

THE SPECIFIC OUTCOMES FRAMEWORK: A TOOL FOR  
LEARNING PROGRAMME DEVELOPMENT AND IMPLEMENTATION

by

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DECLARATION

I declare that :

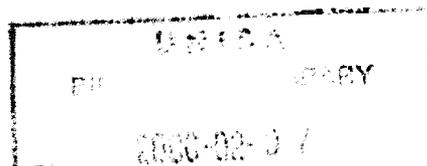
THE SPECIFIC OUTCOMES FRAMEWORK: A TOOL FOR LEARNING  
PROGRAMME DEVELOPMENT AND IMPLEMENTATION

is my own work and that all sources that I have used  
or quoted have been indicated and acknowledged by  
means of complete references.

G N PRINSLOO

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## SUMMARY

With the introduction in 1998 of Outcomes-Based Education in South Africa, educators will no longer be passive recipients of a curriculum developed within the ivory towers of a Department of Education. Curriculum development will be the task of every educator at the site of delivery.

Media articles have painted a gloomy picture of the calibre of educator expected to manage the demands of Outcomes-Based Education. The researcher is of the opinion that there are many dedicated educators willing to accept the historic nature of the journey which lies ahead of them, and who, with the adoption of an encouraging, supportive approach to professional development, will be willing to work with, adapt, modify and improve the Outcomes-Based curriculum presented to them.

Educators need to assume responsibility for the professional development of Learning Programmes and the learner support materials to ensure that learners get to grips with the new curriculum. This task can be achieved through high-quality in-service education, training and re-training of educators. This study describes workshops developed by the researcher to familiarise the educators with the Specific Outcomes

Framework of Curriculum 2005, and to develop an in-depth understanding of the Specific Outcomes without which, the educators would be at a loss to develop meaningful Learning Programmes.

Examples of Learning Programmes developed by some of the participating educators over a period of twelve months indicate the levels of proficiency attained through close monitoring and assistance offered by the researcher.

Outcomes-Based Education has been successful where all involved have taken on the challenge to do their best and as we collectively strive to improve the standard of education in South Africa, let us, in the words of Jane Hofmeyer (Article (b), Sunday Times, 25/10/98), " *look forward to the day when every child as an educational birthright, can claim access to competent, caring and committed teachers and schools that are organised for success* ".

## KEYWORDS

Outcomes-Based Education; Educator INSET; Curriculum 2005;  
Specific Outcomes Framework; Learning Programme Development;  
Education in South Africa; Clustering of Outcomes; Learning  
Resource Material; Workshops for Educators; Curriculum  
Development.

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## TABLE OF CONTENTS

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DECLARATION

ACKNOWLEDGMENTS

SUMMARY

### CHAPTER 1

#### STATEMENT OF THE PROBLEM AND METHOD OF INVESTIGATION

1.1	INTRODUCTION	1
1.1.1	Access to schooling in South Africa	1
1.1.2	The rationale for the paradigm shift in South Africa	6
1.1.3	The source of Outcomes-Based Education	13
1.1.4	The purpose of education	16
1.2	STATEMENT OF THE PROBLEM	17
1.2.1	Background to the problem	17
1.2.2	Formulation of the problem	20
1.3	CLARIFICATION OF THE CONCEPTS	
1.3.1	What is Outcomes-Based Education?	21
1.3.2	How is the new curriculum structured?	23

1.3.3	What are outcomes?	23
1.3.4	How does one know that the learner has attained the outcome?	26
•	Assessment Criteria	26
•	Range Statements	27
•	Performance Indicators	27
1.3.5	What are the underlying beliefs of Outcomes-Based Education ?	34
1.3.6	Characteristics of Outcomes-Based Education	36
1.3.7	Different approaches to Outcomes-Based Education	37
1.4	METHOD OF INVESTIGATION	42
1.5	FURTHER PROGRAMME	49

## CHAPTER 2

### OBE AS A REFORM STRATEGY

2.1	INTRODUCTION	51
2.1.1	Questions about Curriculum 2005 as a reform model	55
•	Is the OBE reform model coherent?	57
•	Is the OBE reform model comprehensive?	57
•	Is the OBE reform model "teacher-friendly"?	60
•	Is the OBE reform model effective?	61
•	OBE as a curriculum model	61

• Is the OBE model too narrow in its theoretical grounding?	63
• Does the OBE curriculum process result in high quality curricula?	64
2.2 The fear of change	65
2.3 Principles underlying Curriculum 2005	67
2.4 The Specific Outcomes Framework	68
2.5 Conclusion	69

