given enough time to avail themselves. They were all treated the same; no one was treated differently.

3.5.5 Informed consent

The following standard components of consent as stated by Wassenaar and as cited in Terre Blanche, Durrheim and Painter (2006) were adhered to:

- Provisions of appropriate information,
- Participants' competence and understanding,
- Voluntariness in participating and freedom to decline or withdraw after the study has started, and
- Formalisation of the consent, usually in writing.

The above components were maintained using the following procedure: There was a short briefing with the participants which explained the purpose of the study, thereby providing the potential participants with clear, detailed and factual information about the study and its methods, along with assurances of the voluntary nature of participation, and the freedom to refuse or withdraw without any penalties. After these deliberations, consent was sought from them to proceed with the processes of the study; the consent form was issued for them to sign after it was discussed with them. They all agreed to sign the consent forms.

3.5.6 Anonymity and confidentiality

Frankfort-Nachmias and Nachmias as cited in Cohen, Manion and Morrison (2000), say, "The obligation to protect the anonymity of research participants and to keep research data confidential is all-inclusive. It should be fulfilled at all costs." Therefore, during this study all reasonable steps to maintain anonymity and confidentiality were undertaken. Participants were assured that the information that they provided would in no way reveal their identity and the participants' privacy would be guaranteed through-out the study.

The second way of protecting their right to privacy was through the promise of confidentiality, i.e. the researcher assured them that she would not connect the information provided to any particular participant (Cohen, Manion and Morrison, 2000). In order to assure the participants about the anonymity and confidentiality, first, the principal was told that the name of the school would not be published to any party. Secondly, the participants were told about their confidentiality and anonymity. They were assured that they would be free from any harm during the course of the research and they would be free to withdraw at any time if they felt that they were not secure. The researcher pledged that she would not reveal any names and the responses to anybody (Leedy and Ormord, 2005). The researcher maintained those principles up to the end of the study.

3.5.7 Reflexivity

According to Cohen, Manion and Morrison (2000), reflexivity recognises that researchers are inescapably part of the social world that they are researching. Researchers are in the world and of the world. They bring their own biographies to the research situation and the participants behave in particular ways in their presence. Therefore, researchers should acknowledge and disclose their own selves in the research. Callaway rightly defines reflexivity as opening a way to a more radical consciousness of self and constructing knowledge. Therefore, since I was playing a dual role as a departmental official and a researcher, I exercised reflexivity as I carried out this study. I emphasised that the study was for my own benefit to further my studies; it had nothing to do with the Department of Education.

3.5.8 Ethical clearance

The researcher sought permission to carry out the study from the following bodies:

- The Eastern Cape Department of Education
- Head of Curriculum section in Cradock district office
- Heads of two selected primary schools in Cradock

All the above-mentioned bodies were assured that the position of the researcher as district official would not influence the study.

3.6 CONCLUSION

This chapter dealt with the methodology that was followed when doing this study. It indicated the design and the reasons for its selection. The methods of data collection were discussed. It also showed how the study would maintain the research quality and observe the ethical issues.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

Chapter three presented the methodology of the study. This chapter presents the data and analyses it. It is divided into five sections. The first section deals with the demographic characteristics of the participants; the second section is about the educators' general knowledge of CAPS; the third section deals with educators' understanding of the pedagogy of Foundation Phase maths CAPS; the fourth section is about the assessment practices in CAPS and the last section deals with the implementation of CAPS.

4.1 DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

A total of 8 people were interviewed. Their distribution by gender is shown in Table 4.1.1

Table 4.1.1: Distribution of participants by gender

Gender	Total Number
Male	0
Female	8
Total	8

All the participants were females as both schools are primary schools and it is very rare to get a male teacher in a primary school.

Table 4.1.2: Distribution by highest professional qualifications

Educator	Highest Professional Qualifications
A1	BEd
A2	ACE
A3	BEd
AH	BEd
B1	JPTD
B2	BEd
B3	BEd
BH	HED

The table shows that one educator has a Junior Primary Teacher's Diploma; one has an Advanced Certificate in Education; one has a Higher Education Diploma and five have Bachelor of Education.

Table 4.1.3: Distribution of participants by teaching experience

Educator	Teaching Experience
A1	20 years and above
A2	15 - 20 years
A3	20 years and above
AH	20 years and above
B1	20 years and above
B2	20 years and above
B3	20 years and above

The table shows that six out of eight participants have been teaching for twenty years and above; one for fifteen to twenty years; and one for ten to fifteen years.

Table 4.1.4: Distribution by position

Educator	Position
A1	Educator
A2	Educator
A3	Educator
AH	Head of Department
B1	Educator
B2	Educator
B3	Educator
BH	Head of Department

From table 4.1.4 six out of eight educators are in the first level of educators' positions whilst two are heads of departments.

Table 4.1.5: Explanation of codes

Educator	Position
A1	Grade 1 educator in school A
A2	Grade 2 educator in school A
A3	Grade 3 educator in school A
AH	Head of Department in school A
B1	Grade 1 educator in school B

B2	Grade 2 educator in school B
B3	Grade 3 educator in school B
BH	Head of Department in school B

School A refers to one primary school in Cradock and school B refers to another primary school in Cradock.

4.2 GENERAL KNOWLEDGE OF CAPS

In chapter two it was noted that curriculum change and implementation can only succeed if the educators have sufficient operational knowledge of the new curriculum being implemented. In this study educators were asked about the training they received on CAPS; the differences between NCS and CAPS; how CAPS has been made easy to understand; teaching approaches; usefulness of the CAPS documents; progression in CAPS and advantages of changing NCS into CAPS. These are the seven sub-categories that will be presented in this section.

4.2.1 The training educators received on CAPS

Participants were asked about the training they received on CAPS. From the data collected three out of eight interviewees had the same feeling about the training. B2 stated that, *“It was a very fruitful training; firstly I went to P.E. to train as a lead teacher then thereafter I came back as a facilitator to train other teachers at different venues and schools.”* B2’s response might be influenced by the fact that she was a lead teacher who had an opportunity to be trained so that she could train other educators as well; therefore, the exposure she had to training could lead to that response.

Similarly, A3 reported that, *“CAPS training was so fruitful and it is straight forward in that its terminology its simple and understandable.”* This means that A3 agreed with B2 but A3 also recognised that the terminology used in CAPS training was simple and easy to

understand. The terminology led to her inferring that the training was straight forward. The use of inaccessible terminology in curriculum development led to the criticisms of NCS (see chapter 2). In order for educators to be able to interpret and implement curriculum, the language used in staff development must be accessible to educators as they need to make sense of the new curriculum or the reviewed curriculum. Furthermore, BH shared the same response about the training. She stated:

The training was really fruitful because I left that training room knowing exactly how to unpack maths definition. Aims and skills in maths were clarified thoroughly. We were also exposed to changes between from NCS (R-9) to the CAPS. When I left the training venue, I was ready to just go and implement CAPS the way it was clear. (BH dataset 1)

This shows that BH was excited about the training because she elaborated on the contents of the training, mentioning in detail the knowledge that she had received during the training. She also mentioned that the training made her ready to implement CAPS. On the other side, two participants out of eight reported that the training was good. B3 reported that “Yes we were trained in that one. It was such a good training because it was self-explanatory the people who were doing it made us understand CAPS in quite a deeper way and it is the training that gives us that teaching can be easy.” B3 showed that the training explained itself and she further showed the role played by the trainers in making them understand CAPS.

B1 stated that, “It was interesting and unknown concepts were unpacked so that everything could be clear if you don’t understand any of the concepts”. This means that B1 also was happy about the training and confirms that after the training she understood the concepts involved in CAPS.

However, three of the participants had the same feeling about the training but had some other concerns. A1 stated:

The training was good because every teacher was there and every teacher were hands on in the training but what I didn't like mostly is the time because the duration was short but CAPS is so straight-forward because every teacher came out from the workshop knowing everything and every question they ask were answered to that. (A1 dataset 1)

As much as participant A1 felt that the training was good, she was worried about the duration of the training. Yes, she recognised that CAPS is straight forward because they came out of the workshop clear but she still mentioned that the duration was short.

Similarly, A2 had the same feeling as she stated that, *"Actually I don't want to say it was a training I can say it was an orientation because it only took a week in all CAPS document and then they said they will come back for other training."* AH also reported, *"It was done in stages but it was not too long. But the training was not enough for other teachers."*

These aspects affect the implementation of curriculum. Vally (2000:8) supports this when he says, "... report from Curriculum 2005 review committee states that criticisms were levelled at the quality of content, training materials and training methodology, the duration of training and the lack of follow-up through on site support." This criticism was directed at Curriculum 2005 and OBE. Fortunately for CAPS, educators reported that even though the duration of CAPS training was too short, CAPS was easy to understand. A1 shows this when she states that, *"but CAPS is so straight-forward because every teacher came out from the workshop knowing everything and every question they ask were answered to that."*

In conclusion, it can be deduced from the interviewees' responses that educators are motivated and enthusiastic to implement CAPS because of the training they received. This is in line with Henson (2001:295) when he says that, "Unless teachers are empowered to deliver high quality education, there is little chance that meaningful educational improvement will occur." Therefore, with this kind of training that educators

reported to have received, maybe there will be an improvement in our education system.

4.2.2 Perceptions on differences between NCS(R-9) and CAPS

In chapter 2 it was shown that the CAPS curriculum was designed to address weaknesses that have been identified in the NCS. One of the major concerns in the NCS was educators' lack of understanding of NCS. In this study, participants were asked to indicate the differences between the NCS and CAPS. Three out of eight interviewees had the same understanding of CAPS. B1 stated that *"NCS talked about Learning Outcomes but this CAPS is about content, it focuses mainly on content"* (See chapter 2).

This shows that B1 recognises that CAPS focuses on content, it has shifted away from the learning outcomes which were emphasised in Outcomes Based Education.

B3 also agrees with this but went on to report that, *"When I say that I mean now CAPS has got content more than NCS who would want us to integrate learning outcomes. Now it gives us specific topics that we are going to teach. It has got content."*

She realised that CAPS has not shifted away from learning outcomes and their integration to content only but also is specific about the topics that must be taught. Furthermore, BH had the same view about the differences between NCS and CAPS but elaborated by stating that:

CAPS is content driven because it specifies content areas, topics to be done concepts and skills and also with CAPS assessment guidelines they are clearly explained; more than before because before, for instance, they would say do fractions you wouldn't know how deep should you go, but now with CAPS you know exactly, it specifies. It would say addition of fractions so it's more specific. The guidelines are very clear. (BH dataset 1)

As much as she realised that CAPS is content driven, she has also noticed that the assessment guidelines are now clearly explained as they are specific and give clear guidance of how and what to assess.

Furthermore, one of the interviewees, i.e. A2, reported that, *“CAPS is more accessible to teachers and CAPS provides details on what to teach grade by grade. There are topics clearly stated.....”*, BH also commented about topics that are specified in CAPS. This shows that BH and A2 realise that CAPS is easily reached, obtained and comprehended and, moreover, it gives details on how should learning and teaching take place by providing details on what to teach.

One should remember that one of the shortfalls of Curriculum 2005 and OBE is that it has been accused of being jargon-ridden and inaccessible in its discourse. Its procedures for designing learning programmes are complex and sophisticated, if not obscure (Jansen and Christie, 1999). Therefore, this response gives hope that educators will now know how to implement and translate the curriculum to the learners, especially because she even mentioned that CAPS provides details of what to teach grade by grade.

A2 also reported another trend: *“There is also limited number of assessments per term.”* With NCS there was an outcry from the educators about the heavy workload that was caused by too many tasks that were prescribed by the Department of Education. They complained that they were spending too much time on administration and less on teaching (See chapter 2).

On the other hand, A1 identified another difference between NCS and CAPS as she reported that, *“And then in NCS codes were from 1 to 4 but now in CAPS its 1 to 7 and it is straight-forward”*. This means that A1 notices a difference in the rating codes that are used in assessment. According to her NCS had four rating codes but now CAPS

has seven of them. She believes that this criterion which is used for rating learners is now simpler than it was with NCS.

However, two of the interviewees reported that CAPS is not a new curriculum. B2 stated that, *“NCS aimed to provide clear specification on what is to be taught and learnt on a term by term basis and CAPS is an amendment to the National Curriculum Statement. It is a new curriculum but the method is not new”*.

This is line with the DBE (2011) when it says that, “Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.” Therefore CAPS aims to amend the NCS and is not introducing a new curriculum. A3 reported that, *“I think there’s not much difference except that the language used is simple and its terminology is just straight forward.”* This means that much as A3 did not recognise much difference between NCS and CAPS she noticed that there is a change in language used and the terminology involved in CAPS. This change is very much commended because language is used as the vehicle to interpret the curriculum. The language used in the policy documents should be easily accessible as most educators use English as their second language. Moreover, Jansen and Christie (1999) also mentioned that language complexity is a problem in OBE and stated that only qualified educators will be able to make sense of the terminology and language of OBE as it is too complex and inaccessible. That may one of the reasons why OBE was destined to fail; with this amendment and simplification of NCS definitely educators would love to see such changes. Therefore, inferring from A3’s response, the barrier of language and terminology will be overcome with the introduction of CAPS.

On the other side, AH had different views from what other interviewees said. She stated that:

In CAPS we are talking about components and lot of things have been removed, for instance in OBE we were talking about the language structuring use as an outcome but now it is there, it is included in other components in CAPS. The time

that is allocated in CAPS is simpler compared to NCS and to OBE, for instance if we talk about, let's make an example of the home language listening and speaking has got 15 minutes per day for three days for reading and phonics meanwhile it was not like that previously so, so many things are different now.

(AH dataset1)

This means that AH thinks that learning outcomes are now included in components and, moreover, she recognises that time allocation now is made simpler in CAPS because one knows exactly how much time one should spend on each component. This might assist educators in their planning because when you are aware of the time allocation then the planning will be informed by that.

When looking at the statements uttered by the interviewees' one would assume that there would be no confusion amongst the educators on how to implement CAPS. Educators were complaining that with OBE one was not quite definite as to what to do in each grade, as there was no clear indication of content because it only mentioned learning outcomes and assessment standards but, according to them, CAPS is content driven, gives clear indications of what is to be taught grade by grade and specifies the time to be allocated to each teaching unit.

4.2.3 How CAPS has been made easy to understand

In chapter two it was shown how educators felt about the inaccessibility and complexity of OBE and NCS; therefore, participants were asked how CAPS has been made easy to understand. Three out of the eight participants responded in almost the same way. A3 stated that, *"You know what happened is that the topics that we get from CAPS documents it simplifies or it unpacks everything so we know how to do your teaching or what method can you use."* From this response one can deduce that CAPS documents are assisting in simplifying this reviewed curriculum because the interviewee reported that everything is unpacked in so much that they know how and what to teach.

B2 agreed with A3 when she reported that, “CAPS content areas are divided into sub-headings so which are called the focus contents so it helps you to know what to teach and when under each content area.” B2 also recognised that the division of CAPS into the focus content makes it possible for one to know what to teach and how to structure your teaching under content area.

Similarly, AH had the same view, She stated:

CAPS have been simplified. There is not a lot of stuff in it which is confusing and it is integrated. Thinking and reasoning for instance and language and structural use is included in other components as we do in maths because even in maths you'll find out that there's a lot in the first component, i.e. the number operation and relations, so if learners master that first component, it's easy to understand the other four left which (are) data handling, space and shape and patterns and functions (AH dataset 1)

AH felt that CAPS was not confusing as was the case with NCS (See chapter 2). Furthermore, this showed that some of the learning outcomes have been fused into components so as to avoid the confusion that was observed in NCS. She also recognised that in maths the first component is the basis of all other components; therefore, if the learners master this component it would be easy for them to master other components as well. She concluded by confirming that, “CAPS has been made easy to understand.”

BH as well reported that, “ Everything in CAPS is clearly explained as I have mentioned before. There are clarifying notes for teachers for each grade so it doesn't just leave you there, it even goes to deeper clarify, there are notes.” BH recognised that the CAPS document has notes that clarify CAPS for the educators in each grade.

However, one of the interviewees reported another aspect. B3 stated:

Because it has got content that links to every subject, it helps us to understand, for example, if you've got life skills as a subject, it links with mathematics, it links with languages. The content you get or the topics you get in life skills they give you the topics for other subjects; that is for maths (and) for languages. (B3 dataset 1)

This shows that B3 recognises that in CAPS educators can teach one type of content in different subjects. This shows that B3 also recognises that knowledge is not isolated but can be integrated.

B1 on the other side states that:

It has made easy to understand because it has weighting of content areas which guides you the amount of time you need within each content area adequate and guides you in the content assessment. You are able to assess the content being guided by these CAPS document. (B1 dataset 1)

B1 identifies that CAPS is made easy by specifying the weight of the content areas which guides you as to the use of time and later guides you on the assessment of learners.

4.2.4 Teaching approaches

Most of the times when curriculum is being changed or reviewed teaching approaches are also affected by the change. Participants were asked to identify teaching approaches that had not changed. By and large three out of eight participants had the same feeling. A1 stated that, *“It is a child-centred because in NCS and even here in CAPS you have to focus to the child. Everything you do must be around the child; it must be child-centred.”* A1 realised that the child-centred approach is still being used in CAPS.

One of the reasons the learner-centred approach still surfaces in CAPS might be shown by the following response from BH who stated:

We are still using the same teaching approaches but the emphasis is more on content and assessment, otherwise teaching approaches haven't changed: they

are still the same; nothing hasn't changed and nothing has changed because CAPS is not the curriculum that is why there are no changes. (BH dataset 1)

However two out of eight think differently from the three above. B1 reported that, *"I think the whole class and the group teaching are still there"*. B1 attaches the following reasons to her thoughts, *"I think so because both approaches engage all learners and focus mainly on mental maths and in oral mathematics and in practical activities as counting for instance and estimation and so forth."* Therefore, B1 and AH see whole class and group teaching still being maintained in CAPS.

Three out of eight participants also had the same feeling about the teaching approaches. AH stated:

Group teaching is still there, that is small groups and big groups. Learner centredness is still there, class teaching is still there, individual teaching are still there and the peer teaching is still there. So the other, so those approaches have not changed. (AH dataset 1)

One of the interviewees, i.e. B3, reported that, *"What has not changed it's the playway approach for the kids they learn through play. It did not change."*

It is evident from the responses of the interviewees that CAPS is not a new curriculum and it is still prone to outcomes-based approaches (See chapter 2).

4.2.5 Usefulness of CAPS documents

Interviewees were asked how useful the CAPS documents are. All the participants had the same view about the CAPS documents. A1 stated that, *"They are very much useful because in CAPS document as I said everything is there everything is put in clear there"*. This shows that the participants perceived the CAPS documents to be useful as the CAPS documents have clarified and specified everything there.