### CHAPTER 3

#### THE RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION	71
3.2 Exploratory research	72
3.2.1 Action research	72
3.3 Educator survey	74
3.4 The semi-structured post workshop interview	76
3.5 Literature review	77

### CHAPTER 4

#### RESEARCH METHODOLOGY AND PRACTICAL WORKSHOPS

4.1 INTRODUCTION	80
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4.1.1	Summary of educator's responses to survey questionnaire	81
4.1.2	Comprehensive breakdown of educator survey	84
4.2	PRACTICAL WORKSHOPS	
4.2.1	Examples of workshops	87
4.3	WORKSHOP ONE: Understanding OBE terminology	89
4.4	WORKSHOP TWO: Understanding the language of the outcomes and the accompanying skills	98
4.5	WORKSHOP THREE: Critical Outcomes underpin everything done in the classroom	111
4.6	WORKSHOP FOUR: Developing a Learning Programme	119
	Examples of educators' work:	
	Homes, Grade 1	127
	Huise, Graad 1	131
	Our Interesting Rainbow Nation	
	Grade 4	136
	The Constitution of SA, Grade 6	140
	Nocturnal Creatures, Grade 3	144
4.7	WORKSHOP FIVE: Differences and similarities between Learning Programmes and the thematic approach	151

## CHAPTER 5

### MOVING A SCHOOL FROM TRADITIONAL PRACTICE TO THE WORLD OF OBE: CONSIDERATIONS AND CONCLUSIONS

5.1	INTRODUCTION	164
5.1.1	Educator's insights into the use of the outcomes framework	166
5.1.2	Educator's personal comments	169
5.2	Considerations	168
•	Positive curriculum leaders	169
•	Professional development and support	170
•	Guidelines and models	170
•	Time	170
•	Involvement	171
5.2.1	The Specific Outcomes Framework and Educator accountability	172
5.3	The Specific Outcomes Framework and assessment	173
5.3.1	The development of shared understanding	175
5.3.2	Co-assessors	176
5.3.3	Frequency of assessment	176
5.4	FURTHER RECOMMENDATIONS	177
5.4.1	Capacity building	178
5.4.2	Scheduling problems	180

5.4.3	Accountability of schools to society	181
5.4.4	Recording and reporting programmes	182
5.5	Conclusion	183

LIST OF RESOURCES CONSULTED	185
ADDENDUM A: The Specific Outcomes Framework	195
ADDENDUM B: Educator Questionnaire (English)	196
ADDENDUM C: Educator Questionnaire (Afrikaans)	201
ADDENDUM D: Group Discussion Worksheet	206
ADDENDUM E: Examples of Learning Programmes developed by participants in this study, using the Specific Outcomes Framework	211

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## CHAPTER 1

### STATEMENT OF THE PROBLEM AND METHOD OF INVESTIGATION

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#### 1.1 INTRODUCTION

##### 1.1.1 Access to schooling in South Africa

Education has for many centuries been thought of as a pyramid with all or most of the younger pupils attending school at the bottom of the pyramid and decidedly fewer learners ever reaching the apex. This perspective takes on a whole new meaning in rural South Africa, where even fewer of the school going population have been given the opportunity to reach the apex and many are not even accommodated in schools. The decision as to who reaches the top has been determined by the traditional examination system. Education has been seen as having a fixed curriculum, graded learning activities and the irreversible decisions about whether or not a learner is promoted to the next grade has often affected the learner in that their entire career has been jeopardised by the decision made by the system.

Another disturbing factor in South Africa is that, of a population of over 30 million people, approximately 10 million are illiterate and 40% are younger than 15 years of

age. The need for excellent education is therefore imperative to cater for the educational needs of this group. Economically speaking this large illiterate group and the high number of out-of-school youth, makes South Africa worse off than many of the developed and developing countries. Illiteracy inhibits their usefulness and diminishes their standard of living (Heese 1992:36) and poverty is given as the overriding reason for the high drop-out rate at the primary level. The high out-of-school group can also be attributed to those who chose to leave school to fight the liberation cause and who later re-enter the system being "too old" for their grade and adding to the low matric result dilemma. According to the 1995 October Household Survey the number of "out-of-school" youth is approximately 400 000. The old system did not cater for the needs of such people when they decided to return to education. They were "too old" and did not fit satisfactorily into the new system.