B1 elaborated by stating that, *“The CAPS documents tells you exactly what to teach, how to teach it, they give you examples of what you are supposed to teach, thus, giving clarity on how to present your lesson or whatever.”* Therefore, B1 realised that there are exemplars in the CAPS documents which show how to do lesson presentation. Lesson presentation is the very important part in interpreting the curriculum; it is the tool educators use to foster teaching and learning. Therefore, the exemplars will assist educators in that respect.

A2 also recognised that the CAPS documents also, *“tell you exactly what has to be covered and by when with a wide variety and good volume of assessments.”* ‘By when’ talks to the time frames, which at least shows that educators recognise that by certain periods or times of the year they should have finished a certain amount of work or content as they have reported that CAPS is content driven.

Furthermore, A2 spotted that the CAPS documents has, *“a variety and good volume of assessments.”* Assessment is part of teaching and learning. Therefore, it is good that the assessment is also included in CAPS documents. This is the kind of support which is anticipated when there is a curriculum review so that educators do not get confused and resist the change because they lack knowledge and support.

In addition, B2 reported that, *“They are very useful because they regulate how evidence of learners’ performance is recorded and reported.”* B2 is reporting about the recording sheets in the CAPS documents. CAPS documents show educators how to record the performance of the learners in as far as the assessment is concerned. This shows that teaching and learning go together with assessment practices. However, AH states:

If you look at the CAPS documents, any document, you’ll find that at the back there are exemplars for the formal tasks, for instance, that are very clear and they assist teachers who have not been trained; even there are also the

assessment guidelines that are there so CAPS document are very user friendly, are very easy to use. (AH dataset 1)

This shows that AH also recognised that the CAPS documents are so clear that they could even assist educators in implementing CAPS because she even mentioned that even the untrained educators will get assistance from the use of the CAPS documents.

BH, similar to other interviewees, reported, *“Those documents are very useful for planning and each teacher knows exactly what is to be taught when. For each grade you even know exactly which topics per term, guidelines are well articulated and well-structured.”*

This means that BH recognised that the CAPS documents are useful and are easy to use. They give good and clear guidance of what and when to teach and also they specify the topics to be taught.

This is also supported by B3 when she states:

CAPS documents are very useful because they have got the content. Also if you plan for assessment, your assessment is already there, its planned. You know what to assess, you know what to teach. It doesn't say you have to go and seek for knowledge. (B3 dataset 1)

From listening to these opinions one can infer that CAPS is better understood than the NCS.

4.2.6 Progression in CAPS

Participants were asked about the help they get from CAPS to do the progression from one grade to the next in mathematics. 25% of the participants had similar responses. A1 responded by stating:

In CAPS document there is a phase overview of which the phase overview shows you the progression of concepts and skills across the grade. You know

from Grade R to Grade 3. You know exactly what they are doing in Grade R what they are doing in Grade 1 and grade 2 and Grade 3 because everything is there; you can see the progression. (A1 dataset 1)

Participants use CAPS documents to do progression from grade to grade. According to the participants progression indicates what concepts and skills must be done in each grade. The educator in grade 1 has been shown what is supposed to be done in grade 1 and the following grades as well.

However, A2 is of the view that the progression is made possible by the fact that concepts and skills are the same in Foundation Phase. She stated that, *“The concepts and skills are similar in three successive grades, i.e. from grade 1 to grade 3, which makes the progression much clearer.”* Therefore, progression according to her is across the concepts and skills.

Furthermore, B1 sees progression in a different way. She stated that:

The Foundation Phase overview shows progression of content areas and it guides the next educator to know where the previous grade teacher has ended concerning the content so the next teacher is supposed to be guided by the last grade’s work, to see where the last teacher ended here. (B1 dataset 1)

B1 and BH see the progression in content areas and content specification as compared with A1 and A2 who sees it in concepts and skills. They recognise that progression informs educators of what content was already done in the previous grades and it is tabulated in the CAPS documents.

B3 went to the extent of showing an example of the tabulated progression. She stated that:

For example with counting the learners in Grade R are counting 0-10 verbally then with counting Grade 1 they go up. They count and they are able to write now those numbers and they are able to write them as symbols as well as number names and it progresses in Grade 2 its no more up to 10 it goes up to 50 and as well as in Grade 3 (A1 dataset 1)

However, B2 referred to the progression as descriptors. She reported,

The seven levels of competencies have been given. They are intended to assist the teachers to grade the learners as to the correct level. So we record and report the learners' performance in terms of their achievement using the descriptors which is the seven levels. According to her, progression is about grading learners into descriptors (B2 Dataset 1)

4.2.7 Advantages of changing NCS into CAPS

Chapter two has shown the advantages of CAPS over the NCS. This may be clear to curriculum developers but the question remains as to how educators perceive the advantages as they must practically implement the curriculum changes. Participants were asked the advantages of changing NCS(R-9) into CAPS. All interviewees had different views and interpretations about the advantages of changing into CAPS. A1 stated that:

CAPS specify the time for each Learning Area and the weighting; each and every learning content has a weighting and there is a focus area on which each and every subject. You know exactly where you have to focus. CAPS is very much easy to understand. (A1 dataset 1)

It is noticed that A1 shows that CAPS specifies the time to spend on each subject. This might help the schools in the creation of time-tables. She also recognised that CAPS specify the weighting of subjects. At least now one will know which subject should

consume more time than the others and, lastly, one will know where to put more focus. She also recognised that CAPS is understandable.

B1's opinion looks similar to A1 when she reported that, *"CAPS is clearer than NCS because it gives direct guidance"*. This is also seen in A2 when she states that, *"CAPS have subject with clear themes and topics."*

Clear and direct guidance play a vital role in curriculum implementation. Glatthorn, Boschee and Whitehead (2006:256) state that, "A high level of curriculum implementation can be expected if the curriculum changes are not unduly complex and are clearly explained to teachers." The clear themes and topics could help in the implementation stage because one knows exactly what to do. A2 reported that, *"CAPS improved the quality of teaching and every single subject in each grade is having a single comprehensive CAPS documents. Tasks are minimised ... in CAPS."*

A2 recognised that the quality of teaching has improved because of the introduction of CAPS; this might be because they think that CAPS is much clearer. The assumption will be that if the quality of teaching has improved, the quality of learning will, therefore, also improve but that will depend on whether the reports are the true reflection of what happens in the practical situation, i.e. in the classroom.

A2 also recognised that there is one policy guideline which contains content and assessment guidelines (See chapter 2). Furthermore, A2 also indicated that in CAPS the tasks are minimised. Educators complained about the work overload involved with the previous curriculum. This led to the abandoning of content coverage by educators as they spent quality time on administering the prescribed tasks instead of engaging themselves in teaching. With the fewer tasks required for CAPS, maybe educators will now have ample time to spend on teaching and learning. B2 also commented on work overload by saying, *"and also there is less administration work for teachers"* (See chapter 2).

B2 agrees with the above interviewees when she says, *“CAPS is very easy to implement, it is easy to interpret ... and apply the curriculum requirements...”*

This study was conducted at the implementation stage of the reviewed curriculum, i.e. CAPS by the Foundation Phase educators, and the interviewees' opinions were reflected right at that stage. Many times this stage is problematic to educators because some are not sure whether they are on the right track or not and others have different issues about the change but B2 stated clearly that CAPS is easy to implement, interpret and to apply the curriculum requirements. One again begins to wonder if the educators' perceptions of CAPS are equal to the practicality of implementation. If that is the case, then the introduction of CAPS will be highly commended.

Furthermore, B2 went on to state that:

Different abilities, different levels of learners are catered for in the CAPS documents. Even the learners with special needs are catered for in the CAPS documents and also, what is more, is that learners are assessed internally according to the requirements specified in National Protocol for Assessment i.e. the NPA document. (B2 dataset 1)

This shows that B2 noticed that inclusive learning, i.e. allowing learning opportunities to all learners even if they have learning barriers is emphasised in CAPS. CAPS still maintains OBE principles which state that all learners can learn and succeed but not in the same way and at the same time (Maree and Fraser, 2004).

However, A3 reported, *“I think the only thing with CAPS is that the language use is clear and its terminology but more or less they are the same but we didn't understand the language that was used in NCS”* and AH states that, *“A lot of terminology that was confusing in NCS and that have been removed in CAPS and that have been simplified also so when we are using CAPS now it's very easy and its even easy to understand.”*

The language and the terminology issues have already been discussed in the above sub-categories.

BH recognises the following:

Introduction of English FAL, English First Additional language in Grade 1 is an advantage because teachers in grade 4, that is intermediate phase, they always blame us they would say we didn't teach these learners because there was that problem of language since learners are would be exposed for the first time in English in Grade 4. But now with CAPS at least they do English from the lower grades and also another advantage is that now that there's one document, one big document from grade R to 12 that gap is closed because there was a big gap between the phases but now it is closed, teachers would stop blaming each other because we all know that this teacher must teach up to here and then I must take if from here because it's in one big document. (BH dataset 1)

BH reported about the introduction of First Additional Language in Grade 1. This was not the case with NCS, as it was promoting the use of Home Language and the introduction of First Additional Language at a later stage when the child has developed fully in his/her home language. BH's opinion is that this introduction of First Additional Language at the early stage will close the gap of language development. Furthermore, BH thinks that one concise document from Grade R to 12 will assist in closing the knowledge gap as all the educators will be using the same document.

4.3 UNDERSTANDING THE PEDAGOGY OF FOUNDATION PHASE MATHS CAPS

Foundation Phase educators play a vital role in building the foundation for future studies. Mathematics has shown to be a critical subject in South Africa. This has been discussed at large in chapter two. Educators' understanding of the pedagogy of Foundation Phase maths CAPS was categorised into six sub-categories. These were: division of maths components; relation between the general content focus and the

content area; content of maths as outlined in CAPS documents; curriculum resources; play-based learning; and the teaching strategies/methodologies emphasised in the Foundation Phase.

4.3.1 Division of maths component

Interviewees were asked what they thought about the division in maths as it is divided into five components. Three out of eight participants had the same thoughts. A1 stated:

Each content area has a weighting as I said like e.g. numbers and operation have more weight than others like data handling, its only 5%. You can see the difference numbers operations is 60% and then others are ten or thirteen like shapes and space; and that assist you exactly what you can teach mostly, you can see that numbers operations have more even in the documents there are more activities you have to do in numbers and operations than others. (A1 dataset 1)

This division informs educators on how much time to spend on each component. A1, AH and BH recognised that the component 'number and operations' is given more weight than the others which leads to educators spending more time on this component. Furthermore, A1 reported that even the policy guidelines show more activities in this component than the others.

When A1 was asked why this component is getting more weight, she replied, "*Because the learners have to know the numbers first; they must know the numbers.*" This means that A1 is aware of the fact that in mathematics numbers are important. One of the interviewees, i.e. B1, responded, "*I think the division is 100 percent correct because it assists you as the teacher not to dwell on one component but to cover all of them.*" According to her this division will regulate the way the teaching by educators will be guided by the weights. A2, however, thinks that:

The division gives each component enough teaching time in each term. All components are being taught throughout the year. There is no specific time, for instance, if we can say we talk about data and handling where it was normally done at the end of the year, each and every content has been done throughout the year. (A2 dataset 1)

She feels that all the five components are now taught in each term instead of doing one or two components in a term; and this division will ensure that there is something done on each component. Therefore, no component will be overlooked.

B2 thinks that each of the components in this division enables learners to gain specific skills. She stated, *“The division is very fruitful because each component helps the learners to acquire a concept in the specific skill, e.g. the learners will be able to learn to acquire language skills or thinking skills or calculation skills.”*

However, two of the interviewees had similar thoughts about the division. A3 reported, *“I like the way each component area is broken down in mathematics and each component is simplified in a very straight forward way and it helps us a lot because you know what to teach, how to teach.”*

Therefore, as far as the reports from the interviewees are concerned the division of maths into five components is fair.

4.3.2 The relation between the general content and the content area

Participants were asked how CAPS helped them to manage the relation between the general content focus and the content area. Three of the participants had similar understanding of this relationship. A1 stated:

General content has sub-topics of which these sub-topics guides you what to teach and what must you cover to the content area because in general content

as I said there's topics. These topics leads you to the content area and then this, tell you exactly what to teach in that content area to cover the entire syllabus by the end of the year. (A1 dataset 1)

According to them general content has sub-topics which tell them what to teach in a content area. Therefore the, general content breaks down content area.

B1 reported, *"It assists me in such a manner that when dealing with the content area I must know exactly what I'm supposed to teach, e.g. the relationship between the size of numbers meaning of different kind of numbers."* B1 did not indicate any relationship between general content focus and the content area but recognised that content area shows her what to teach.

However, B2 viewed it differently from the others. She reported, *"It gives guidance on how progression should be addressed because in certain topics the concept and skills are similar in two or three successive grades."* B2 associates this relationship with progression.

4.3.3 Content of maths as outlined in the CAPS documents

Participants were asked to comment on the content of maths as outlined in the CAPS documents. Their comments differ but two of them had the same comments. B2 stated, *"The content give guidance to the amount of the time needed to spend in each content area, and also the spread of content for assessment purposes."* This means that the time and weight allocated to each content area played a vital role in the maths content. A1's and B1's comments were similar but different from the comments of the two interviewees above. A1 reported:

The content of maths has term overview; this overview gives you guidelines and clarification notes. They contain aspects in each topic to be taught in each term so that in this term you know exactly I have to teach from here to there and the

next term from here to there so that you can cover the entire syllabus. (A1 dataset 1)

A1 and B1 gave a comment about an overview which clarifies and gives guidelines as to what to teach term by term. I think this is very important for every curriculum to be clear, specific and give enough guidelines on what to teach.

One of the interviewees, i.e. A3, reported otherwise, though: *“I see, yes, I see good quality, it’s in good quality, it’s in the level of kids.”* She reported that the quality of maths content is good. One would assume that the learners understand it because she says that it is in the level of learners.

However, one of the participants reported, *“Maths content shows progression from term to term and from one grade to another as I have said on the previous questions. The concept and skills are similar in grade 2, I mean in two or three successive grades.”*

This means that AH recognised that the progression can also be seen in the content. Furthermore, one out of eight participants, i.e. BH, stated, *“The content is the best one because it is the good foundation for the learners and it prepares those Foundation Phase learners thoroughly for the next grades that are for the grades in the intermediate phase there’s that flow.”*

This means that BH sees the content as the one that can be used as a base for maths education. Educators in senior phases, as one of the interviewees commented earlier on in one of the responses, like to complain about the fact that educators in the junior phases are not doing their part in as far as teaching is concerned but with this kind of attitude one would expect to see a change.

When the researcher probed one of the interviewees, i.e. B1, she made the following response, *“Yes, you can use it as a foundation, it is easy to make sense with it and the learners also respond”.*

4.3.4 Curriculum resources

Participants were asked about other curriculum resources they used alongside the CAPS document. By and large five out of eight participants used similar resources. B3 stated:

There are DBE workbooks for mathematics they do help in giving out what is wanted in the CAPS document; also if you are using those DBE workbooks I don't but we are using them because they've got lot of activities that go hand in hand with the CAPS document. (B3 dataset 1)

Workbooks are provided to the schools by the Department of Basic Education and B1 recognised that they have many activities and are used in conjunction with CAPS. Four out of eight participants reported that they used textbooks. B2 stated, “*and also you need to have a good text-book providing the required content ...*” B2 recognised that it should not be just a textbook but a good textbook. OBE was criticised for its ability to undermine the use of textbooks. CAPS is thus moving towards rectifying that by emphasising the use of textbooks.

B2 further reported, “*also a good teacher's guide to support teaching and learning...*” B2 knows that teaching and learning need to be supported by using a variety of resources. Furthermore, three out of eight participants mentioned some teaching aids as some of the resources they used alongside the CAPS documents. BH reported, “*I also use wall charts, flash cards I also use real-life resources like measuring containers, I also have Item banks question papers I also use educational toys.*”

4.3.5 Play based learning

Participants were asked what they think about the play-based learning suggested in CAPS. All eight participants commented that it is good though they attached various reasons to that. Participant A1 stated:

It is good because learners can't forget something that they learn through play, because when you do your teaching through play, you involve the learners, they demonstrate, they do everything that makes them to enforce what you are teaching; they won't forget it because they are part of it. (A1 dataset 1)

A1 reported that learners are involved, teaching is enforced through play and, therefore, learners will not easily forget what has been learnt. However, B1 attached another reason as she stated:

I think it's the best as it encourages the under achieved learner to participate in the play way though unaware. They enjoy playing with puzzles thus developing their cognitive thinking so I think it helps those that are under achieving a lot, the under achievers. (B1 dataset 1)

B1 recognised that play-based learning develops cognitive skills even with those who have learning barriers. A2 reported, *"It is good because it makes learning fun; the classroom become live and also motivates the learners as they play."* A2 views it as an approach that makes learning more enjoyable because it is fun.

Furthermore, three of the participants shared the same feeling. B3 stated, *"Because learners in the Foundation Phase learn best when they play, I think that approach or that learning helps the kids to learn more."* On the other hand, B2 had the following reasons:

It promotes the acquisition of emergent numeracy in a fun and spontaneous contexts, e.g. when you teach morning greetings and you do the roll in the morning. It will provide the opportunities of playing with numbers and counting. Also music and movement can provide mathematics focus for the learners so that play is very, very much fruitful. (B2 dataset 1)

Therefore, all the reasons give different motivations for why they think that play-based learning is good.

4.3.6 Teaching strategies and methodologies emphasised in Foundation Phase mathematics

This sub-category was further divided into three categories: teaching strategies or methodologies, how often educators use teaching strategies and how teaching strategies enhance teaching and learning.

4.3.6.1 Teaching strategies/methodologies

Participants were asked what teaching strategies are emphasised in CAPS. Four out of eight participants identified the same approach. A1 stated, *“the most one is the learner to learner....”* This approach means that learners are helping each other; sometimes it is called ‘peer learning’.

Three participants had the different teaching strategies A2 reported, *“I can say its whole class activities, small group teaching and independent work”*. However, B1 stated, *“I think the teacher to learner.....”* Furthermore, AH stated, *Repetition is there....*”, and BH stated, *“It’s co-operative learning.....”*

It can be observed that educators realised that there is a variety of teaching strategies and they used those strategies. This is line with what Maree and Fraser (2004) already mentioned above that learners differ in their learning styles but they all can learn.

4.3.6.2 How often educators use the teaching strategies/methodologies

Participants were asked how often they used the teaching strategies/methodologies. By and large seven out of eight participants had similar responses. B1 reported, *“It’s an*

everyday thing.” According to the respondents they used all the identified teaching strategies on a daily basis.

However, BH stated, *“Whole class teaching is the one that I use daily, every day, and then one on one I use it only when there is a need when I see that really this learner, specific learner, needs more attention, then I would go one on one.”* BH thus uses only whole class teaching and changes the strategy only when there is a need. Participants showed that there is no single method of teaching that can be used in isolation, and hence they used all these various methods to enhance teaching and learning. Educators realised that learners learn differently and thus they teach them using different strategies or methodologies. Therefore, focusing on one method would mean that other learning styles are not considered and thus some learners would be left behind.

4.3.6.2 How do the teaching strategies enhance teaching and learning?

Interviewees were asked how teaching strategies enhanced teaching and learning. Two out of eight interviewees had a similar understanding of how the teaching strategies enhance teaching and learning. A1 reported, *“Learners become free to talk to the teacher even to other learners and they enjoy the teaching.”* Their speaking ability is improved by these strategies. Similarly, BH reported, *“I, personally, I regard cooperative learning as the best because it provides learners with a platform to express themselves verbally when they are engaging discussions with other learners.”* Learners are given the opportunity to talk with each other in this kind of learning. They share their ideas and knowledge through discussions.

According to A3, their esteem is boosted during the process. A3 stated, *“.....Even the learner who has a low ability because there is those who are helping him so at least it boosts his esteem. The next time the one who was low at least he will become better.”* This means that as learners are helping each other. They learn from each other and

gain knowledge from each other. That in return helps those that are not performing well to improve.

However, A2 stated that these strategies encourage learners. She stated, *“They encourage the learner to do talk, demonstrate and record their mathematical thinking”*. A2 perceived these teaching strategies as the ones that motivate learners to talk, to show what they know through talking and, at the same time, their mathematical thinking improves. B2 also reported:

It helps the learners to practice and consolidate or reinforce the concepts in whole and small group teaching and also it enables you as a teacher to do continuous assessment to monitor the learners and plan support for those experiencing barriers. (B2 dataset1)

B2 was of the opinion that these teaching and learning strategies help learners to be hands on and active in their learning as she stated that learners are now able to practice and through that practice the work done is reinforced. Moreover, she believed that the strategies also assist in assessment as you assess them whilst they are busy learning and in that process as an educator you identify learners who might need more attention.

Furthermore, AH associated these teaching strategies with assessment, She stated, *“Those methods they lead us to assessment “*.

AH agreed with B2 in as far as assessment was concerned: educators are able to conduct ongoing assessment with the use of these various teaching strategies.

From what was being said by the educators, it can be concluded that teaching strategies enhance teaching and learning in that they enable learners to speak. Learners who are low performers are able to improve, and their self esteem is boosted. This assists educators in monitoring continuous assessment and identifying learners with special needs.

4.4. ASSESSMENT PRACTICES

Assessment should provide an indication of learner achievement in the most effective and efficient manner (See chapter two). Assessment practices were categorised into eight sub-categories. These were: formal and informal assessment; challenges encountered by educators when monitoring learners' progress and how they overcome them; CAPS programme of assessment; discussing assessment criteria; effectiveness of tests in CAPS; and the new rating codes and workbooks.

4.4.1 Formal and informal assessment

From the question which asked about the usefulness of having both informal and formal assessment, it could be deduced that the interviewees shared common views. Firstly, when looking at informal assessment A1 stated:

Informal assessment you monitor learners' progress, you do marks and you do corrections and then in corrections, when you do corrections, it helps the learners to know where they didn't know and then to give feed back to the parents ... while you are doing continuous assessment informally you are able to know where the gap is for each learner. (A1 dataset 1)

A1 recognised that the informal assessment monitors the learners' progress and is used to give feed-back to the parents. It also enables the learners to identify what they already know and what they do not know.

This is in line with DBE (2011:85) as it defines assessment as, "a continuous and planned process of identifying, gathering, interpreting and diagnosing information about the performance of learners," and it further states that, "informal assessment consists of regular checking of learners' class work, asking questions orally and giving constructive feedback." Therefore, A1 clearly understands the aim and the purpose of informal assessment.

Similarly, A2 reported, *“Informal assessment helps me to monitor the learners’ daily progress”*, while B2 also stated that, *“Informal assessment you do it on a daily basis during a lesson to monitor and enhance learners’ progress and also informal assessment builds towards formal assessment.”*

Therefore, A2 and B2 work according to the DBE (2011) which states that informal assessment is a daily monitoring of learners’ progress and its purpose is to continuously collect information on a learners’ achievements that can be used to improve their learning.

On the other hand, B1 reported that, *“Informal assessment gives a chance of assessing the learner though he is not aware that he is being assessed”*. Informal assessment is continuous and is done throughout the teaching; therefore, B1 reports that when monitoring informal assessment, learners are not aware so the performance is just natural.

However, AH stated, *“It’s useful in the sense that during informal assessment learners are relaxed because most of the time they do not know that you are assessing so they just take it as a class-work or whatever thing that you are doing they are relaxed”*. Sometimes the assessment leads to tensions amongst the learners; therefore, it might be proper for assessment to be administered in a more relaxed atmosphere so that learners’ performance will not be influenced by any external pressures.

In addition, B3 stated that, *“When you have informal assessment, you are getting understanding of your kids as you move on teaching them and you know where to support them as you teach them”*. B3 recognised that informal assessment helps educators to know their learners in as far as grasping their ability is concerned. She also believed that informal assessment would enable the educator to identify learners who need support as well as the areas of support.

However, BH saw informal assessment, *“as the form of assessment which helps to prepare learners for the formal assessment”*. This means that BH believed in exposing learners in the informal assessment before they can administer formal assessment.

From the data collected it could be deduced that Foundation Phase maths educators recognised that this form of assessment is vital to learning and it takes place continuously throughout learning. According to Maree and Fraser (2004:34), *“This form of assessment is seen as being supportive of learning and non-judgemental, and focuses on providing constructive criticisms to learners. In this way, assessment gives the teacher and the learner feedback and provides information about whether the learning outcomes are being achieved.”*

Then in formal assessment A1 responded by saying, *“It is a systematic way to evaluate how well learners are progressing.”* This means that this form of assessment informs the progression of a learner, i.e. whether the learner can progress from one grade to the other. She recognised that it is a systemic way, therefore, it is policy driven and one had to comply with its rules and regulations.

Similarly, A2 stated that, *“Formal assessment helps me to evaluate how well learners are progressing in a grade. We use it both but we start with informal then at the end of a term we do formal assessment.”* A2 agrees with A1 in the fact that formal assessment helps to evaluate the performance of the learners and also emphasises that you need to do both, informal and formal assessment.

B3 also responded by saying, *“Then formal assessment will help you in letting them progress to the other grade or in letting them progress from one step to the other”*. B3 agreed with A1 and A2 but further showed that progression is not only from one grade to the other but may be from one step to the other. This may mean that the learner has mastered a certain amount of work and is now ready to progress to another piece of work.

AH also agreed with this in her response which stated that:

... but in formal there is a little bit of tension because they are quite aware now that you are doing a formal task and it links because you have to prepare them for the end of the year because the results that you get from the formal assessment task and this continuous assessment leads you to the end product of the year. (AH dataset 1)

AH further mentioned the tension that is caused by the administration of formal assessment as against what was mentioned by one of the interviewees about informal assessment. According to AH, learners are no longer relaxed because they know that this form of assessment plays a role in their end results, i.e. are they ready to progress to the next grade or not? Therefore, the judgements are now on the way and that may be the reason learners are tenser.

What's more, B2 stated that, *"The formal and informal assessment they need to go both hand in hand because so that the teacher does not focus only on formal assessment so it is very important for them to go hand in hand."* Similarly, BH responded, *"are both useful and then the teacher cannot give learners the formal test before teaching and assessing them informally, either through a class test or class-work or homework or any other form."*

It can be deduced from the utterances made above that educators from Foundation Phase understand the difference between informal and formal assessment. They share the common opinion that formal assessment is used for progression from one stage to the other and/or from one grade to the next. They also recognise that these forms of assessment are both integral to learning as one prepares for the other, i.e. informal assessment prepares for formal. These forms of assessment complement each other. This is evident in the above responses.

However, B1 views formal assessment differently from other interviewees as she stated, *"And with formal assessment I think it helps you as the teacher to know exactly what the*

learners knows as far as the content is concerned and what he or she doesn't." This is similar to other interviewees' views about informal assessment.

It can be deduced that Foundation Phase educators recognise that this type of assessment is a form of assessment that is largely concerned with the end product of learners' work. The judgements made are often for the benefit of people other than the learner, and the concern is usually to differentiate and make selections (Maree and Fraser, 2004).

4.4.2 Challenges encountered by educators when monitoring learners' progress

Participants were asked about the challenges they encountered in monitoring learners' progress. By and large all interviewees indicated the same challenge. B1 stated, *"The only challenge is the numbers, big numbers because our classes are overcrowded"*. Educators are complaining about large numbers which pose a challenge when they monitor learners' progress.

B3 also made a similar outcry:

The only challenge that we have here in the Eastern Cape is the numbers in a grade well for you to monitor the learners progress, for example, I have got 48 kids in my class and that class it's not easy to manage it because the young learners need the most of your time well as you monitor those 48 kids there are those you may sometimes if you are not accurate, you may overlook them and do not see that they are progressing or not." (B3 dataset 1)

From the data collected it could be deduced that the majority of Foundation Phase educators encounter the same challenge of big numbers and over-crowding in their classrooms. This challenge makes it impossible to assess the learners. They complained that it takes time to assess the learners and sometimes you miss some of the learners as B3 has mentioned that. This could also be identified in A2's response

when she said, *“Learners are not all assessed at the same time; I can only observe maybe ten learners at a time. So if you have a very big number of learners that is a big challenge because it takes time to assess the whole class.”*

However, on the other hand, B1, A3 and AH all report another challenge. B1 stated that, *“and absenteeism because when you decide that such and such a day that you are going to assess all of your learners then you’ll find that some of them are absent. That’s a big challenge.”* Similarly, also A3 reported, *“Some learners are absent at school and some parents don’t care so at least it does harm the way teaching is going on.”* This is also evident in AH’s response, *“And another challenge is the absenteeism of the learners. Whilst you are still busy with the progress of the learner, all of a sudden the learner is absent”.*

Foundation Phase educators reported absenteeism as the main challenge to the monitoring of assessment; learners tend to be absent from school. Participants earlier on showed that informal assessment is administered throughout the teaching; educators do it whilst the teaching and learning takes place; thus teaching and assessment are done simultaneously. Therefore, a high rate of absenteeism will definitely affect teaching, learning and assessment.

A3 also reported that even parents do not care about this absenteeism. Parents should play a role in as far as their children’s education is concerned. Parents should form partnerships with schools and work together with schools towards improving the performance of the learners. Education is a societal issue thus parents as part of society should play a vital role.

The poor performance of the learners was also recognised as a challenge by B2 when she said:

There are very much challenges, for instance learners don’t complete the assessment tasks in time, and also you encounter that they can’t write number names without the help of you as the teacher and also there are learners that

can't express themselves so you as a teacher you always need to guide them.

(B2 dataset 1)

This shows that some learners do not perform well and need much guidance from the teacher. This could be time consuming especially as educators have already mentioned that they have overcrowded classrooms with big numbers.

In addition, the social issues also pose a challenge towards the monitoring of assessment by Foundation Phase educators. This can be seen as AH stated:

When a learner was progressing fine, then all of a sudden there's a drastic change then that's another challenge you find out the learner was doing very fine then all of a sudden maybe there's a problem at home then the progress changes and the socio-economic circumstances **(AH dataset 1)**

All the above mentioned challenges could hinder the progress of teaching and learning. Educators should administer both informal and formal assessment. Moreover, informal assessment is ongoing and done on a daily basis; therefore, this absenteeism could affect the assessment practices and the performance of learners and could lead to inconsistency. Furthermore, these challenges could have a negative impact on the assessment.

4.4.3 How do educators overcome them?

Participants were asked how they overcome the challenges they encountered when monitoring learners' progress. Each participant responded according to the challenge she had mentioned. Responding to the challenge of large numbers and overcrowded classrooms, three of the participants reported a similar strategy. B1 reported, *"I try to organise them into groups to overcome the challenge of big numbers."* This meant that B1 recognised that grouping learners could be a solution for teaching large numbers. Responding to absenteeism, three of the participants reported that they involved parents. A3 stated that, *"I invite parents and talk to them and show them the problem of*

being absent of being not taking care of their kids.” According to them involvement of parents is vital, as already discussed above.

However, one respondent showed that she went to the extent of pleading and encouraging them to come to school. B1 stated that:

I've got to ask them, plead with them, that tomorrow please you do come, all be present, because we are going to do such and such a thing; try to not to petrify them as such or threaten them, just to encourage them to come to school. (B1 dataset 1)

This could be not easy for the Foundation Phase educators as learners might not understand the importance of assessment in their learning because of the stage they are in.

The involvement of parents does not always work, though. AH reported, *“If I feel that the parent cannot come, I ask the assistance from the principal to go with him to the family to check what is the problem.”* This means that educators are aware of the fact that parents should play their part in their child's education, but sometimes they do not avail themselves and, with the assistance of the principal, educators at times do home visits.

Responding to learners who are not performing well, B2 reported:

I use concrete objects, use different teaching methods, use special or extra time to attend to them to complete their tasks, and also the cases you can't handle and then you refer them to special people who can deal with those cases. (B2 dataset 1)

This means that B2 realised that concrete objects, i.e. teaching aids, can reinforce teaching and learning; and learners do not learn the same way as there are different learning styles so that may be the reason for using concrete objects so that the

educator can move from the known to the unknown. She also refers the most difficult to handle learners to the specialist.

However, A2 reported, *“During the time of formal assessment, I do nothing else, I only assess the learners. Teaching does not take place.”* This means that the teaching time is now lost because of big numbers in our schools. Participants earlier on reported that CAPS has weighted each subject content and components and that their teaching time is informed by those weights. One begins to ask whether educators will be able to finish the prescribed subject content if there are such challenges.

Educators show that in spite of different challenges that they encounter, they strive to overcome those challenges by using various strategies.

4.4.4 CAPS programme of assessment

Participants were asked how the CAPS programme of assessment assisted them in assessing the learners' progress. Three out of eight participants had similar responses. A3 stated that, *“The programme of assessment assists us because it tells us what to assess, how and when, so it's stipulated in that document, so it's easy for us.”* CAPS is really been made easy. The participants reported that the programme of assessment is tabulated in the policy guideline and they recognised that it tells what needs to be assessed and when should the assessment occur.

Furthermore B3 and A2 had the same feeling. A2 reported that, *“It helps me to know exactly what aspects of work need more attention”*. Because the assessment is stipulated and the weight is specified, the teacher will be able to identify which component is weighed more and put more emphasis on that component. However, B2 reported, *“...,and it informs your teaching and learning”*. This means that now that they have a stipulated programme of assessment and they know when assessment will take place and what will be assessed, they should work around making learners ready for assessment.

A1 also reported:

Programme of assessment have got certain tasks; each and every subject has got task and they include more than one topic in one task and you need to cover all the content area so you've got no chance to leave behind something. (A1 dataset 1)

Therefore, A1 recognised that CAPS also enforces teaching to take place because at the end of the day educators will have to administer the specified and tabulated assessment. Educators reported that in CAPS one has to follow the programme of assessment which is stipulated in the CAPS documents. This programme of assessment informs educators on what is to be assessed and when.

4.4.5 Assessment criteria

The expectation, since the introduction of OBE, is to discuss the assessment criteria with the learners. Learners need to understand what it is that they will earn marks for and be penalised for, i.e. transparency is required (Maree and Fraser, 2004).

Participants were asked how practical it was to discuss CAPS assessment criteria with Foundation Phase learners. Three out of eight reported that it is not easy. B2 reported, *"It is not that easy but you can by telling them what is expected and also by providing clear guidelines and instructions and use all resources creatively."* This means that you should strive to get to the level of the learners; and B2 recognised that educators should be as clear as possible in as far as the criteria are concerned.

On the other hand, A2 stated, *"Learners do not understand the criteria. I only explain the marks and try to relate them with the criteria."* Seemingly Foundation Phase educators have not yet developed enough to understand this; therefore, the use of marks is necessary at this stage. Furthermore, A1 stated:

In Foundation Phase you have to demonstrate everything you can't just talk to the learners; they have to understand what are you saying by putting them to do that thing practically; you involve them. If it's a dance, they have to dance; or maybe if they do a drama if it's a story to dramatise that story. (A1 dataset 1)

This shows that Foundation Phase learners learn mostly through actions. However, B3 viewed it differently from the others. She stated:

This is quite interesting with them because as it is when you discuss the assessment criteria people usually think you are letting kids copy or you are giving them a chance to prepare. Yes, its good, you are giving them a chance to prepare but you are not giving them the exact questions what you do with them as you have learnt. Then when you are going to assess or you are discussing the assessment criteria, you ask from them what is it that you must check when you are dealing with this. Well, they enjoy it, they take that responsibility of telling you what you want from them. (B3 database 1)

B3 finds it interesting, as she does this discussion after teaching and learning has taken place, moreover she asks the criteria from the learners. Therefore, B3's learners are highly involved and the assessment criteria are coming from the learners, not the other way round.

Furthermore, A3 stated:

It is effective because we show the kids the criteria but its expanded now from 1 to 7 so you show them how does it work. They know if you got 1,2,3 you didn't do well but if you are in 4,5,6,7 you've done it. I think they do understand especially in grade 3, at least they are not so little. (A3 dataset 1)

Seemingly, A3 discusses the performance descriptors with learners after they have done the assessment, not before the assessment as the criteria require.

However, BH had a different opinion as she stated, *“Mostly in the Foundation Phase assessment criteria is meant for parents not for the learners because they are still young. Parents are the ones who will help the learners with task”* This means that BH sees parents as partners with educators as already discussed above; but a question of concern arises, do parents have the interest and show the support needed in as far as the education of their children is concerned?

Therefore, although assessment criteria enable the learners to know in advance what is expected of them in as far as assessment activity is concerned, it can be deduced that not all educators perceive it as easy as one would anticipate.

4.4.6 Effectiveness of tests in CAPS

Participants were asked how effective tests in CAPS assessment are. Five of the participants had similar views. B1 reported that, *“They are effective because they know that they are going to write a test from what they have learnt and I try to create a relaxed atmosphere so that they are not afraid they relax.”* From these responses it can be deduced that a test comes after teaching and learning has taken place. Educators should prepare learners for a test by teaching them, discussing the assessment criteria and, lastly by giving a test.