The enormity of this typically South African problem is evident in the following tables.

Figure 1.1

BLACK PUPILS WHO LEFT SCHOOL DURING 1989

Std 10:	329 478
Std 9 :	374 950
Std 8 :	453 832
Std 7 :	514 714
Std 6 :	568 000
Std 5 :	584 602
Std 4 :	626 304
Std 3 :	708 219
Std 2 :	724 092
Std 1 :	819 492
Grd 2 :	857 688
Grd 1 :	1 058 261

(Heese 1992:38)

TABLE 1.1

ENROLMENT AND ACCESS BY GRADE AND PROVINCE, PUBLIC AND  
INDEPENDENT SCHOOLS, 1995

	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	TOTAL
EC	446 890	277 911	240 159	225 015	209 303	186 328	168 831	168 440	144 780	111 229	81 282	67 398	2 327 564
FS	94 891	77 710	74 595	68 028	74 631	64 471	60 191	69 310	60 626	52 188	44 148	35 350	778 441
GT	168 347	134 191	129 647	123 453	120 256	111 705	106 508	123 019	113 127	102 436	92 718	83 228	1 4 08 635
KZN	382 516	281 384	264 057	245 181	241 432	210 689	191 973	207 765	170 806	152 474	135 281	85 838	2 589 336
MP	122 184	92 491	90 452	83 325	83 325	73 098	67 917	79 427	65 502	57 198	51 249	47 072	913 675
NC	25 217	21 713	20 276	19 662	19 104	17 780	17 375	16 982	14 867	11 748	9 472	6 864	201 058
NP	209 925	178 980	179 640	168 086	167 871	148 112	137 274	174 514	146 802	128 099	124 878	154 861	1 917 022
NW	123 201	93 302	90 070	82 218	84 206	73 844	76 937	73 001	64 528	60 251	52 042	42 829	915 429
WC	103 102	87 729	83 364	81 563	78 988	74 486	70 836	70 242	63 631	52 890	42 498	36 281	845 608
TOTAL	1 676 273	1 244 411	1 172 280	1 096 489	1 079 551	958 493	897 842	982 700	844 969	728 509	633 546	559 725	11 874 76
SOURCE: NATIONAL DEPARTMENT OF EDUCATION, EDUCATION STATISTICS, 1997 ( Excluding ELSEN )													

Any education reform does not only need a good philosophy but also requires the support of parents and the community. In South Africa we need a system whereby learners receive recognition for showing competence, not just for spending an allocated amount of time in a particular grade or a specified number of years at school; and a system whereby parents and the community become more involved as this will hopefully result in more support both financially and with other resources such as time and expertise.

Throughout the world, education has emphasised a selective function. Ten percent of learners were regarded as worthy of the rigors of higher education. In the United Kingdom, for instance, where selection is done before age twelve, it

would appear that the motive was to sift out children from the working class group and give special attention and advantages to children of professional parents.

Highly developed countries need more than the above-mentioned 10% of the population with a higher education. This movement is dictated by changes in the economic situation, the desire of people to improve themselves both socially and economically and the need for a greater labour force of highly skilled rather than unskilled labour. In most countries today, the biggest chunk of the budget i.e. the largest single expenditure of public money forms the education budget. This is due to the demand for quality education at all levels.

Pamela Barry (1998:1) states that Outcomes-Based Education (OBE) could play an important role in restructuring the educational institution because it can meet the educational need of changing our economy and it emphasises learning as compared with selection and it encourages a team approach to problem-solving.

The holistic development of the individual is another view of the function of education that seems to imply that the primary task of education is to develop characteristics in

learners that will enable them to function in and live effectively in a complex and rapidly changing society.

### 1.1.2 The rationale for the paradigm shift in South Africa

For a number of years South Africa has, like many other countries have already done, been debating a major paradigm shift in education. As far back as 1981, the state of education in South Africa was under scrutiny. At the request of the government, the Human and Scientific Research Council conducted an in-depth investigation into all facets of education embracing all race groups. Professor J. P. de Lange was appointed chairman. The De Lange Report was a watershed in the history of South African education (Mc Gregor 1992: 511). Recommendations had to be made on grounding principles for education policy in order to:

- allow for the realisation of the inhabitants potential
- promote economic growth in South Africa
- improve the quality of life of all inhabitants of the country
- develop a programme for making available education of the same quality for all population groups.

This investigation had to cover all levels of education i.e. pre-primary, primary, secondary and tertiary education (Behr 1988: 38).