However, A3 reported that, *“The tests are just the same as the informal assessment and formal assessment because it shows you if the kid does understand.”* According to her they are the same as other forms of assessment; their aim is to evaluate whether learning has taken place or not. B3 reported, however:

Tests are not really my favourite because they make kids fear but they’ve got their advantage because you get to know what is it that the child exactly knows but they must not be given in such a way that the kids may feel that they are tested; you have to make them more user friendly to the kids; just it must not be

something to punish them but it must be something for them to know why they write the test. (B3 dataset 1)

Therefore, B3 realised that tests inform the educator about the progress of learning.

4.4.7 New rating codes

Interviewees were asked how they viewed the new rating codes. Three participants reported about the wide scope. A3 reported, *“I think as I say the new codes now are more because last time it was 1 to 4 now it’s 1 to 7 so it allows at least some kids to progress, the scope now is wider than it was.”* A3 recognised that the codes have changed from 1 to 4 to 1 to 7. She further realised that now the new codes allow for progression for most learners. A2 stated a different point of view, though:

The new codes have just dropped the performance of the learners. With the new codes it is very easy for the learners to be promoted to the next grade even those who are not sure of their work. Because they are wide, there is a wide variety.
(A2 dataset 1)

A2 sees the new rating codes as lowering the standard of education because it is easy to progress to the next grade due to these rating codes that are so wide.

B2 disagreed, arguing that, *“The codes they make it easy for a teacher to be able to rate the progress of a learner, i.e. it assist you as a teacher to grade learners at the correct level, so they are very fruitful.”*

This means that B2 perceives the rating codes as helpful as they assist the educators to put the learners in correct levels so that they can correctly progress from one grade to another.

4.4.8 Workbooks

It was shown in chapter two that the Department is determined to improve learners' performance by providing learner workbooks. How do educators view these workbooks? Do they really improve learners' performance? In that sense, participants were asked how workbooks help learners in maths. Two participants reported similar responses. A1 reported:

They are very much clear and they are user friendly to the learners. When you do like, you busy with another group, you can give them the books. You give them exercise to do in those books so that you keep them quietly and do their work and they are, these books, are very much understandable to them. (A1 dataset 1)

This means that A1 recognised that workbooks are user friendly; learners can use them without many mishaps because they are clear and, moreover, they keep learners occupied all the time. Learners always have something to do.

B2 added, *"The workbooks they give an opportunity for assessment because you'll find that there are activities that are there after each session and those activities ensure that concepts are understood and they consolidate knowledge.."* This means that B2 recognised that workbooks can be used for assessment as well; moreover they reinforce learning because B2 reported that at the end of each session you can use the activities in the workbooks that relates to what you have done.

However three of the interviewees had similar understanding of workbooks. A3 stated:

We've got workbooks. They also have different activities but I think the most helpful book that we use or to enforce what we have taught is the DBE because it goes hand in hand with what you are going to teach activities that are there they are helpful because it's what you've taught the kids. (A3 dataset 1)

This shows that A3 also recognised that workbooks can be used alongside the teaching to reinforce whatever has been taught. Moreover, AH stated:

... me personally I found them helping because if you look at the ANA question papers most of the questions comes from those DBE workbooks so at least it's easy to deal with them you teach them at a certain time. When you do your planning, you plan also that include them that during this period in this lesson I'll be doing this workbook because it's going to re-enforce what I have done. Otherwise I don't follow them from page to page; I use them as the re-enforcement. (AH dataset 1)

ANA is the Annual National Assessment which is conducted by the Department of Education to evaluate the learners' performance in literacy and numeracy. AH reported that some ANA questions come from workbooks. According to AH workbooks are also helpful in as much as planning is concerned.

The participants perceived workbooks to be useful and helpful; what remains to be seen is if there has been an improved performance by the learners.

4.5 IMPLEMENTATION OF CAPS

The implementation of CAPS was categorised into two sub-categories. These are: challenges of implementing CAPS and how educators evaluate CAPS.

4.5.1 Challenges of implementing CAPS

Participants were asked the challenges they experienced in implementing CAPS. From the data collected almost all of the participants reported that there are no major challenges as such, except for simple issues. A1 reported that, *"There's no challenge as such because, as I said, everything is clear in CAPS. Is just that you have to love to read every day you have to read and plan."* This leaves educators

with the demand and challenge to read. One can conclude by saying that the success of CAPS will depend on their reading ability.

However, A2 stated that, *“Monitoring and support should be done frequently. In - service training should also be done.”*

Glatthorn, Boschee and Whitehead (2006), state that, “Staff development continues to be important during the implementation stage ... therefore it would be useful to provide opportunities for teachers to share their perceptions.” Therefore, this shows that they feel the need to be supported when implementing a new curriculum or a curriculum review. This is the mandate of the subject advisors in the district offices to ensure that educators are supported whenever there is a new curriculum to be implemented.

B2 and B3 associate their challenge to the fear of change. B2 stated that, *“Actually when anything new is implemented there are always mixed messages, there’s negative attitude”*, and B3 also reported that, *“At the moment I can’t mention any challenges but at first it was just the attitude of changing from one curriculum to the other.”* This is always natural when people are required to change. Fullan (1993:19) agrees with this when he says that, “... the change process is uncontrollably complex, and in many circumstances unknowable.” Some people resist change because they do not know whether it will bring the best or the worst.

Although AH also hasn’t pick up any challenges, she complained about another challenge. She reported:

The challenge is time that I’m having; for instance, if you look at the components of CAPS, there is that weighting of the content areas so it’s not easy to manage time with CAPS. Otherwise there are no really challenges but if we can be able to manage time. (AH dataset 1)

This shows that AH is worried about the time factor. According to her the weights and the time allocated to the components are not manageable. One of the concerns that

CAPS strives to address is the workload that was posed by NCS, and AH feels that the weights and time specified in CAPS also pose a challenge.

BH on the other hand, identified other challenges which are associated with the implementation of CAPS. She noted them as follows:

Its overcrowded classrooms, shortage of space, lack of resources to support learners who need more assistance. These learners are from the poor background so it's not easy for me to say they must bring this home because they won't have so that is also a challenge for me. (BH dataset 1)

The issue of overcrowded classrooms has already been discussed earlier on. Shortage of space could be caused by the big numbers in the classrooms. Resources, ranging from various textbooks, teaching apparatus and various teaching aids, reinforce teaching and learning. Therefore, it would be advisable that the schools provide educators with the resources that could improve the teaching and learning. South African schools are allocated funds by the Department for learning and teaching support material.

A3 reported other challenge of parents who are not helpful, “*I don't have, except that it's about the kids. Sometimes parents don't help them in doing home-works, some of them but otherwise CAPS it's just straight forward approach.*”

Involvement of parents in their education is very much important and it has already been discussed earlier on.

4.5.2 How educators evaluate CAPS

Participants were asked how they view CAPS. The data showed that they all see success in CAPS. This was shown by B2 when she said that, “*it is a success because what you've learnt is not easily forgotten because CAPS consolidate knowledge and through the documents successful curriculum implementation is obtained.*” This shows

that B2 is positive that CAPS is going to succeed because CAPS is easy and the CAPS documents give all the necessary support that is needed by the educators who implement CAPS.

Furthermore, BH reported that:

CAPS is a success because it provides more specific guidelines about what to do in the classroom and how to improve teaching, learning and assessment. It also guides what must plan, and what must teach and what must be assessed. It also considers multi-grade teaching and learners with barriers are catered. (BH dataset 1)

This means that BH is also positive that CAPS will be a success because it is more specific on teaching and learning practices and assessment practices. It also caters for inclusive learning.

However, A2 stated that, *"I think it is a success to those schools that have all the needed resources."*A2 associates CAPS' success with the schools which have resources. Therefore, she does not see success for those schools that do not have resources. The issue of resources has already been discussed earlier on.

4.6 CONCLUSION

In conclusion educators are positive and adamant that CAPS is the most clear, simple and straight-forward approach to teaching and learning ever seen since the first curriculum change after the birth of democracy. They claim that it is not as confusing as NCS(R-9) which used difficult and complex language that was inaccessible to educators. Educators are happy about the fact that CAPS gives clear guidance on what and how to teach; they are also happy about the support they get from using CAPS documents which are clear and user-friendly. This attitude builds high hopes that CAPS will produce constructive and productive educators.

However, it could also be seen that, although educators perceive CAPS to be simple, they still need more monitoring and support which could re-skill them. This is in line with Sayed and Jansen (2001:183) when they say that the speed of legislated change and the lack of time for major re-training have left many teachers and managers feeling de-skilled

CHAPTER 5: DISCUSSION OF FINDINGS

5. INTRODUCTION

The previous chapter presented data and analysed it. This chapter discusses the findings from the data and is divided into three main sections. These are: curriculum development and educator empowerment; curriculum content and pedagogy; and curriculum assessment guidelines and practices.

5.1 CURRICULUM DEVELOPMENT AND EDUCATOR EMPOWERMENT

In chapter two it was shown that unless teachers are empowered to deliver high quality, there is little chance that meaningful educational improvement will occur (Henson, 2001). This means that educators, as the interpreters and implementers of a curriculum such as CAPS, should be given a part to play in the very first stage of curriculum development, i.e. curriculum design. Already, educators have a perception that curriculum is developed elsewhere and they are just given some guidance on its application. Three sets of issues stand out with regard to educator empowerment. These are educator participation in curriculum development; training in the new curriculum, and ongoing support from the district office.

5.1.1 Educator participation in curriculum change

The issue of educator participation in curriculum change has been debated extensively over the years. The notion of participation is framed according to the curriculum paradigm that one subscribes to (McKenna 2002). A positivist curriculum orientation would view participation in terms of looking at the objectives, inputs and outputs in curriculum development. In this case one would think of objectives as the aims and goals of changing curriculum, and inputs as ideas coming from all the stakeholders, including educators as the most important resource in the curriculum development process, and output as the effective implementation of curriculum.

On the other hand, participation of educators in curriculum change could be viewed as teachers as partners in the process of curriculum change. There should, therefore, be an opportunity for their voices to be heard before the actual implementation of curriculum development, in other words, they should be given the opportunity to make an input during the initial curriculum development processes (Carl, 2005).

In the research study on the teacher participation in curriculum development conducted by Carl (2005), he found that educators feel they do have a role to play in curriculum levels outside the classrooms. Their participation would afford them an opportunity to gain access to and take ownership of the curriculum in a more significant way. Teacher involvement is essential for nurturing the personal and professional growth of the teacher.

However, the involvement of educators in curriculum development could pose a problem in that not all curriculum changes require teacher involvement; some decisions could be taken without their involvement. Secondly, we have multitudes of educators in South Africa; therefore, their involvement in curriculum decision making could cause chaos. At the same time teachers should not expect to take part in every decision that is taken by the Department.

Curriculum changes which directly involve teaching, learning and assessment, though, affect educators; therefore, they need to voice their opinions, ideas and advice by playing an active role in decision making.

The fact that educators only received the training that will guide them in the application and implementation of CAPS, (See chapter 2) will pose similar problems as with the implementation of OBE.

Chapter two showed that with OBE only few educators were awarded the opportunity to be part of the Learning Area Committees; otherwise the vast majority of educators were left behind. This led to educators being confused and not competent in the

implementation of OBE. This could have negative connotations against the implementation of CAPS as well.

It must be understood that if you were not part of the decision making, you will never own those decisions, especially if they show shortfalls. Educators will not own the new approach as they would if they were involved in its planning process from the beginning. Furthermore, this non participation of educators in designing curriculum changes led Spies (2011:47) to ask this question about the involvement of educators in curriculum development, “What is the prospect for the successful implementation of a curriculum if the corporate sector, politicians and teachers unions do not involve and listen to teachers, those stakeholders who, in the final instance, have to implement new ideas?” It was mentioned above that the inputs in a curriculum change should reflect all the stakeholders.

This is true because educators are in the classroom, they know exactly what really happens in the classroom and might have inputs that can change education for the better. Educators play a crucial role in the implementation of a new curriculum.

In conclusion this non-involvement of educators in curriculum developments happened with the previous curriculum innovations and those innovations did not succeed in their anticipated aims and purposes. If this continues to happen, another failure could be expected. Educators should not be expected to take responsibility for the innovation if they were not involved when it was developed. Moreover, educators will continue to put the blame on the Department whenever they fail to effect the curriculum changes.

5.1.2 Educator training and curriculum change

It has been seen in chapter four that all participants received training in CAPS. Researchers have, however, raised issues about what gets passed off as training. The work of researchers such as Chisholm (See chapter two) has drawn attention to the issue of training.

It should be taken into cognisance that educator training and development is crucial in a curriculum change. In chapter two Glatthorn, Boschee and Whitehead (2006:268) showed that staff development is important for curriculum change; and it is an ongoing process that requires attention. They suggested three concerns that staff development should deal with and these are:

- The staff development sessions should give teachers who will be using the new curriculum complete information about the specific changes expected.
- The staff development should give the users of the new curriculum specific assistance in translating the curriculum documents into instructional plans.
- The staff development sessions should help teachers improve in their use of the instructional skills that the new curriculum requires.

These are the outcomes that should be achieved by the educator training. Chapter four shows that educator training was done over a short period of time, however. That raises a question of concern regarding if it is possible to achieve all these training outcomes in one week. Educators should be empowered so that they are competent in implementing curriculum changes. Educator training should skill educators so that they fully understand the change; they should understand the meaning of the curriculum documents, and it should help educators to do better when they go back to their classrooms.

Furthermore, this issue of educator training in OBE has been debated as described in chapter two. Seemingly Jansen (1999) and Nkosi (2012) share the same debate about the training in the implementation of OBE and CAPS; and Nkosi (2012) elaborates by saying that teachers will not be able to implement CAPS, the new curriculum, in two provinces due to a lack of training; he also reports that questions have been raised about the quality of the training the provincial education departments conduct.

Unless the situation of providing crash courses and emergency training when the new curriculum is to be implemented improves, the quality of teaching and learning will remain in the current state.

This is an outcry which needs urgent attention. Again, Spies' (2011) question concerning not involving educators who have to implement new ideas still stands. If educators are not involved in the curriculum design, at least they must receive adequate training which will empower them enough to implement the new ideas.

5.1.3 Monitoring and support from district office

Educators showed that training may not be sufficient only for implementing CAPS but they also reported that monitoring and support should be done frequently (See chapter four). This point relates to the third area of educator empowerment, which is district support. It has been argued that support done by district officials is more on administrative issues, enforcing compliance with policy and trappings of technicism and control; rather than doing follow ups from the trainings, advising, coaching and mentoring (Mavuso, 2013).

The educators' appeal of monitoring and support is in line with what Glatthorn, Boschee and Whitehead (2006:271) suggested in chapter two that in the implementation stage staff development continues to be important though it will have a different emphasis.

They mentioned the following as the emphasis of the staff development at this stage:

Some staff-development time should be devoted to an analysis of the effects of the new curriculum.

Time should be provided for the development and sharing of instructional materials.

Finally, staff development should provide an opportunity for peer coaching.

These points of emphasis mentioned above could also assist in informing the evaluation stage of curriculum design mentioned in chapter two.

The purposes of monitoring and supporting mentioned by Mavuso (2013) above, play a significant role in promoting quality teaching and learning. Educators may seem to have understood the content of the workshop but the truth of that can only be proved by the

implementation process. Moreover, educators may understand the content of the training but when going back to the drawing board where they should be practical in implementing, they become uncertain about some aspects.

Therefore, follow ups from the trainings suggested by Mavuso (2013) could play a vital role in enforcing what educators have learnt from the training. Similarly, a study conducted by Rulashe (2005) revealed in the findings that in C2005 teachers complained about not seeing practical demonstrations of what they needed to do. Theoretic experience does not help if at the end the listener has to practice not the speaker. This means that district officials have to demonstrate, give advice, coach and do mentoring.

On the other hand educators must take the initiative and be proactive as far as their teaching practice is concerned. They have all the rights to consult the subject advisors if they have issues of clarity to be addressed.

It must also be taken into consideration that support does not refer to human resources only; it could also be found in the form of documents received with the training; and one of the concerns of Curriculum 2005 was the inaccessibility of policy guidelines. However, as opposed to that, educators have indicated that they do get the relevant guidance from CAPS policy guidelines.

Furthermore, it could be inferred that educators are overwhelmed by the fact that they get relevant guidance from the policy guidelines because, according to them, they stated that the CAPS documents are very user friendly, are very easy to use and guide their planning, teaching and assessment (See chapter four).

From these responses one would assume that educators' esteem will be boosted and their attitude will change because now they can easily do their planning, teaching and assessment with the aid of policy guidelines. If educators became stuck with the policy guidelines which should assist them in translating the curriculum to the learners, how can they be expected to be constructive and productive in presenting the teaching

practice? Therefore, with these policy guidelines which give relevant guidance to educators, one would assume that the quality of teaching and learning will improve.

In addition to the policy guidelines, educators are supported by the stipulated assessment programme that they need to follow. This programme specifies what is to be assessed and the weights involved. It gives relevant guidance on how to administer and monitor assessment. This is shown by the following citation, “The programme of assessment assists us because it tells us what to assess, how and when so it’s stipulated in that document so it’s easy for us” (See chapter two).

According to Gipps, Le Grange and Reddy as cited in Maree and Fraser (2004) assessment involves a wide range of purposes. It could serve to support teaching and learning; provide information about pupils, teachers and schools; act as a selection and certifying device; act as an accountability procedure; and drive curriculum and teaching. Therefore, the provision of guidance in as far as assessment practices are concerned will assist educators to achieve the above mentioned purposes of assessment, especially the one of supporting teaching and learning.

Again, since Department of Education started with reviewing the curriculum from 1994, it is for the first time that they thought of supporting teaching and learning by the use of workbooks (See chapter two). Educators also identify that the workbooks will support their teaching and learning. Educators reported that they’ve got the workbooks. They also have different activities but they think the most helpful book that they use or to enforce what they have taught is the DBE because it goes hand in hand with what they are going to teach. The activities that are there are helpful because it’s what they’ve taught the learners (See chapter four).

Therefore, with this kind of support things could change, but that would depend whether the utterances from educators reflect what happens inside the classrooms. In this regard future research will be needed to address this issue.

5.2 CURRICULUM CONTENT AND PEDAGOGY

Educators are mandated to translate the curriculum. Their call is to teach so that the learners can learn. Their approach to teaching is crucial because it will be used as a tool to deliver the curriculum, and how the teaching is done solely depends on the educators. It is of the utmost importance to take consideration of the way the content will be delivered and what students will learn during the process. This means that educators should have a clear understanding of the curriculum to be delivered as Carl (2002) in chapter two showed that in curriculum development the claims of the subject content must be taken into account. In addition to that, they should know how this curriculum will be delivered, i.e. the methods. Furthermore, Hansen (1995) also showed that everyday decisions about both what to teach and how to teach are inextricable linked to curriculum development. Therefore, what is to be taught and how is it taught play a critical role in curriculum implementation.

5.2.1 Educator understanding of theory versus practice

It can be observed that there is always a gap between the content and the pedagogy. Dewey as cited in Ball (2000) states that at the turn of the 20th century a fundamental tension in the preparation of teachers was articulated; that of the proper relationship between theory and practice. At the turn of the 21st century this tension endures and many of the same questions persist regarding the extent to which teaching and learning depend on the development of theoretical knowledge and knowledge of subject matter; and also to what extent it relies on the development of pedagogical methods? This means that educators may have attended the developmental training for the implementation of CAPS but what remains unknown and needs to be explored is whether the theory gained from the training will be practiced accordingly. Moreover they may find CAPS in training easy but have difficulties in implementing it.

5.2.2 Educator content knowledge

Educators understand that CAPS is content driven as shown in chapter two, that it aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis and that it is not a new curriculum but builds on the previous one. This shows that CAPS is still committed to the teaching strategies or methods outlined in OBE. OBE is of the opinion that all learners can learn and succeed but not in the same way (See chapter two). It further suggests that all learners should be given the opportunity to learn and succeed by using a variety of teaching strategies and methodologies. It could be observed that not all educators use the variety of teaching strategies suggested (See chapter four).

This is not in any way going to improve teaching and learning as learners do not learn in the same way as has already been mentioned above. Some learners learn more in group work; some learn in peers; some learn more on a one-to-one basis and some learn more when they play. Therefore, educators should use all the various teaching strategies as a matter of mandate and not as a matter of choice. By so doing effective learning will be the result of teaching.

Again, on-site support through classroom visits where subject advisors observe and demonstrate teaching practice would play a role in avoiding this situation of focusing on one teaching strategy.

However, it is pleasing to see that the majority of educators use the various teaching strategies in their teaching practice. Educators' responses showed that they are competent in regularly using teaching strategies to enhance teaching and learning. From the data it could be observed that they use various teaching strategies (See chapter 4).

This is applauded as it could accommodate the different learning styles of learners. The real and practical situation is that learners learn differently. It does not matter which approach of curriculum is in place. It could be the outcomes driven approach or the

content driven approach but they all demand that the educator use the different teaching styles to accommodate all learners.

This is line with Killen (1997) when he states that, “Students should be given more than one uniform, routine chance to receive instruction and to demonstrate their learning.” On the other hand, the shift that is shown by CAPS in chapter two of moving away from Learning Outcomes to specifying content to be taught is applauded. In chapter two it was shown that educators had a problem with learning outcomes. Educators also understand that shift when they say CAPS is about content (See chapter four). This is in line with what Carl (2002) stated about the principles of curriculum development in chapter two that, “The claims of subject content must be taken into account.” That is what CAPS strives to achieve by providing and spelling out what content and specific content, i.e. topics and sub-topics, are to be covered. What is left is for the educators to intertwine content and the pedagogy.

Also this issue of specifying content should be scrutinised. The concern on my side is are we not moving back to content-based programming in which the selection of content precedes consideration of objectives or teaching strategies (Killen, 1997:27)? Killen sees this approach as putting an almost exclusive emphasis on covering the curriculum by suggesting that teachers should teach a predetermined amount of content in each time period. Killen (1997:27) further says about this approach:

It gives little consideration to how much individual students will learn in that time, and leads teachers to think that it is acceptable and appropriate for individual students to learn different amounts. Given the differences that we know exist in students’ ability, motivation, learning styles, and so on, variations in the amount that students will learn in a fixed time period are inevitable.

This is against OBE assumptions which state that given an opportunity all learners can learn and succeed but not all in the same way and at the same time (See chapter two). With this approach, as educators reported, it tells what to teach, when to teach it, and

how much time to spend on it (See chapter four). Thus, educators will definitely rush to finish the predetermined content and one cannot be certain that learning has taken place because educators are determined to finish the content. Moreover, it will limit educators' creativity because it predetermines every process to be followed.

5.3 CURRICULUM ASSESSMENT GUIDELINES AND PRACTICE

One of the findings in this study was that educators had issues around CAPS assessment practices, although assessment forms an integral part of planning and preparation for effective teaching and learning. All teachers, whether consciously or unconsciously, are continuously assessing their pupils, albeit usually in an informal way. It is of the essence of good teaching that one should constantly be attempting to gauge the levels of pupils' learning in order to lead them to further development (Kelly, 1999). Therefore, it is important that curriculum development suggest the content to be taught, the methods to be used in delivering the content and, lastly, the assessment approaches to support teaching and learning.

5.3.1 Learner involvement and assessment practices

Chapter two showed that even in CAPS teachers must ensure that assessment criteria are very clear to the learners before the assessment process by explaining to the learners which knowledge and skills are being assessed and the required length of responses. This means that learners should be informed about the kind of performance that will be expected from them, so that they understand why they are learning. It is important that criteria be spelt out clearly to learners early on in the programme they are following, and that the assessment process be as transparent as possible (See chapter two).

However educators find it difficult to discuss assessment criterion with the Foundation Phase learners (See chapter two). This difficulty to discuss assessment criteria with learners could be caused by the fact that learners have not yet developed into that

stage of understanding this. It is important, though, that learners should know what is expected from them as early as this stage because if you know the expectations you work around achieving them. Furthermore, this is going to assist them as they develop to other stages of learning as well.

On the other hand, this difficulty may be caused by the fact that educators did not receive adequate training that would equip them to be more competent in engaging in this activity, more especially that this is new to them. The issue of inadequate training has been largely discussed above and in chapter two. Furthermore, the activity of discussing assessment criteria with learners started with the introduction of outcomes based education. If educators still complain about it, therefore, it means that it never gained momentum even in OBE. The monitoring and support through classroom visits that has been discussed earlier on could play a role of further developing educators so that on their side they master this strategy.

Another factor which could be attached to this difficulty is that this activity could pose work overload for teachers who already complain about other issues like large numbers. For example, one educator reported that the only challenge they have are the numbers, big numbers, because their classrooms are overcrowded (See chapter four).

5.3.2 *Assessment practices and challenges*

Another key finding was that educators face challenges in implementing CAPS assessment processes. Educators are complaining about the large numbers of learners in their classrooms. One educator reported that the only challenge they have here in Eastern Cape are the numbers in a grade; she reported that she had forty-eight learners in her class and it is not easy to manage that class especially when the learners are still young and they need most of the educator's time (See chapter four).

The challenge of big numbers and overcrowding in our schools has been in the spotlight even with the previous curriculums. Chapter two showed that OBE was unsuited to our

situation because of our fiscal constraints, resource shortages, and historical problems in our teacher training system, and large teacher and classroom/learner ratios. This referred to OBE and C2005. Seemingly the challenge still surfaces with CAPS as well. This means that this challenge is not fading away from the education system. Therefore, educators will have to accept this as one of the working conditions and try to be creative in organising their classrooms, seating arrangements and the assessment practices around this challenge.

Educators already use various strategies to create a conducive working environment so as to overcome this challenge (See chapter two). Teachers should be assisted in this regard; teaching forty eight learners in a normal classroom size will prevent educators from producing high performing learners.

In addition, some educators views absenteeism as another challenge (See chapter four). Schools should form partnerships with parents. Parents should be alerted about the repercussions of their children being absent from school, not for assessment purposes only but for teaching and learning as well. The Foundation Phase is a critical phase as it forms the foundation for all the future learning. Therefore, absenteeism will lead to a knowledge gap that will affect their future learning.

Educators also complained that learners perform poorly. This is shown by the responses from chapter four that there are many challenges, for instance, learners don't complete the assessment tasks on time, also you encounter that they can't write number names without the help of the teacher and also there are learners who can't express themselves so you as a teacher always need to guide them (See chapter four). In this regard Foundation Phase educators need to provide more than one opportunity for learners to learn if they are not successful in demonstrating important learning. Educators must change their teaching methods to ensure successful learning for all (See chapter two). Moreover, since this is the Foundation Phase, educators in this phase have no one to blame for the performance of the learners.

5.4 CONCLUSION

Judging by the interview results, it is apparent that Foundation Phase educators in two Cradock primary schools are ready to implement CAPS. Their positive attitude and excitement in their responses create the assumptions and deductions that CAPS will bring a change in schooling. However, the problems that still surface like lack of involvement of educators in the planning stage of curriculum change; the short duration of in-service training; lack of monitoring and support; large numbers of learners; and lack of resources cause ill feelings amongst educators. Therefore, they require urgent solutions.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6. INTRODUCTION

This chapter will provide the summary of the whole research study. It is divided into four sections. The first section deals with what each chapter covers. The second section reveals the main findings of the study. The third section discusses the potential contribution of this study, whilst the last section brings the conclusions and the recommendations.

6.1 SUMMARY OF MAIN IDEAS OF THE STUDY

This study aimed at exploring the educators' perceptions of Foundation Phase Mathematics Curriculum Assessment Policy Statement.

The first chapter reveals what this study seeks to explore. It provides one main research question that aims to find the perceptions of educators in implementing the new curriculum.

Chapter two, which is the literature review, discusses curriculum development. It focuses on the definition of curriculum development and the phases which it entails. It further looks at the principles that guide curriculum development in order to maintain accountability and shows the premises of establishing those principles.

The literature review further reveals the changes in curriculum in the South African context since the inception of democracy and hence the perceptions of educators about these changes. Furthermore, it discusses the philosophy of the Curriculum and Assessment Policy Statements by showing why it was introduced; it further reveals its design features and advantages over the previous curriculum. It further shows the debates about educators' development programmes tracing from OBE and Curriculum 2005 to the Revised National Curriculum Statement to Curriculum Assessment and

Policy Statements. The literature review included in this chapter also discusses issues of CAPS like implementation issues, the learning support material and the role of educators in implementing curriculum changes. It further shows the theoretical framework that underpins this study and, lastly, discusses mathematics and its status in South Africa.

Every research project is guided by its method and design; therefore, chapter three shows the research design and methodology that was followed for the purpose of this study. It starts by showing the research orientation adopted by this study; this includes the research paradigms and the paradigm on which this study was anchored. It moves to the research design which shows that a case study was selected for this study and further reveals the case selection and description. It discusses methods of data collection; in this research interviews is the sole method used to collect data. The last part shows how research quality and ethical considerations were maintained during the research process.

Chapter four presents and analyses the data. Analysis also involves discussion which is also done in chapter four. The data is coded and presented according to the codes. The data has been categorised according to the sections and sub-sections and analysed according to those categories.

Chapter five discusses the findings. The findings are categorised into themes and sub-themes. The last chapter, i.e. chapter six, concludes this study and makes recommendations.

6.2 SUMMARY OF MAIN FINDINGS

This section gives a summary of main findings that were raised in this study:

- 6.2.1 All participants displayed a good general knowledge of CAPS. They saw CAPS as different from NCS in that the former is content driven as opposed to outcomes driven in the later.
- 6.2.2 All participants were happy that CAPS specifies what is to be taught grade by grade as opposed to NCS which specified outcomes and requiring educators to construct the content.
- 6.2.3 A feature which participants liked was the weighting of different components of the subjects taught. This was seen as an important guideline that indicates how much time should be spent on each component.
- 6.2.4 Participants understood that CAPS is not a new curriculum; it is an amendment of the NCS. As such educators used the same teaching strategies and methods.
- 6.2.5 Participants had reservations about CAPS assessment guidelines as they were the same as those of the NCS and felt that the guidelines which require educators to discuss assessment criteria with children were not suitable for children in Foundation Phase.
- 6.2.6 Participants were happy with the CAPS programme of assessment and workbooks. They felt the programme guides their teaching while the workbooks complement their teaching.

6.3 CONCLUSIONS

From this study it can be concluded that, judging from the positive perceptions that educators held, it can be concluded that CAPS is explicit about the content that is to be taught and has clear guidelines about assessment procedures. For this reason it can be seen as an improvement on the NCS.

6.4 POTENTIAL CONTRIBUTION OF THE STUDY

The study was conducted during the first year of implementation of CAPS. This means that it is well positioned to generate data and information that have the potential to make a contribution to what the Department of Education and educators can learn about the implementation of CAPS as well as produce ideas for further investigation.

6.5 RECOMMENDATIONS

The recommendations coming out of this study are put into two sections and these are: recommendations for further studies and recommendations for the delivery of CAPS. It is recommended that:

6.5.1 for further research

A study exploring the educators' understanding of CAPS and their translation of that understanding into practice must be conducted.

6.5.2 for the delivery of CAPS

The district office must develop effective monitoring and support strategies designed to assist educators implement CAPS optimally.

Educators must form learning communities where they exchange teaching experiences as well as learn from each other. The nearby schools should be clustered and cluster meetings be convened regularly so that educators can be provided with the opportunity to share their perceptions and experiences about the delivery of CAPS. In such activity the areas that need more clarity may be identified and dealt with.

The Department of Education should ensure that schools purchase learner support material, especially the schools that come from a disadvantaged background. This will facilitate the implementation of CAPS.

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APPENDIX A: DATA SET –INTERVIEW TRANSCRIPT WITH EDUCATORS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Researcher: Can you tell me about yourself as a teacher?

A1: I am a post level one teacher, I am an educator, I'm very much dedicated to my job. I am eager to teach the young children especially because I love them and I'm very happy in my job, because I love it.

B1: I've in the teaching curriculum for twenty five years now. I've been at Grade four for five years teaching English as a subject and life skills, then I went to Grade three for the past eleven years. Now I am in Grade one.

Researcher (Probe): Do you enjoy teaching?

B1: Yes, I do enjoy it.

A2: As a teacher what I can say is that I am also a learner and I am a flexible teacher and also adapt myself in any changes that I overcome.

B2: I started in 1994 with matric, then after that I went to college and in 1995 I came back and I taught again up to now.

A3: I'm a teacher, I started teaching in a secondary school and I moved there to a senior primary school, now I'm in the primary school where I teach Grade three. So I'm a dedicated teacher. I don't fear any changes, like I changed from the senior primary now I'm in primary school. I like to learn and get more information.

B3: As a teacher I am a committed somebody who is always ready for the changes of the department of education and I do like teaching very much. I enjoy being with kids exploring and experimenting whatever is for them.

AH: I'm a Foundation Phase teacher, I've been teaching for years especially Grade one to Grade three . I have taught intermediate phase but it was just by chance for a short period, otherwise I emphasise in Foundation Phase, all my experience that I have is basically from Foundation Phase.

BH: I've been teaching maths for more than ten years now I'm in Grade three. I'm a very inquisitive person and I like challenges. I'm always eager to learn new methods. I always like to share with other teachers and get some information from them and share the one that I have with them. I'm that kind of a person.

Researcher: How many years have you been a teacher?

A1: Twenty years and above.

B1: Twenty years and above.

A2: Fifteen to twenty years.

B2: Twenty years and above.

A3: Twenty years and above.

B3: Twenty years and above.

AH: Twenty years and above.

BH: Ten to fifteen years.

Researcher: How long have you been teaching Foundation Phase mathematics in this school?

A1: Twenty years and above.

B1: Fifteen to twenty years.

A2: Fifteen to twenty years.

B2: Fifteen to twenty years.

A3: One to ten years.

B3: Twenty years and above.

AH: Twenty years and above.

BH: Ten to Fifteen years.

Researcher: What is your highest academic qualification? Or highest standard passed?

A1: Standard ten.

B1: Standard ten.

A2: Standard ten.

B2: Standard ten.

A3: Standard ten.

B3: Standard ten.

AH: Standard ten.

BH: Bachelor of Arts (Hons).

Researcher: What is your highest professional qualification?

A1: Bachelor of .Education.

B1: Junior Primary Teachers Diploma.

A2: Advanced Certificate in Education.

B2: Bachelor of .Education.

A3: Bachelor of .Education.

B3: Bachelor of Education in Primary Education.

AH: Bachelor of .Education.

BH: Higher Education Diploma.

Researcher: What grade do you teach?

A1: Grade one.

B1: Grade one.

A2: Grade two.

B2: Grade two.

A3: Grade three.

B3: Grade three.

AH: Grade one.

BH: Grade three.

Researcher: What is your position?

A1: Educator.

B1: Educator.

A2: Educator.

B2: Educator.

A3: Educator.

B3: Educator.

AH: Head of Department.

BH: Head of Department.

Researcher: Gender

A1: Female.

B1: Female.

A2: Female.

B2: Female.

A3: Female.

B3: Female.

AH: Female.

BH: Female.

SECTION B: GENERAL KNOWLEDGE OF CAPS

Researcher: Tell me about the training you received on CAPS?

A1: The training was good because every teacher was there and every teacher were hands on in the training but what I didn't like mostly is the time because the duration was short but CAPS is so straight-

forward because every teacher came out from the workshop knowing everything and every question they ask were answered to that.

Researcher (Probe): So you mean to tell me that when you went back to your school you knew how to implement?

A1: Yes, because it was clear.

B1: It was interesting and unknown concepts were unpacked so that everything could be clear if you didn't understand any of the concepts.

Researcher (Probe): Tell me was it enough for you to come back to school and implement?

B1: Yes it was enough because we had all the documents needed so that it can guide you.

Researcher (Probe): So there were no confusions about the terms and terminology?

B1: No, because the terms are there, the acronyms are being explained for me.

A2: Actually I don't want to say it was training. I can say it was an orientation because it only took a week in all CAPS document and then they said they will come back for other training.

Researcher (Probe): Did they come back?

A2: Not yet.

Researcher (Probe): Was it enough for you to understand CAPS, this orientation?

A2: Now that CAPS it's a revised curriculum so I do have an understanding.

Researcher (Probe): There was no difficult terminology there in the training?

A2: No, instead they simplified. They were there in the other curriculum but in CAPS they were simplified.

B2: It was a very fruitful training; firstly I went to P.E. to train as a lead teacher, then thereafter I came back as a facilitator to train other teachers at different venues and schools.

Researcher (Probe): So maybe you master CAPS?

B2: Yes.

A3: CAPS training was so fruitful and it is straight forward in that its terminology it's simple and understandable.

Researcher (Probe): Did it capacitate you to come and implement?

A3: Yes it capacitated me a lot, you know the strategy that we gain there, the ways that our children must we involve them, there are so many ways there, and there are so many methods one can use so that children can know more.

Researcher (Probe): Were you – you were trained in implementation of CAPS?

B3: Yes we were trained in that one. It was such a good training because it was self-explanatory. The people who were doing it made us understand CAPS in quite a deeper way and it is the training that gives us that teaching can be easy.

Researcher (Probe): You want tell me that when you went back to your school you know exactly what to do?

B3: Yes, because all the documents were there to support us. Policy documents are supporting us a lot because it is more specific.