The report offered the rationale for bringing all South Africans together to plan the educational future of the country and provide a practical opportunity to take the first tentative steps along that road (Mc Gregor 1992: 506). Problems uncovered in respect of the provision of education included:

- the validity of the demand for education
- the demand for education from a demographic point of view
- the demand and supply of teachers (lack of suitably qualified teachers in Black schools has led to what has been described as "*an unfortunate cycle by which poorly qualified persons enter teaching and in turn produce poorly educated students*" (Behr 1988: 42).
- the demand for a sound financing structure (norms varied for different population groups)
- the demand for buildings, sites and transport (needs of White education were being met, but backlogs existed in Black education)
- the demand for a well grounded education structure (vocational training was neglected) (Behr 1988:41-16).

The De Lange Report 1981, in its broad overview of education in South Africa, provided the impetus for a more equitable

educational dispensation for all population groups in South Africa. Engelbrecht, (in Mc Gregor 1992), states: " *...it did diagnose the educational problems in a hard and objective manner and lay the foundation for a new and better future dispensation* " (Mc Gregor 1992:512).

Concerns that the present education system cannot adequately prepare learners for life and work in the 21st century prompted policymakers to explore new ways of designing education. To be able to compete nationally and internationally, academically and economically, the paradigm shift was inevitable. The cry that school leavers are technologically illiterate, unemployable and wasting their valuable time studying irrelevant educational offerings has not gone unheard. This is reflected annually in the poor matric results and bewailed year after year. A new unified system which expands opportunities for all must be created, and the notion of consultation with stakeholders has provided legitimisation of the adoption of the new curriculum. Even though Outcomes-Based Education has been the choice and has been officially implemented in grade one in 1998, the debate continues (Jacobs 1997:1). Many questions remain unanswered, many aspects of the new approach need further research and the debate about

desirability and even the feasibility of the approach in the complex South African society, has not yet been exhausted.

In 1988 Britain adopted a National Curriculum. " *The Education Reform Act of 1988 was the most important and far-reaching piece of education law-making for England and Wales since the Education Act of 1944* " (Maclure 1988:i). It strengthened the Central Government role in education, introduced important limitations on functions of local education authorities who were forced to give greater autonomy to the schools and governing bodies. This act was intended to mark a radical shift in direction. Kenneth Baker, in his speech in the House of Commons on December 1, 1987 stated that " *We need to inject a new vitality into the system. It has become producer dominated* " (Maclure 1988:vi).

In South Africa in the White Paper on Education and Training (1995), the Minister of Education, Prof.Sibusisu Bengu, focused on the problems facing South African education. It is clear that South Africa has never had a truly national system of education and training. The disparities between different education departments during the apartheid years were less than desirable. Gross inequities in spending

devastated education for most South Africans. Annual spending on education per child in 1976, was as follows:

White: R496

Coloured: R199

Asian: R141

African: R29

The teacher:pupil ratio in 1989 was as follows:

White: 1:14

Coloured: 1:18

Indian:1:19

African: 1:38

(Spady and Schlebusch 1999:14)

The education system was fragmented with coloured, black, Indian and white provincial education departments devising their own curriculum resulting in irreconcilable types of schooling, politically, administratively as well as educationally. The desire for a brand new education system is therefore understandable.

The White Paper on Education and Training argues that education and training are each essential elements of human resource development and instead of them being viewed as parallel activities, they should be seen as being closely related. The Department of Education commits itself to an integrated approach to education and training as a vital

concept for a human resource development strategy. It further argues (1995: 51):

*" Successful modern economies.... require citizens with a strong foundation of general education, the desire and ability to continue to learn, to adapt to and develop new knowledge, skills and technologies, to move flexibly between occupations, to take responsibility for personal performance, to set and achieve high standards and to work cooperatively ".*

It has been decided that to achieve such an integrated approach, South Africa needs a National Qualifications Framework (Isaacman 1996:5). The aim of this framework is to unify qualifications in education and training based on set standards and set assessments that are nationally applicable. Through the National Qualifications Framework it will be possible for all learners to achieve national qualifications through a wide variety of mechanisms and a range of delivery systems. The Framework will allow articulation between different sectors and institutions and will provide access to and progression through, recognised qualifications for all learners, whatever their level, and allow learners to transfer credits across different modes of study and qualifications within the national framework.

*"The NQF will prevent you from being trapped in one learning situation and allow you to move easily between different areas and levels of education and training"*  
(Isaacman 1996:5).