AH: It was in stages in the sense that basically I was a teacher who is a cluster leader also so I was trained several times, first to train other teachers, otherwise it was done in stages but it was not too long.

Researcher (Probe): Was it enough for you to understand clearly what to do?

AH: For me it was clear because I was already trained before as a cluster teacher so it was not difficult. But the training was not enough for other teachers.

Researcher (Probe): Were you happy with the terminology that was used there?

AH: Yes I was because it was simplified and easy compared to NCS and OBE.

Researcher (Probe): And there were no difficult terms?

AH: No, the terms that were used they were simplified.

BH: The training was really fruitful because I left that training room knowing exactly how to unpack maths definition, aims, skills in maths were clarified thoroughly. We were also exposed to changes between from NCS (R-9) to the CAPS. When I left the training venue I was ready to just go and implement CAPS the way it was clear.

Researcher (Probe): So you were happy with the terminology and with everything that happened there?

AH: Yes.

Researcher (Probe): So it was just enough for you to understand and implement it?

AH: Yes.

Researcher: What differences do you think are there between NCS and CAPS?

A1: In CAPS there's no more L.O.s as it is in NCS because in NCS there were Learning Outcomes and assessment standards of which they have cut off in CAPS; and then in NCS codes were from 1 to 4 but now in CAPS its 1 to 7 and it is straight-forward.

Researcher (Probe): It's not confusing in implementation, the changes?

A1: No.

B1: NCS talked about Learning Outcomes but this CAPS is about content. It focuses mainly on content

A2: What I can say about CAPS, CAPS is more accessible to teachers and CAPS provides details on what to teach grade by grade, there are topics clearly stated and no assessment standards, there is also limited number of assessments per term.

B2: NCS aimed to provide clear specification on what is to be taught and learnt on a term by term basis and CAPS is an amendment to the National Curriculum Statement.

Researcher (Probe): So is CAPS a new curriculum?

B2: It is a new curriculum but the method is not new.

A3: I think there's not much difference except that the language used is simple and its terminology is just straight forward.

B3: It's not very much difference but CAPS is NCS made easy. When I say that I mean now CAPS has got content more than NCS who would want us to integrate learning outcomes. Now it gives us specific topics that we are going to teach. It has got content.

Researcher (Probe): So it emphasises content?

B3: It emphasises content more than learning outcomes.

AH: NCS was having Learning Outcomes assessment standards that are not there in CAPS. In CAPS we are talking about components and lot of things have been removed for instance in OBE we were talking about the language structuring use as an outcome but now it is there it is included in other components in CAPS. The time that is allocated in CAPS is simpler compared to NCS and to OBE, for instance if we talk about let's make an example of the home language listening and speaking has got 15 minutes per day for three days for reading and phonics meanwhile it was not like that previously so, so many things are different now.

BH: Let me start with NCS, NCS is – was outcome driven because critical outcomes, Learning Outcomes assessment standard were emphasised there but with CAPS is content driven because it specifies content areas, topics to be done concepts and skills and also with, CAPS assessment guidelines they are clearly explained more than before because before for instance they would say do fractions you wouldn't know how deep should you go but now with CAPS you know exactly it specifies it would say addition of fractions so it's more specific the guidelines are very clear.

Researcher (Probe): Therefore it means that you would prefer CAPS than NCS?

BH: Yes.

Researcher: How has the CAPS been made easy to understand?

A1: As I said CAPS give you exactly what to teach and how to teach it because in the document you'll have everything. It's simple and straightforward. What the teacher have to do, it's only to read the document and implement it.

Researcher (Probe): So the documents are assisting you in implementing?

A1: Very much, very much.

B1: It has made easy to understand because it has weighting of content areas which guides you the amount of time you need within each content area, adequate and guides you in the content assessment. You are able to assess the content being guided by these CAPS document.

A2: There is a clear content areas and clear content focuses, the topics and the things that I have mentioned.

B2: CAPS content areas are divided into sub-headings so which are called the focus contents so it helps you to know what to teach and when under each content area.

Researcher (Probe): No more confusion?

B2: No more confusion

A3: You know what happened is that the topics that we get from CAPS documents it simplifies or it unpacks everything so we know how to your teaching or what method can you use.

B3: Because it has got content that links to every subject it helps us to understand for example if you've got life skills as a as a subject it links with mathematics it links with languages the content you get or the topics you get in life skills they give you the topics for other subjects that is for maths for languages.

Researcher (Probe): So it still maintains integration?

B3: It specifies when you do your planning that you are integrating its automatically still there.

AH: CAPS have been simplified there is not a lot of stuff in it which is confusing and it is integrated. Thinking and reasoning for instance and language and structural use is included in other components like as we do in maths because even in maths you'll find out that there's a lot in the first component i.e. the number operation and relations so if learners master that first component it's easy to understand the other four left the other four components which is data handling, space and shape and patterns and functions so CAPS has been made easy to understand.

BH: Everything in CAPS is clearly explained as I have mentioned before, there are clarifying notes for teachers for each grade so it doesn't just leave you there it even goes to deeper clarify there are notes.

Researcher (Probe): Where are these notes in the guidelines?

BH: They are in the CAPS document. Yes.

Researcher: What teaching approaches have not changed?

A1: It is a child-centred because in NCS and even here in CAPS you have to focus to the child. Everything you do must be around the child; it must be child-centred.

Why do you think so?

Because even in their workbooks you start from the known to unknown because you have to start posing questions from the information the learners have got and then you come in to the point.

B1: I think the whole class and the group teaching are still there

Why do you think so?

I think so because both approaches engage all learners and focus mainly on mental maths and in oral mathematics and in practical activities as counting for instance and estimation and so forth.

A2: I think the teaching method has not changed.

Researcher (Probe): So there is nothing new according to the method?

A2: Yes, nothing has changed and nothing has not changed. Yes, it is still the same

B2: The method of teaching has not changed.

Researcher (Probe): Why do you think so?

B2: Because it is prone to outcomes- based methods

A3: Learner centredness because CAPS is also encouraging that, whole class groups, individual, I think it's the same

Researcher (Probe): Why do you think so?

A3: I think its necessary there is no need for these approaches to change because they help the kids like for an example the learner centredness approach, learners are involved and in a whole class you approach the whole class for that specific aspect.

B3: What has not changed it's the play way approach for the kids they learn through play. It did not change.

AH: Group teaching is still there that is small groups and big groups. Learner centredness is still there class teaching is still there individual teaching are still there and the peer teaching is still there. So the other, so those approaches have not changed.

Researcher (Probe): Why do you think so?

AH: We can't do without them especially in foundation phase you must use those approaches

BH: We are still using the same teaching approaches but the emphasis is more on content and assessment otherwise teaching approaches haven't changed they are still the same. Nothing hasn't changed and nothing has changed because CAPS is not the Curriculum that is why there are no changes.

Researcher: What teaching approaches have changed?

A1: Spoon-feeding approach because usually you have to tell everything; you give the learners every information; but now in CAPS you don't have to spoon-feed them, they have to come up with their ideas and then you work on that were we not doing that in NCS as well? (Probe) With NCS we do some but it's more specifically here in CAPS.

Researcher (Probe): Now, tell me do you think that CAPS is a new curriculum?

A1: No CAPS is not a new curriculum it's an old curriculum, if you know the terms, its only the terms here and there changed otherwise it is the same nothing changed.

B1: I think nothing has changed so far.

Researcher (Probe): Why do you think so?

B1: To me CAPS is not something that is new it's a familiar thing.

B2: It is the curriculum that has changed because it is written now is in content format and so more prone to traditional teaching methods.

Researcher (Probe): Why do you think so?

B2: Because as I've said the way it is written now is in content format and it is prone to traditional teaching methods.

A3: None.

Researcher (Probe): Do you think that CAPS is a new thing?

A3: Not at all.

B3: What has gone out is rote learning when we talk of rote learning where you drill kids on something. It's not that it's not there now but you drill it after the, you do drill after the kids have understood. CAPS allows kids to do things and they understand them then its then when you do drilling.

Researcher (Probe): Were we not drilling in NCS?

B3: There was a drilling in NCS, but now it has moved a little bit out.

AH: I don't really think there are approaches that have changed except for that I can say the teacher centred approach is not there really because in CAPS it was, explained if you still remember CAPS is the revision of NCS and OBE so, so many things have been changed from that previous education to

OBE and NCS. So, CAPS was the revision of that also so you'll find out the teacher centred approach was very rare even in NCS but things were not simplified in NCS.

Researcher (Probe): Why do you think so?

AH: Because CAPS does not allow a teacher on his own to act as if learners are blank slates or clean slates, it allows that the learner the education should be centred it so that the learner can be there and be involved. So CAPS is very much guiding compared to other previous ones.

Researcher: How useful are the CAPS documents? Tell me more.

A1: They are very much useful because in CAPS document as I said everything is there everything is put in clear there, you have to just read and do what CAPS document is saying you have to do because it tells you the stages, everything, every changes, everything I don't know everything I mean everything is there.

Researcher (Probe): And how many are they and are they as many as those that we had in NCS?

A1: No its less.

B1: The CAPS Documents tells you exactly what to teach, how to teach it, they give you examples of what you are supposed to teach; thus giving clarity on how to present your lesson or whatever.

B2: The CAPS Documents tells you exactly what to teach, how to teach it, they give you examples of what you are supposed to teach; thus giving clarity on how to present your lesson or whatever.

A2: They tell you exactly what has to be covered and by when with a wide variety and good volume of assessments.

B2: They are very useful because they regulate how evidence of learners' performance is recorded and reported.

A3: They are clear because what happened is that it shows what you to teach, when to teach in which term to teach such aspects.

B3: CAPS documents are very useful because they have got the content also if you plan for assessment, your assessment is already there its planned you know what to assess you know what to teach it doesn't say you have to go and seek for knowledge somewhere, it is there its worse with mathematics If we talk of number operations in all the grades you have a bigger weight though they differ in percentages then you go to number patterns, space and shape measurement as well as data handling they have got their weights with NCS it was just said number operations must take the bigger time but they were no specific.

Researcher (Probe): How much time must we take now, CAPS is making it clear?

B3: it's making it clear.

Researcher (Probe): Is it common to all schools in the Province or the school do whatever it likes in a specific term?

B3: The policy documents states it clear what we must do in each and every school in South Africa each and every term.

AH: If you look at the CAPS documents any document you'll find that at the back there are exemplars for the formal tasks for instance that are very clear and they assist teachers who have not been trained

even not trained even there are also the assessment guidelines that are there so CAPS document are very user are very easy to use.

BH: Those documents are very useful for planning and each teacher knows exactly what is to be taught when for each grade you even know exactly which topics per term, guidelines are well articulated and well-structured.

Researcher (Probe): Are they clear?

BH: Very clear.

Researcher (Probe): And the language used in the guidelines?

BH: Very simple language straight forward.

Researcher: How does CAPS help you do the progression from one grade to the next in mathematics?

A1: In CAPS document there is a phase overview of which the phase overview shows you the progression of concepts and skills across the grade. You know from grade R to Grade 3. you know exactly what they are doing in Grade R ,what they are doing in Grade 1 and grade 2 and Grade 3 because everything is there you can see the progression.

Researcher (Probe): So let me say I'm a Grade 2 teacher, will I know exactly what you have done or what you were suppose to do in grade 1?

A1: You know exactly, you will know what I have already done in Grade 1 so that during the start of the year you just do revision from that you will see exactly what we are doing there.

B1: The Foundation Phase overview shows progression of content areas and it guides the next educator to know where the previous grade teacher has ended concerning the content so the next teacher is supposed to be guided by the last grade's work, to see where the last teacher ended here. This you have to do.

Researcher (Probe): So there's a clear border line now?

B1: Yes, between the grades.

A2: The concepts and skills are similar in three successive grades i.e. from grade 1 to grade 3 which makes the progression much clearer.

B2: The seven levels of competencies have been given. They are intended to assist the teachers to grade the learners as to the correct level. So we record and report the learners' performance in terms of their achievement using the descriptors which is the seven levels.

Researcher (Probe): Are you used to those descriptors?

B2: Yes, very much.

A3: There's a phase overview tables that shows us specific of concepts and skills and the progress so it is tabulated very clearly from grade R to grade 3.

Researcher (Probe): Is there now a border line for grade R and grade 1 and grade 3?

A3: Yes, because you progress from for instance I'm teaching grade 3 so I've seen what is happening in grade 2 so we progress from the known to unknown

B3: CAPS document has got phase overview and it is that phase overview that tells you from Grade R, Grade 1, Grade 2, Grade 3, what is it you are doing and how does it progress for example with counting the learners in Grade R are counting 0-10 verbally then with counting Grade 1 they go up they count and they are able to write now those numbers and they are able to write them as symbols as well as number names and it progresses in Grade 2 its no more up to 10 it goes up to 50 and as well as in Grade 3.

Researcher (Probe): It's clear enough to you that what you should do in Grade 1 and what you should in Grade 2?

B3: And what you should do in Grade 2 up to Grade 3 in the same topic.

AH: It is easy because if you look at focus areas in maths and look at content focus content, you'll find that it links, it integrates first it gives progression from one term to the next term because it shows you that now this component under ANA this component has this topic. In term 1 you should do this in term 2 it should be done like this and in term 3 and what is expected at the end of the year. So that progression which moves in one grade from one term to another also moves from one grade to the next grade.

BH: Content specification in CAPS shows exactly what should be taught in each grade therefore progression is clearly visible the teacher knows how deep he/she should go per topic per grade. Progression is clearly evident.

Researcher (Probe): No more confusion now?

BH: No more confusion. And then also there is more uniformity across the provinces, across the districts and across the schools, so if a learner if the parents of a learner relocate that learner can go anywhere in South Africa and fit because all the schools would be teaching same thing in the same term.

Researcher (Probe): Oh now it tells what to be done by all the educators?

BH: Yes, of South Africa, not only of the particular province.

Researcher (Probe): So now you do not look for content you know it's written down, is stipulated?

BH: yes.

Researcher: What are the advantages of changing NCS(R-9) into CAPS?

A1: Advantages is that CAPS specify the time for each Learning Area and the weighting; each and every learning content has a weighting and there is a focus area on which, each and every subject, you know exactly where you have to focus.

Researcher (Probe): When you compare them which is better or easy to understand?

A1: CAPS is very much easily to understand.

B1: CAPS is clearer than NCS because it gives direct guidance,

Researcher (Probe): So maybe, which one do you, prefer NCS or CAPS?

B1: I think CAPS is the best I prefer CAPS.

A2: CAPS improved the quality of teaching and every single subject in each grade is having a single comprehensive CAPS documents. Tasks are minimised no learning programmes and learning areas in CAPS. CAPS have subject with clear themes and topics.

Researcher (Probe): So it is much clearer than NCS?

A2: Yes.

B2: CAPS is very easy to implement and also there is less administration work for teachers, it is easy to interpret and apply the curriculum requirements and different abilities, different levels of learners are catered for in the CAPS documents even the learners with special needs are catered for in the CAPS documents and also what is more is that learners are assessed internally according to the requirements specified in National Protocol for Assessment i.e. the N.P.A document.

A3: I think the only thing with CAPS is that the language use is clear and its terminology but more or less they are the same but we didn't understand the language that was used in NCS.

Researcher (Probe): What about the workload?

A3: The workload is much lesser.

B3: First of all NCS didn't have topics to deal with, you were doing integration as well as to find out topic for that particular thing but CAPS is giving you topics for every term what you must deal with and also CAPS is an easy way has got an easy way of assessment, it gives you what to assess you have got as you have those content areas in mathematics it tell you what to assess and it gives you the exact weight of each and every content area lessons throughout the year in all the grades.

AH: There are so many, the other advantages are because there was a lot of terminology that was confusing in NCS and that have been removed in CAPS and that have been simplified also so when we are using CAPS now it's very easy and its even easy to understand the documents event the text books from the publishers it's very easy to use them compared when we were using NCS

BH: Workload is reduced. Introduction of English FAL, English First Additional language in Grade 1 is an advantage because teachers in grade 4 that is intermediate phase they always blame us they would say we didn't teach these learners because there was that problem of language since learners are would be exposed for the first time in English in Grade 4. but now with CAPS at least they do English from the lower grades and also another advantage is that now that there's one document, one big document from grade R to 12 that gap is closed because there was a big gap between the phases but now it is closed, teachers would stop blaming each other because we all know that this teacher must teach up to here and then I must take if from here because it's in one big document.

SECTION C: UNDERSTANDING OF THE PEDAGOGY OF FOUNDATION PHASE

MATHS CAPS

Researcher: Maths in CAPS is divided into 5 components; what do you think about the division?

A1: Each content area has a weighting as I said like e.g. numbers and operation have more weight than others like data handling its only 5%. You can see the difference numbers operations is 60% and then others are ten or thirteen like shapes and space; and that assist you exactly what you can teach mostly, you can see that numbers operations have more even in the documents there are more activities you have to do in numbers and operations than others.

Researcher (Probe): Why, do you think they gave it more weight?

A1: Because the learners have to know the numbers first; they must know the numbers. They have to write it, to count backward forward they have to know the numbers before they can do anything other in maths.

Researcher (Probe): So are you happy about the division?

A1: yes I, am very much happy.

B1: I think the division is 100 percent correct because it assists you as the teacher not to dwell on one component but to cover all of them.

Researcher (Probe): So is this division fair?

B1: This division is fair according to my opinion.

A2: The division gives each component enough teaching time in each term all components are being taught throughout the year there is no specific time for instance if we can say we talk about data and handling where it was normally done at the end of the year, each and every content has been done throughout the year.

Researcher (Probe): So you mean that maybe each term you touch each component?

A2: All the five components.

B2: The division is very fruitful because each component helps the learners to acquire a concept in the specific skill e.g. the learners will be able to learn to acquire language skills or thinking skills or calculation skills.

A3: I like the way each component area is broken down in mathematics and each component is simplified in a very straight forward way and it helps us a lot because you know what to teach, how to teach.

Researcher (Probe): Does it show how much time should you spend in each component?

A3: Yes because each component has a weighting percentage for instance if you look at numbers and relations you'll find out the percentage is high, when you look at space and shape let's say its 13%

Researcher (Probe):..Do you adhere to those weights?

A3: Yes I do.

B3: Components of Maths in Foundation phase are very clear and they all can derive on the first component which is number relation and operations. You said earlier that it goes with weighting of each component well it tells you how much time do you spend with the kids on a particular component so that you don't do overdo a particular component and forget about another one.

Researcher (Probe): As you practically in classroom do you see this division fair?

B3: It is very fair because people who like maybe data handling tend to forget of other components but now that it has been divided in such a way that you know when to do what you are able to do your planning properly.

AH: As I have said to me it is good because if you look for instance the example that I made at the number operations and relations it is given a higher percentage I think in grade 1 its 65% number operations and relations If I'm correct then if you follow to the other components the patterns and

functions, the space and shape, the measurement & data-handling if you have managed that first component it's easy for the learners to understand the others because basically it gives learners chance to understand the number concept so those components are very good that division has been done very well.

BH: I think the division is fair even the weighting of each content area is fairly distributed for instance content Area 1 is given more weight so I think the division is really fair.

Researcher: How does CAPS help you to manage the relation between the general content focus and the content area?

A1: General content has sub-topics of which these sub-topics guides you what to teach and what must you cover to the content area because in general content as I said there's topics. These topics leads you to the content area and then this, tell you exactly what to teach in that content area to cover the entire syllabus by the end of the year.

B2: It assist me in such a manner that when dealing with the content area I must know exactly what I'm supposed to teach e.g. the relationship between the size of numbers meaning of different kinds of numbers, so that one assist me a lot because I know exactly what to deal with concerning the number concept and otherwise.

A2: The general content focus clearly shows the specific skills that can be taught out of the content area.

B2: It gives guidance on how progression should be addressed because in certain topics the concept and skills are similar in two or three successive grades.

A3: The general focus area I think in simple terms it's a topic now the general focus content, this one the general content area the other one unpacks the area in a simple way the content in an understandable way.

Researcher (Probe): Does it assist you?

A3: It does.

B3: When you talk of the general content focus that's what you are focusing at when you are teaching and then the content area is maybe space and shape or whatever. Well How I manage that relation is when you are dealing with a special content area you knows exactly where to focus if you have got number ok you are dealing with data handling as much as there is number operations in data handling but you know where you focus at what you want your learners to do it's to handle data more than knowing the numbers although you don't omit that number operations.

AH: First let us look at the content area what is a content area? Content area to my understanding is a component which is content area is divided into topics let's take for instance an example of number operation and relationship There are different kinds of numbers that are used there which show number operations show the relationships between different kinds of numbers, the effect of operating within numbers so the general content focus it explains the component if for instance. As I have said the number operation and relations that is the content area then the focus is the explanation of the component what is the component so CAPS tells us that in this content area the requirement for the end of the year is

this, let's take for instance the requirement says the learners should be able to count reliable objects up to 50 but it says now the focus for term 3 says they should count reliable up to 40 so that is what is happening between content area and focus so in summary content area and general content focus is a guide which tells us what to do and when and what is expected at the end of the year and also general content focus also talks about the concepts and skills that are supposed to be acquired by the learner at the end of the term and at the end of year.

BH: CAPS specifies what to be taught and the content area clarifies the general content focus so you get more clarity of that general thought the content area cause it gives you more clarity which means that general content focus is just an Umbrella. It's the umbrella yes and then the content specifies and clarifies.

Researcher: Can you comment on the content of maths as outlined in the CAPS?

A1: The content of maths has term overview; each and every term. You can see there is an overview from Grade R to Grade 3. This overview gives you guidelines and clarification notes. They contain aspects in each topic to be taught in each term so that in this term you know exactly I have to teach from here to there and the next term from here to there so that you can cover all the syllabus;

Researcher (Probe): And is it easy for you to interpret this content to the learners?

A1: Yes, yes because even in documents they have stated clear.

Researcher (Probe): Do the learners understand it?

A1: They understand.

Researcher (Probe): Is it a good quality?

A1: Very much good.

B1: The content guides exactly what and how the teacher should tackle each content area by using a specific content focus.

Researcher (Probe): So is this content of good standard?

B1: Yes you can use it as a foundation.

Researcher (Probe): Is it easy for you to interpret this content?

B1: Yes it's easy.

Researcher (Probe): What about the learners; do they understand it?

B1: Yes they do respond.

A2: It gives a clear guidance on the amount of time needed to address the content within each content area adequately.

Researcher (Probe): Is it fair or good enough to build the basics for upper grades?

A2: Yes.

Researcher (Probe): Can the learners understand it

A2: Yes they understand it.

Researcher (Probe): Is it a good quality?

A2: Yes it is good.

B2: The content give guidance to the amount of the time needed to spend in each content area, and also the spread of content for assessment purposes.

Researcher (Probe): So do you understand that content?

B2: Yes, very much.

Researcher (Probe): The learners?

B2: They do understand, but since they are grade 2 learners I have to explain to them.

Researcher (Probe): Is it a good quality?

B2: Very much.

Researcher (Probe): Can you recommend it for the senior grades?

B2: Researcher (Probe): Yes, very much.

A3: I see yes I see good quality it's in good quality it's in the level of kids.

Researcher (Probe): Can we build upon it for the senior phase?

A3: Yes they can.

B3: Contents for maths for the foundation phase in the CAPS document is quite specific and the learners are made that they understand it quite easily because the methods that are used they are made very easy for them and if the teacher keeps a lot of her time in concentrating what is on the CAPS documents it says the learners will be able to understand maths more.

AH: Maths Content shows progression from term to term and from one grade to another as I have said on the previous questions. The concept and skills are similar in grade 2, I mean in two or three successive grades If you look at for instance let's take grade 1 and grade 2 even up to grade 3 you'll find out the concepts that are there that should be acquired by the learner, the concepts and skills in grade 1 move to grade 2 moves to grade 3 but they progress now in terms of difficulty.

Researcher (Probe): So it means that this content is good enough to build on for the upper grades?

AH: Yes it's really foundation now.

BH: The content is the best one because it is the good foundation for the learners and it prepares those foundation phase learners thoroughly for the next grades that are for the grades in the intermediate phase there's that flow.

Researcher: What other curriculum resources do you use alongside the CAPS document?

A1: We use learners workbooks, the department give us learners workbooks and these learners workbooks are very much clear and even the textbook the school order some of the text from these different bookshops to assist us in this CAPS documents.

Researcher (Probe): So the workbooks and textbooks are also assisting?

A1: Yes.

B1: We use shapes, models, counting blocks, clock abacus, idem cubes and so forth.

A2: Text books, magazines and newspapers.

Researcher (Probe): Don't you use these DBE workbooks?

A2: Also, Departmental Basic Education workbooks.

B2: There is the National Protocol for assessment which is the NPA document, there's also the programme and promotion requirement which we call the NPPR and also you need to have a good textbook providing the required content and also a good teacher's guide to support teaching and learning so those are the documents that I use alongside the CAPS.

A3: We use workbooks, learners' books and DBE it also helps us.

B3: There are DBE workbooks for mathematics they do help in giving out what is wanted in the CAPS document also if you are using those DBE workbooks I don't but we are using them because they've got lot of activities that go hand in hand with the CAPS document.

Researcher (Probe): What about those workbooks?

B3: That is a DBE workbooks the Angie ones they go hand in hand with the CAPS documents when you are planning your lessons for CAPS you use those DBE workbooks also if you didn't use them when you are planning what to do to check if your learners have achieved you give them the activities that are in the DBE workbooks.

AH: So many I'm using for instance the DBE workbooks which are very helpful, I'm using the books from the suppliers and the samples from suppliers I'm using so many books for instance I've got an Eastern Cape book for maths for mathematical proficiency which is for grade 3 which assist us in grade 3 but if you look at that book you go down if you want to go to grade 1 and grade 2 you still use that book but go down to their level. I've also got some challenge I've got some books for learners who are who needs enrichment that I've got from pumpkin queen, I've got some pre-school maths for the learners who are struggling in the class so I've got so many books that I'm using for maths to assist but they go along with the CAPS document.

BH: I use textbooks, I use DBE workbooks my learners they like them very much they call them with fancy yes names because of they are so colourful and bright. Yes and I also use wall charts If you can it's a pity we are doing this in the staff-room I should have taken you to my class you would see immediately you get into the class you can feel that now I'm in a maths period, there are flash cards I also use real-life resources like measuring containers, I also Item banks question papers I also use educational toys. At the end of this I think I must go and see your class.

Researcher: What do you think about the play-based learning suggested in CAPS?

A1: It is good because learners can't forget something that they learn through play; because when you do your teaching through play you involve the learners, they demonstrate they do everything that makes them to enforce what you are teaching; they won't forget it because they are part of it.

B1: I think it's the best as it encourages the under achieved learner to participate in the play way though unaware, they enjoy playing with puzzles thus developing their cognitive thinking so I think it helps those that are under achieving a lot, the under achievers.

A2: It is good because it makes learning fun, the classroom become live and also motivates the learners as they play.

B2: It is good, very good because it promotes the acquisition of emergent numeracy in a fun and spontaneous contexts e.g. when you teach morning greetings and you do the roll in the morning it will provide the opportunities of playing with numbers and counting, also music and movement can provide a mathematics focus for the learners so that play is very, very much fruitful.

A3: It is useful because learners learn more when they play because we even use, when we do calculations the ludo games, snakes and ladders, abacus so they learn because they learn even from each other.

B3: Because learners in the Foundation phase learn best when they play I think that approach or that learning helps the kids to learn more.

Researcher (Probe): So it is relevant?

B3: It is relevant to CAPS.

AH: I think it's good because learning through play is very easy some learners is not easy for them to keep quiet and just listen without play they understand easily if you involve playing so that play based learning that is in CAPS its good.

BH: Play based learning is the best method for foundation phase learners because they learn best through playing they would think they are playing whereas learning takes place.

Researcher: What teaching strategies/methodologies are emphasised in Foundation Phase maths CAPS?

A1: The teaching strategies, the most one is the learner to learner, e.g. in Foundation Phase we are teaching in groups, we make small groups and then in these groups they have to, you give them maybe some topic they have to discuss to each other and ask question amongst each other, after that whilst you are supervising them, after that you are able to pose questions to them. So it makes them free to talk.

B1: I think the teacher to learner and learner to learner.

A2: I can say its whole class activities, small group teaching and independent work.

B2: You have the whole class activities, you have also the small group teaching activities, and also you have the independent work.

A3: They emphasise the whole class, small groups, individuals so you find out at least you know better your kids even if they are in small groups you can see who is suffering then you use your individual attention to such a kid.

B3: We have got content focus in mathematics where you focus exactly you check exactly what is it that you are going to teach that is content focus, we have got group work as another methodology and group work helps learners to interact with learning resources and as they interact with those.

AH: Repetition is there group teaching is also there learner centred approach is there, the class teaching, the peer, the individual learners that you can't get if you use one approach or method in the classroom.

BH: Its co-operative learning, one on one teaching method, group teaching, peer teaching, whole class teaching.

Researcher: How often do you use them?

A1: Every day especially in maths, in maths you have to group them according to their abilities.

B1: It's an everyday thing.

Researcher (Probe): Which one do you like most?

B1: I like mostly learner to learner because they understand each other, a child better than teacher sometimes.

A2: I use them regularly.

Researcher (Probe): All of them.

A2: Yes.

B2: All the time especially since it is Foundation Phase because there are different levels of learners.

Researcher (Probe): Which one do you like most?

B2: I like most the small group teaching.

Researcher (Probe): Why?

B2: Because when you have that small group teaching at least you can reach the learners each of them, you can give them that individual attention.

A3: Very often.

B3: Daily.

AH: I use them frequently because the curriculum demands them you can't use one approach especially in foundation phase the curriculum demands that you use different approaches, you use different methods and strategies.

BH: Whole class teaching is the one that I use daily, every day and then one on one I use it only when there is a need when I see that really this learner specific learner needs more attention then I would go one on one.

Researcher: How do they enhance the teaching and learning?

A2: Learners become free to talk to the teacher even to other learners and they enjoy the teaching.

A2: They encourage the learner to do talk, demonstrate and record their mathematical thinking.

B2: It helps the learners to practice and consolidate or reinforce the concepts in whole and small group teaching and also it enables you as a teacher to do continuous assessment to monitor the learners and plan support for those experiencing barriers.

A3: They do as I say in a group even the other learner who has a low ability because there is who are helping him so at least it boost his esteem. The next time the one who was low at least he will become better.

B3: Teaching and learning becomes very effective as you use those methods because with group work for example if you have planned it very well it says you don't have any kid who's doing nothing when you are concentrating to another group because they have their activities that are planned based on what you are doing on that mat.

AH: CAPS is as I have said that CAPS is revised OBE and NCS so those methods that I have mentioned above enhance teaching because when you teach continuously you find out you have to assess you have to assess so those methods they lead us to assessment so in order for you to get the outcome or the objective of your lesson you must use those approaches or method so that you can get at the end the outcome or the objective of the lesson.

BH: I, personally, I regard cooperative learning as the best because it provides learners with a platform to express themselves verbally when they are engaging discussions with other learners.

Researcher (Probe): But you don't do away with others?

BH: no I don't do away with them; I try to use them all.

SECTION D: ASSESSMENT PRACTICES

3.1 How useful it is to have both informal and formal assessment?

A1: Informal assessment you monitor learners progress you do marks and you do corrections and then in corrections, when you do corrections it helps the learners to know where they didn't know and then to give feed back to the parents. Formally Assessment you formally mark and formally recorded and it is a systematic way to evaluate how well learners are progressing. So for informal assessment and formal assessment they have both while you are doing continuous assessment informally you are able to know where the gap is for each learner.

Researcher (Probe): So do you use them both the formal and the informal?

A1: Yes we use it both but we start with informal then at the end of a term we do formal assessment.

Researcher (Probe): Is it necessary to use them both?

A2: Very much.

B1: Informal assessment it gives a chance of assessing the learner though he is not aware that he is being assessed and with formal assessment I think it helps you as the teacher to know exactly what the learners knows as far as the content is concerned and what he or she doesn't .

Researcher (Probe): So do you use both of them?

B1: Yes I do.

A2: Informal assessment helps me to monitor the learner's daily progress and then formal assessment helps me to evaluate how well learners are progressing in a grade.

Researcher (Probe): Are they both important?

A2: Yes because I can see them on daily basis and I know clearly when the learner is ready to progress to the next grade.

B2: The formal and informal assessment they need to go both hand in hand because informal assessment you do it on a daily basis during a lesson to monitor and enhance learners progress and also informal assessment builds towards formal assessment so that the teacher does not focus only on formal assessment so it is very important for them to go hand in hand.

Researcher (Probe): And do you do that when you are at school?

B2: Yes, very much.

A3: It is useful because informal assessment prepares for the formal assessment.

Researcher (Probe): So you can't do away with either of them?

A3: Yes.

B3: When you have informal assessment you are getting understanding of your kids as you move on teaching them and you know where to support them as you teach them then formal assessment will help you in letting them progress to the other grade or in letting them progress from one step to the another.

AH: It's useful in the sense that during informal assessment learners are relaxed because most of the time they do not know that you are assessing so they just take it as a classwork or whatever thing that you are doing they are relaxed but in formal there is a little bit of tension because they are quite aware now that you are doing a formal task and it links because you have to prepare them for the end of the year because the results that you get from the formal assessment task and this continuous assessment leads you to the end product of the year product.

Researcher (Probe): So it is useful to do both of them?

AH: Yes.

BH: Informal assessment helps to prepare learners for the formal assessment so they are both useful and then the teacher cannot learners the formal test before teaching and assessing them informally either through a class test or classwork or homework or any other form.

Researcher: What challenges do you encounter in monitoring learners' progress?

A1: Our main challenge is the big numbers, in our school we've got big numbers full classes; but since I already said we are teaching in small groups. And those small groups they help you so that you can know every learner in each group.

B1: The only challenge is the numbers, big numbers because our classes are overcrowded and absenteeism because when you decide that such and such a day that you are going to assess all of your learners then you'll find that some of them are absent that's a big challenge.

A2: Informal assessment helps me to monitor the learner's daily progress and then formal assessment helps me to evaluate how well learners are progressing in a grade.

Researcher (Probe): Are they both important?

A2: Yes because I can see them on daily basis and I know clearly when the learner is ready to progress to the next grade.

B2: There are very much challenges for instance learners don't complete the assessment tasks in time, and also you encounter that they can't write number names without the help of you as the teacher and also there are learners that can't express themselves so you as a teacher you always need to guide them.

A3: Some learners are absent at school and some parents don't care so at least it does harm the way teaching is going on.

B3: The only challenge that we have here in the Eastern Cape is the numbers in a grade well for you to monitor the learners progress for example I have got 48 kids in my class and that class it's not easy to manage it, because the young learners need most of your time well as you monitor those 48 kids there are those you may sometimes if you are not accurate you may overlook them and do not see that they are progressing or not.

AH: When a learner was progressing fine then all of a sudden there's a drastic change then that's another challenge you find out the learner was doing very fine then all of a sudden maybe there's a problem at home then the progress changes. And another challenge is the absenteeism of the learners whilst you are still busy with the progress of the learner all of a sudden the learner is absent and the socio – economic circumstances at homes they affect they make some problems and challenges in the assessment to monitor the learners progress in class.

BH: The problem we have its big numbers yes because we are only two primary schools in this area so all the learners they have to be in this class I have got about sixty learners in the class. That is really a lot.

Researcher: How do you overcome them?

A1: Our main challenge is the big numbers, in our school we've got big numbers full classes; but since I already said we are teaching in small groups. And those small groups they help you so that you can know every learner in each group.

B1: I try to organise them into groups to overcome the challenge of big numbers;

Researcher (Probe): And the absenteeism?

B1: That one but I've got to ask them; plead with them that tomorrow please you do come all be present because we are going to do such and such a thing, that I am going to enter your marks so if you don't come, try to not to petrify them as such or and to threaten them just to encourage them to come to school because if they don't so I won't know how many marks has one obtained because its none of my business.

Researcher (Probe): So do you involve their parents in as far as absenteeism is concerned?

B1: Yes we do.

Researcher (Probe): Are they responsive?

B1: Yes they are responsive because sometimes you find that the parent doesn't know that the child is playing truancy and the others when you send the letter to the parents then you get the response immediately from the parent.

A2: During the time of formal assessment I do nothing else I only assess the learners, teaching does not take place.

B2: Use concrete objects, use different teaching methods, you group the learners as mentioned before according to their abilities and you use special or extra time to attend to them and complete their tasks, and also the cases that you can't handle and then you refer them to special people who can deal with those cases.

B2: Special people like who? (Probe)

Special people who are trained to do barriers for learners.

A3: I invite parents and talk to them and show them the problem of being absent of being not taking care of their kids.

Researcher (Probe): Do they come when you invite them?

A3: Some of them they do.

B3: It is only with group work that I can be able to overcome that challenge of a big number in my class because when you work with groups you are not faced with such a lot of kids.

AH: Usually I start by trying to assist the learner in the classroom then If I feel that I need assistance from the parents I call the parent, if I feel that the parent cannot come I ask the assistance from the principal to go with him to the family to check what is the problem then if the problem goes up to social development maybe there's a professional help that is needed then I do that. Is it easy for you?

Researcher (Probe): You don't have overcrowded classes?