In 1989 both New Zealand and Australia launched projects to investigate the possibility of standardising national qualifications and closing the gap between education and vocational training (Malan 1997:3). These investigations resulted in the development of what is now commonly referred to as a national qualifications framework. Subsequently other countries including South Africa started with the development of their own national qualifications framework. The Australian government developed a set of eight key competencies which correspond closely to the South African critical outcomes. These competencies were intended to *"promote skills necessary to enhance Australia's overall educational and economic competitiveness and support the convergence of general and vocational education"*  
(Killen 1998:1).

Community pressure for accountability led to interest in Outcomes-Based Education in places like New Zealand, Australia, United Kingdom and America. Particularly in

Australia, pressure came from political, economic and educational sources. Similarly, the South African government, in focusing on education and the successful implementation of a transformational Outcomes-Based Education system, envisages an economic upsurge in the new millennium, through a skilled and competent workforce, adequately equipped for the world of work. This workforce will include those whose learning opportunities were limited in the apartheid era. The new curriculum endorses the concept of lifelong learning (McDonald and van der Horst 1998:5). Gultig *et al*, (1998:4) state that the notion of lifelong learning organised in terms of the National Qualifications Framework should be a major thrust of a new education and training system.

### 1.1.3 The source of Outcomes-Based Education

Outcomes-Based Education appears to have its roots deeply embedded in the humanist psychologist domain (King and Evans 1991:73). A departure from a traditional curriculum started in the United States of America as early as the 1930's, when John Dewey decided to use the school curriculum to change American society. The behaviourist approach resurfaced again in the 1960's when psychologists such as Abraham Maslow and Carl Rogers attempted to incorporate the affective and emotional domain into the behavioural curriculum.

A central figure however behind Outcomes-Based Education is surely Benjamin Bloom, a behaviourist scientist from the University of Chicago. As a result of a meeting held in Boston in 1948, Bloom's Taxonomy of Educational Objectives was developed. This was a behavioural classification of educational outcomes. The taxonomy classified learner behaviours which represented intended outcomes of the education process (Olsen 1997:12). Bloom's theory of mastery learning appeared to be at the heart of Outcomes-Based Education. Some people confuse OBE with mastery learning, an instructional model conceived by John Carroll in 1963 and developed by Benjamin Bloom.

The aim of mastery learning is to ensure that learners are given sufficient opportunity to succeed at tasks, (a principle not alike that of Outcomes-Based Education). This requires a suitable learning environment, back-up and guidance from the educator who acts as a mentor and facilitator. Bloom and his associates believed that

*".... given the proper conditions 90-95% of the learners can actually master most objectives"* (McDonald and van der Horst 1998:11). However, mastery learning programmes often tend to be more teacher-controlled than learner-centered.

Robert E Slavin, (in Evans and King 1994:14), states:

"Group based mastery learning often produced modest increases in performance on tests closely tied to the

material being taught, but achievement on broader-based measures did not improve".

Competency-based education was introduced in America towards the end of 1960. Learners appeared to lack skills required for the world of work and this raised concerns among businessmen. Competency-based education is very similar to Outcomes-Based Education in that it demanded explicit learning outcomes, flexible time, varied instructional activities, criterion-referenced assessment, certification dependent on demonstration of required outcomes (McDonald and van der Horst 1998:10). Failure of this movement resulted from a lack of agreement on what were considered essential skills. The difference between Outcomes-Based Education and Competency-Based Education is that Competency-Based Education focuses on skills (often in isolation) whereas Outcomes-Based Education focuses on the head (knowledge), the heart (values and attitudes), and the hands (skills).

Today, William Spady is termed "the father of OBE". Spady realised that a complete paradigmatic change was necessary for the American curriculum. In 1983 in the United States of America, a report, *"A Nation at Risk: The Imperative for Education Reform"*, was produced. This report's basic criticism was that America's young people were not learning

enough and it made it quite clear that the input focus and the resource-based strategies of the mid-60's had failed to improve the nation's education results significantly. The report focused on the concern about the quality of education in the United States of America and naturally parents realised that there was a need for reform (Manno 1994:4).

#### 1.1.4 The purpose of education

When Jean Piaget discusses the purpose of education he says:

*"The principal goal of education is to create men and women who are capable of doing new things not simply reflecting what other generations have done, men and women who are creative, inventive and who are discoverers"*

(Van Til 1974:417).