AH: We've got overcrowded classes it's not easy but not all of them are having problems its some of at some stages because some parents don't care really therefore you'll find out it's not easy otherwise the numbers are a problem.

BH: It's not easy but sometimes I do group activities with them at least that helps.

Researcher: How does CAPS programme of assessment assist you in assessing the learners' progress?

A1: Programme of assessment have got certain tasks each and every subject has got task and they include more than one topic in one task and you need to cover all the content area so you've got no chance to leave behind something CAPS assist you to do everything so that at the end of the year everything has been covered.

Researcher (Probe): Do you have to strictly follow that programme of assessment or you can draw yours as well?

A1: The programme of assessment is clearly done in CAPS document, they give you what to access and how to do it , and you have to follow it.

Researcher (Probe): You don't have to draw yours?

A1: You have to follow the prescribed one.

B2: The programme is there in the documents, what I have to do is to stick to it, and it informs teaching and learning.

Researcher (Probe): So do you use that programme?

B2: Yes.

A2: It helps me to know exactly what aspects of work need more attention.

B2: It helps me to draw up assessment plan so that I know when and what to assess and it also helps me incorporate strategies into the teaching for assessment.

Researcher (Probe): So do you draw the programme yourself or is there a drawn one, a prescribed one?

B2: You can draw the programme yourself but in some CAPS documents you find that there is a programme of assessment.

Researcher (Probe): How useful is that one?

B2: very much useful, makes it easy for you as a teacher.

A3: The programme of assessment assists us because it tells us what to assess how and when so it's stipulated in that document so it's easy for us.

Researcher (Probe): It's easy for you to put into practice?

A3: Yes it's easy to put it into practice.

B3: Programme of Assessment first it helps you because you know where to base your task on and also it will help you that you will not exceed or go beyond weighting of a subject, It is there its prepared for you and what you are supposed to do is just design a task around that programme of assessment.

AH: The programme of assessment it guides me because it tells me that in term 3 for instance there are two formal tasks that should be done and also what I have to do is to add up the date that I am going to do that task and finish up on a certain date so that programme of assessment is a guide on its own because it tells you how many tasks that should be done in this term and more or less there is that document that have told you what to teach in this term so you know that during the term not at the end of term during the term you assess the following because the programme of assessment has told you that there are so many tasks that need to be done.

BH: It indicates what the teacher should give learners as form of assessment for an example. The teacher is able to prepare the learners for each formal task required

Researcher: How practical it is to discuss CAPS assessment criteria with Foundation Phase learners?

A1: In Foundation Phase you have to demonstrate everything, you can't just talk to the learners they have to understand what are you saying by putting them to do that thing practically you involve them if it's a dance they have to dance or maybe if they do a drama if it's a story to dramatise that story,

Researcher (Probe): So that they know exactly what is expected?

A1: Yes.

B1: We discuss it, sometimes they do understand what is expected of them and you must be able to be as much clear as possible.

A2: Learners do not understand the criteria I only explain the marks and try to relate them with the criteria.

Researcher (Probe): Do you discuss the criteria with parents perhaps?

A2: Yes.

B2: It is not that easy but you can by telling them what is expected and also by providing clear guidelines and instructions and use all resources creatively.

A3: It is effective because we show the kids the criteria but its expanded now from 1 to 7 so you show them how does it work they know if you got 1,2,3 you didn't do well but if you are in 4,5,6,7 you've done it. I think they do understand especially in grade 3 at least they are not so little.

B3: This is quite interesting with them because as it is when you discuss the assessment criteria people usually think you are letting kids copy or you are giving them a chance to prepare yes its good you are

giving them a chance to prepare but you are not giving them the exact questions what you do with them as you have learnt then when you are going to assess or you are discussing the assessment criteria you ask from them what is it that you must check when you are dealing with this. Well they enjoy it they take that responsibility of telling you what you want from them.

Researcher (Probe): So it's practical to discuss?

B3: It's practical to discuss that one with the Foundation Phase kids.

AH: It's not easy because they do not understand what the criteria is especially the grade 1's but you have to explain to them because mid-year they all want to get the 6's and 7's but you have to explain what criteria they did not meet that was expected if for instance a learner gets 3 and then they come from home or they get something that says 3 and they querying because the neighbour is having 7 They'll ask you because they like to be transparent but you have to be able to explain to them why did this one get 7 and why did you get 3 which criteria you didn't meet that was expected.

Researcher (Probe): Do you go to the extent of discussing it with parents?

AH: Yes you are forced to discuss the results with the parents you must.

Researcher (Probe): And with learners as well?

AH: With learners you just explain few things that are according to their age and standard of development.

BH: Mostly in the Foundation Phase assessment criteria is meant for parents not for the learners because they are still young. Parents are the ones who will help the learners with task that is needed at home so the parents should know exactly what is to be assessed. So it's meant for the parents not for the learners, it's not practical for the learners.

Researcher (Probe): So do you want to tell me that you prepare something like rubric and give it to learners so that they give parents?

BH: yes if for instance you want them to write about my school, a topic my school, so you must attach the rubric specifying what is it that you will look for so that the parent can help the learner towards that.

Researcher: How effective are tests in CAPS assessment?

A1: It is effective because you test what you already taught, you don't just test anything because you have your planning you taught them and then after that give a short test so that you can know whether they understand what have you taught.

Researcher (Probe): How is their attitude, the learners?

A1: They like it especially they understand the content.

Researcher (Probe): They are not afraid of the tests?

A1: They are not afraid, they are used to it.

Researcher (Probe): Are they able to prepare for the test?

A1: Yes.

B1: They are effective because they know that they are going to write a test from what they have learnt and I try to create a relaxed atmosphere so that they are not afraid they relax.

Researcher (Probe): Can they prepare for tests?

B1: Yes they do prepare but they are not aware that we are preparing for the test because we do revision from what they have done previously So try to emphasise that one that the content that we have done with them So when they come to the test they are already prepared although they don't know that they are prepared for the test.

A2: Very much effective they motivate the learners.

Researcher (Probe): Aren't they are afraid to write a test?

A2: Not mine, not my learners because they know exactly what are they going to write on, I tell exactly where study.

B2: They are very effective if the children are given the instructions and the guidelines, they will help them to make decisions about the progression of themselves and then you as a teacher you will also be able to see the progression of your learners by collecting adequate evidence of assessment when using the various forms of assessment from the CAPS documents and also it will help you to provide feedback to your learners.

Researcher (Probe): And how is their attitude towards test?

B2: They always look forward and they are always enthusiastic when you say they are going to write a test.

A3: The tests are just the same as the informal assessment and formal assessment because it shows you if the kid does understand.

Researcher (Probe): Can they be able to prepare for the test? How do they feel when they are writing a test? Aren't they are afraid?

A3: No because we always do informal assessment and formal assessment they know it's just that the word test otherwise there is nothing that they fear.

B3: Tests are not really my favourite because they make kids fear but they've got their advantage because you get to know what is it that the child exactly knows but they must not be given in such a way that the kids may feel that they are tested you have to make them more user friendly to the kids just it must not be something to punish them but it must be something for them to know why they write the test.

AH: They are just formal tasks if you call them they are part of the continuous assessment because as I have said in formal and informal you can't do without them. So you do that informal part and you should take the test as formal part so they are working they are effective also as formal.

BH: They are extremely effective because they motivate learners to study hard preparing for the tests.

Researcher (Probe): Can these little learners study?

BH: yes, you know sometimes we undermine these little learners that are where 1 competition is because they all want to pass. If you just tell her sit there, study they do it.

Researcher: How do you find the new codes in the CAPS document?

A1: You assess them by giving them the test and then you mark that test after you mark the test you've got the mark and then you change that mark to the percentage, after you've changed that mark from the

percentage you change it to the codes and in CAPS documents you've taught that e.g. 80-100% its 7 points or 0-25 is 1, so there is a guideline for that.

Researcher (Probe): So when you compare them with that 4 point scale that we use to have in NCS how are these 7 point codes?

A1: I think this is the best this seven because you've got the space in between unlike that.

A2: The new codes have just dropped the performance of the learners. With the new codes it is very easy for the learners to be promoted to the next grade even those who are not sure of their work. Because they are wide there is a wide variety.

B2: The codes they make it easy for a teacher to be able to rate the progress of a learner i.e. it assist you as a teacher to grade learners at the correct level, so they are very fruitful.

Researcher (Probe): When you compare them with those 4 scale points?

B2: When you compare them with those 4 point scale at least the other learners are also now catered for because you'll find out there are learners that fall beyond those 4 point scales maybe they are 2 and 3 or 6, 7 and so you can at least now all the learners now are catered for in that 7 point scale.

A3: I think as I say the new codes now are more because last time it was 1 to 4 now it's 1 to 7 so it allows at least some kids to progress, the scope now is wider than it was.

Researcher (Probe): Is it not lowering the standard of education?

A3: Yes sometimes you may think that way in some instances but as I see at least I think it's fair for me.

B3: These codes 1-7 at first we feared them but as you practice them they give the kids a chance at least to get somewhere and they are motivated because when it was a 4 point scale there was a very minimum chance that the kids can progress but now it gives them a better chance to see themselves moving up.

AH: They are easier to understand unlike when it was the 1 to 4 that 4 point scales. It's easier now because they are being spread you know what is meant by 1 up to 7 so it's easier compared to 1 to 4 and now the other advantage is that they are applicable in all grades So the parents if you have called the parents in grade1 and explain so they know even in grade 4 it's the same thing that is happening unlike when we're having 1 to 4 and intermediate phase was having their 1 to 7.

BH: I like them because chances of progression now are wide; the scope is more open it's not like when it was the code would be from 1 to 4. Now that it has stretched 7 at least it allows more learners to pass.

Researcher: How do CAPS workbooks help learners in a maths period?

A1: They are very much clear and they are user friendly to the learners when you do like you busy with another group you can give them the books you give them exercise to do in that books so that you keep them quietly and do their work and they are, these books are very much understandable to them.

Researcher (Probe): And the learners, do they enjoy these books?

A1: Very much because they are so much attractive and colourful, they like that.

A2: They are very helpful they have clear and straightforward worksheets.

Researcher (Probe): Do you use them?

A1: Yes.

B2: The workbooks they give an opportunity for assessment because you'll find that there are activities that are there after each session and those activities ensure that concepts are understood and they consolidate knowledge. And also the new words are explained where they occur and also the case studies show real life examples of content introduced and pronunciation of words in some of the most of the CAPS books are explained in the glossary so that is very helpful for the learners.

Researcher (Probe): So learners use these workbooks?

B2: They use the workbooks very much.

A3: They do help them because we've got learners book and they have different activities we've got workbooks they also have different activities but I think the most helpful book that we use or to enforce what we have taught is the DBE because it goes hand in hand with what you are going to teach, because they are in terms. Term 1 when you look at CAPS and you look at DBE they work together so the activities that are there they are helpful because it's what you've taught the kids

Researcher (Probe): And the attitude of the learners towards them?

A3: It's positive, they like it

B3: CAPS workbooks are very helpful to the learners more especially for maths because they have got a lot of activities designed around one topic and kids are getting a chance to interact with that workbook as in the form of ANA questions that is as much as they are developing their marks skills they are getting prepared also for the ANA question paper in September.

AH: They are easy to understand those CAPS workbooks if you talk about the DBE workbooks, they are easy to understand they start with examples and they are guiding and me personally I found them helping because if you look at the ANA question papers most of the questions comes from those DBE workbooks so at least it's easy to deal with them you teach them at a certain time, when you do your planning you plan also that include them that during this period during this lesson I'll be doing this workbook because it's going re-enforce what I have done. Otherwise I don't follow them from page to page I use them as the re-enforcement.

Researcher (Probe): Learners, are they co-operating?

AH: They enjoy using them especially that everybody is having his own book. So at least they are cooperating.

Researcher (Probe): Now is it better than before when we had NCS?

AH: It's better now that we have those workbooks.

BH: I use them for their class works and I also let them take them with home. If I teach a certain topic then I would go to the workbook and ask learner to go home so that even the parents can help them with the extra job, I use them as an extra resource and they are very effective

Researcher: What challenges are you experiencing in implementing CAPS?

A2: There's no challenge as such because as I said everything is clear in CAPS. Is just that you have to love to read every day you have to read and plan after the children have gone to their homes you have

to sit down and read the CAPS document and make your planning so that you can be ready for the next day.

A2: Monitoring and support should be done frequently. In-service training should also be done.

Researcher (Probe): Who must do monitor and support?

A2: The officials from the Department of Education.

B2: Actually when anything new is implemented there are always mixed messages there's negative attitude, but I just make sure of the facts and I always consult the CAPS documents and they answer all questions and all problems that I have.

A3: I don't have, except that it's about the kids sometimes parents don't help them in doing home-works some of them but otherwise CAPS it's just straight forward approach.

B3: At the moment I can't mention any challenges but at first it was just the attitude of changing from one curriculum to the other but with CAPS I feel really comfortable because if you are able to plan well your kids in class become more effective and they learn more.

AH: The challenge is time that I'm having for instance if you look at the components of CAPS there is that weighting of the content areas so it's not easy to manage time with CAPS. Otherwise there are no really challenges but if we can be able to manage time with CAPS then we will be able to implement it easily In order for you to cover all those components.

Researcher (Probe): And what about the workload, is it reduced?

AH: It is reduced a little bit.

BH: It's overcrowded classrooms, shortage of space, lack of resources to support learners who need more assistance, these learners are from the poor background so it's not easy for me to say they must bring this home because they won't have so that is also a challenge for me.

Researcher: How do you view CAPS? A success or failure?

A1: CAPS I rate it as a success, because I wish it cannot be changed again because these many changes makes it more difficult if we can stick in CAPS for many years I think a lot can be gained.

A2: I think it is a success to those schools who have all the needed resources.

Researcher (Probe): Do you have the needed resources in your school?

A2: I think so, yes.

Researcher (Probe): So therefore it is going to be a success in your school?

A2: Yes it will be a success in our school.

B2: It is a success because what you've learnt is not easily forgotten because CAPS consolidate knowledge and through the documents successful curriculum implementation is obtained.

A3: For me it is a success because it's easy to prepare you know you prepare in good time in advance it helps to prepare in advance your apparatus your everything because it's stipulated clearly for each and every teacher so I think it is a success compared to the other approaches.

B3: I think CAPS out of these curriculum that has passed is the best curriculum we have been given by the Department of Education.

AH: Personally I think it's a success if you know OBE and NCS because lots and lots of terminology have been removed and as I have said those learning outcomes and assessment standards and so many things that were there have been condensed and integrated into components so at least to me it's a success and as I have been teaching even during the time of NCS I can see the difference even in the learners let alone that we are as the years go we are having problems from the learners but you see that when we teach the learners but you see that when we teach them there is a difference at least to me CAPS is a success.

BH: CAPS is a success because it provides more specific guidelines about what to do in the classroom and how to improve teaching, learning and assessment. It also guides what must plan, and what must teach and what must be assessed. It also considers multi-grade teaching and learners with barriers are catered.

Researcher (Probe): And how do you compare it with the other curriculums like NCS?

BH: I like it because NCS (R-9) didn't cater for multi-grade teaching and really there are teachers who teach all the subjects especially in farm schools, now this CAPS at least those teachers they know what to do in that situation its clear its part of CAPS document.

The end. **THANK YOU very much for sharing your experiences with us.**

APPENDIX B: INTERVIEW SCHEDULE

Title of the study

Educators' perceptions of Foundation Phase Mathematics Curriculum

Assessment Policy Statement (CAPS

INTERVIEW SCHEDULE

INSTRUMENT 1

INTRODUCTION

Purpose of the interview

To conduct in-depth investigation to understand how Educators perceive Foundation Phase Mathematics Curriculum Assessment Policy Statements (CAPS).

Guaranteed anonymity and confidentiality

Your responses will be strictly confidential and will not be disclosed to any other persons other than my supervisor.

Permissions to tape

The interview will be tape recorded if you agree with that. This will allow me to capture all the conversation and the recorded conversation will be deleted or discarded immediately after the recorded conversation has been transcribed into text.

Any questions

Questions and clarities will be sought from the interviewees.

SECTION A: CHARACTERISTICS OF INTERVIEWEES

1.1 Can you tell me about yourself as a teacher?

1.2 How many years have you been a teacher?

1-10 years

10-15 years

15-20 years

20 and above

1.3 How long have you been teaching Foundation Phase mathematics in this school?

1-10years
10-15 years
15-20 years
20 and above

1.4 What is your highest academic qualification? Or highest standard passed?

MSc

BSc

BA

Other (Specify) _____

1.5 What is your highest professional qualification?

B.Ed.

PTC

NPDE

Other (Specify) _____

1.6 What grade do you teach?

Grade 1

Grade 2

Grade 3

1.7 What is your position?

Educator

H.O.D

1.8 Gender

Female/Male

SECTION B: GENERAL KNOWLEDGE OF CAPS

1.1 Tell me about the training you received on CAPS **(Probe)**

1.2 What differences do you think are there between NCS and CAPS? **(Probe)**

1.3 How has the CAPS been made easy to understand?

1.4 What teaching approaches have not changed?

1.5 Why do you think so?

1.5 What teaching approaches have changed?

1.6 Why do you think so?

1.6 How useful are the CAPS documents? Tell me more.

1.7 How does CAPS help you do the progression from one grade to the next in mathematics?

1.8 What are the advantages of changing NCS(R-9) into CAPS?

SECTION C: UNDERSTANDING OF THE PEDAGOGY OF FOUNDATION PHASE MATHS CAPS

1.1 Maths in CAPS is divided into five components. What do you think about the division?

1.2 How does CAPS help you to manage the relation between the general content focus and the content area?

1.3 Can you comment on the content of maths as outlined in the CAPS?

1.4 What other curriculum resources do you use alongside the CAPS document?

1.5 What do you think about the play-based learning suggested in CAPS?

1.6 What teaching strategies/methodologies are emphasised in Foundation Phase maths CAPS?

1.6 How often do you use them?

1.7 How do they enhance the teaching and learning?

SECTION D: ASSESSMENT PRACTICES

1.1 How useful is it to have both informal and formal assessment?

1.2 What challenges do you encounter in monitoring learners' progress?

1.3 How do you overcome them?

1.4 How does the CAPS programme of assessment assist you in assessing the learners' progress?

1.5 How practical it is to discuss CAPS assessment criteria with Foundation Phase learners?

1.6 How effective are tests in CAPS assessment?

1.7 How do you find the new codes in the CAPS document?

1.8 How do CAPS workbooks help learners in a maths period?

1.9 What challenges are you experiencing in implementing CAPS?

1.10 How do you view CAPS? A success or a failure?

The end. THANK YOU very much for sharing your experiences with us.