The underlying thinking here, is that learners need to be able to function efficiently in a changed social environment and today, this is the desire of a democratic South African society.

Theodore Roosevelt stated:

*"Education must light the path for social change. The political, social and economic problems confronting us are*

*growing in complexity. The more complex and difficult these problems become, the more essential it is to provide a broad and complete education to all students " (Van Til 1974:419).*

These quotations seem to suggest that from the most advanced to the least developed human society has sought to change not for change's sake, but in order to improve the quality of human life. Therefore any society, such as South Africa with its multiplicity of ethnic plus inherent political problems, cannot afford to refuse acknowledgment of the impact of change. If so, it handicaps itself in any effort to initiate it's own development.

## **1.2 STATEMENT OF THE PROBLEM**

### **1.2.1 Background to the problem**

Traditional education in the apartheid era in South Africa, was characterised by a philosophy that the curriculum embodied a certain amount of information which students had to imbibe, regurgitate at set times in the year and that they had to spend a minimum amount of time in the system before being classified as competent for the world of work. Academic streams and vocational streams were never integrated and a stigma was attached to vocational education, the academic being granted a superior status over

vocational education. This form of education was complicated further by the great discrepancies, both physical and academic, in the various racially segregated departments.

Concerns that this system did not adequately prepare students for life and work in the 21st century, prompted education officials to seek and explore new ways of designing education. It was widely believed that Outcomes-Based Education (OBE) would be a vast improvement on the traditional system. OBE, now sweeping South Africa in the name of reform, restructuring and empowerment, has not only caused consternation among parents and learners, but brought fear and anxiety to the ill-prepared, untrained teaching corp who are expected to implement the approach in the classroom (King and Evans 1991:73). Educators are ill-prepared for the change and unless *on-going assistance in the form of "hands-on" training* is given to them, the feeling of disempowerment will become a stumbling block for the future successful implementation of OBE.

Many South African educators lack the experience in designing their own curriculum as the previous education system was strictly a top-down approach offering curriculum development opportunities to a select few departmental

officials. The rote learning, drill and teacher-as-provider-of-knowledge mindset followed by the majority of educators employed in South African education, is vastly different to the call to be a facilitator and a competent, continual assessor of learners. For the majority of educators, the warning that January 1998 was the non-negotiable date for implementation of OBE in Grade 1, caused expected anxiety. Educators were not ready to make the change. Fullan (1993:23), states that educators cannot be forced to think differently or be compelled to develop new skills. New ideas of any worth to be effective, require in-depth understanding and the development of skill and commitment to make them work. Conditions therefore have to be created to enable educators to consider their own personal perspectives, shared visions and skill development and allow time for practice.

The researcher is of the opinion that educators, provided they are *fully and systematically trained*, will be willing to implement OBE - but the vital prerequisite is intensive In-Service Training (INSET). There can be no blueprint for change. Change has to be experienced in a personal way.

### 1.2.2 Formulation of the problem

The problem which this study addresses concerns the lack of in-depth training of educators to the point whereby they are able to develop and implement their own Learning Programmes as they comprehend and are able to relate to the Specific Outcomes Framework of Curriculum 2005. Educators must be led to realise their unique potential as curriculum developers. In order to address the main problem, certain subproblems have been identified:

- To what extent will a clearer understanding of the numerous OBE concepts assist the educators with Learning Programme development? (see chapter 1 and 4);
- How does the terminology used to describe OBE in Curriculum 2005 limit educators ability to develop and implement OBE Learning programmes? (see chapter 1 and 4 );
- How important is it for educators to have a change in mindset to enable them to make the necessary paradigm shift? (see chapter 2 and 3);
- What are the implications for implementing OBE in less than perfect classroom settings (see chapter 4 and 5);
- What possibilities are available to educators for developing and implementing their own Learning Programmes? (see chapter 4).

This study is an attempt to provide an answer to the fear of implementing OBE, through providing training modules which will assist educators to become confident in using the Specific Outcomes Framework as a tool to develop and implement Learning Programmes within the context of their own unique school environment.

### **1.3 CLARIFICATION OF THE CONCEPTS**

#### **1.3.1 What is Outcomes-Based Education?**

Outcomes-Based Education (OBE) is the catch-all term representing an educational philosophy and methodology making its presence felt in South Africa since 1996 and implemented in Grade 1 since January 1998. OBE is put forth as the response to the crisis in education in South Africa - poor matriculation results, 41st out of 41 countries on Maths and Science results (Wits EPU,1997:1). The matric pass rate in 1997 - 293 857 failures at a cost of R100 433 547 (Spady and Schlebusch 1999:15). In the face of clear deterioration of academic performance in many of our public schools, it is worth examining the claims and proposals of OBE in order to determine its potential for correcting the present unsatisfactory trend.

OBE is both a comprehensive reform strategy and a curriculum model. In order to identify with OBE as a curriculum model to be implemented in South Africa, educators first have to become acquainted with the Outcomes Framework, i.e. the seven critical outcomes and the sixty six specific outcomes. Glatthorn (1993:354) refers to Spady's suggestion that one of the important principles in a fully operational OBE school is *"a clearly defined, publicly derived essential outcome list that reflects changing societal conditions that learners demonstrate before they leave school"*.

Spady also suggests *"a tightly articulated curriculum framework of programme course, outcomes that derive from the exit outcomes and a framework that should integrate knowledge and competence across domains and facilitate the accomplishment of the outcomes"*.

These two principles translated in terms of Curriculum 2005 refer to the seven critical outcomes and the sixty six specific outcomes.

### 1.3.2 How is the new curriculum structured?

The new outcomes-based curriculum is based on a structure that begins by recognising critical knowledge, skills and values that are important for all South Africans to acquire. These *critical outcomes* form the basis of the curriculum structure.

These are expanded into *specific outcomes* in each of the *eight learning areas*. Learners will need to show evidence that they have achieved these specific outcomes. The kinds of evidence required to prove a range of knowledge, skills and values are specified by *assessment criteria* and *range statements*.

### 1.3.3 What are outcomes?

The word "outcome" is the keyword in the Education and Training system. Outcomes are clear learning results that we want learners to demonstrate at the end of significant learning experiences. Outcomes are "*what learners can actually do with what they know and have learned. Outcomes are actions and performances that reflect learner competence in using content, information, ideas and tools successfully* (Gultig et al 1998:24). The use of the term OUTCOME makes it synonymous with goals, purpose and end. Spady (in King and

Evans 1991:73) describes publicly derived exit outcomes as "*competencies, knowledge and orientations*". Outcomes, the end products of the instructional process may be observable or internal changes in the learner. This requires a change in traditional approach to curriculum development.

Objectives based on desired changes in the learner replace objectives derived from content or textbook. Sixty six outcomes have been stipulated by the Department of Education (Curriculum 2005 Discussion Document, 1997) but they are all very broad in scope allowing educators to provide opportunities for learners to take small steps at a time towards achieving the outcomes throughout their whole school experience.

Outcomes can be determined for any number of subjects. Curriculum 2005 has eight learning areas and each has its own specific outcomes all underpinned by the seven critical outcomes designed by South African Qualifications Authority (SAQA).

A situation common to OBE is the abundance of non-academic outcomes which indicate the important role ascribed to social formation, an idea contrary to what many would see as a primary role of public education. A few examples of this

type of outcome taken from Curriculum 2005 (Curriculum 2005 Discussion Document, 1997) include:

- Understand and accept themselves as unique and worthwhile human beings (p 223)
- Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle (p 224)
- Respect the rights of people to hold personal beliefs and values (p 228)
- Participate actively in promoting a just, democratic and equitable society (p 59)

According to the Curriculum 2005 Document, (1997) the critical outcomes are generic, cross-curricula outcomes which underpin the South African Constitution (Act 108 of 1996) and which are adopted by SAQA. These outcomes will ensure that learners gain the skills, knowledge and values that will allow them to contribute to their own success as well as to the success of their family, community and nation as a whole.

The set of outcomes for each learning area describes what learners will be able to do at all levels of learning. The differentiation between different phases of learning would be addressed by different levels of complexity in the

processes learners engage in and in the kinds of evidence through which learners demonstrate outcomes.

Educators planning learning programmes are at liberty to select and cluster specific outcomes from different learning areas for inclusion in their learning programmes. This process could only be undertaken once complete clarity and understanding of the purpose and intention of the outcomes was met by the educator.

In all William Spady's published works, he refers to *Outcome-Based Education*. For purposes of this study the term *Outcomes-Based Education* is used as this is in keeping with the South African terminology as used in the Curriculum 2005 document.

1.3.4 How does one know that the learner has attained the outcome?

- Assessment Criteria (AC)

Assessment Criteria provide evidence that the learner has achieved the specific outcome. The observable processes and products of learning which serve as a culminating demonstration of the learner's achievement are indicated in broad terms in the Assessment Criteria. The Assessment Criteria are derived directly from the Specific Outcomes and

they form a logical set of statements of what the achievement should look like. The Assessment Criteria provide the framework for assessment (Curriculum 2005 Discussion Document, 1997:13).

- Range Statements (RS)

The Range Statement explains and fleshes out the substance of what assessment will be applied to. Range Statements provide direction, but at the same time allow for multiple learning strategies and flexibility of choice to take place. (Curriculum 2005 Discussion Document 1997:13).

As both the Assessment Criteria and Range Statements are very broadly stated in Curriculum 2005, there is a need to provide much more detailed information about what learners should be able to know and do and be, in order to show achievement. Learners assumed values and opinions that they form also need to be noted.

- Performance Indicators (PI)

Performance Indicators provide the details of content, processes, contexts etc and provide the "benchmarks" or essential stages that need to be reached in the process of achieving the outcome. These Performance Indicators (PI) will assist the educator in planning, diagnosing problems and keeping track of progress. Learners can also keep track

of their own progress if the Performance Indicators are made known to them. Performance Indicators allow assessment of whether the learner has achieved the outcome or not.

The following poem bears testimony to the need to focus on real-life outcomes:

"You taught me the names of the  
cities in the world  
but I don't know how to survive the  
streets in my own city;  
You taught me the minerals that are  
in the earth  
but I do not know what to do to  
prevent my world's destruction;  
You taught me all about reproduction  
in rats  
but I don't know how to prevent  
pregnancy;  
You taught me to solve maths  
problems  
but I still can't solve my own  
problem.....  
Why do I feel I have to leave school  
to learn about coping with life?

Author unknown.

Outcomes-Based Education (OBE) has been proposed as the way out of the education crisis in South Africa. As well as knowledge and skills development, there is also an emphasis on the learner's social, emotional and ethical development and learners will have to demonstrate correct attitudes to a wide variety of issues. When the question "What is OBE?" is asked, it may receive many different answers from proponents and opponents of OBE and if Outcomes-Based Education is to be more than just another fad in South Africa, a clear understanding of what it actually is, is necessary to address educators' practical concerns.

Opponents of OBE, like Missouri Senator, Peter Kinder, will answer:

*"It is a turn toward politically correct, multi-cultural agenda. It wants to measure attitudes and self-esteem"*  
(Humphreys, 1995:<http://www.mdn.org>).

Proponents, such as Carol Schmook, Director of Missouri NEA, states:

*"It is a process of determining before teaching what you want the results of kindergarten through to Grade 12 to be and then planning backwards to determine what is to be taught"*

(Humphreys, 1995: [http://: www.mdn.org](http://www.mdn.org)).

Outcomes-Based Education (OBE), according to many proponents, is learner centered, results-oriented design based on the belief that all individuals can learn. Consider the following definitions:

Brett Bixler (1997:1): *"Define a set of competencies that reflect the needs of society, then make sure all students meet or exceed them before they graduate"*.

John O'Neil (1993: 6) *"... is the simple principle that decisions about curriculum and instruction should be driven by the outcomes we'd like children to display at the end of their educational experiences"*.

*"If we were to base learning on outcomes, we would have to start at the end point with our intended outcome and then define, derive, develop and organise all our curriculum processes....according to that desired demonstration.*

*Veteran OBE practitioners call this the design down or "design back from the end process", and in strong OBE schools one often hears the saying, "Design down from where you want to end up" (National Qualifications Document, February, 1996).*

*"The focus of Outcomes Based Education and Training is the link between the intentions and results of learning, rather than the traditional approach of listing of content to be covered within a learning programme" (Curriculum 2005 Discussion Document, March, 1997).*

Spady (1992:7) describes this approach as follows:

*"An outcome is in fact a culminating demonstration of the entire range of learning experiences and capabilities that underlie it and it occurs in a performance context that directly influences what it is and how it is carried out. An outcome is therefore not simply the name of the learning content or the name of a concept, or the name of a competence, or a grade or a test score, but an actual demonstration in an authentic context. Based means to define, direct, derive, determine, focus and organise what we do according to the nature of the learning result that we want to happen at the end of the learning process. When we put these two words together, the term Outcomes Based implies that we will design and organise everything we do*

*(curriculum design, instructional planning, teaching, assessing and advancement of learners) around intended learning demonstrations we want to see at the end".*

The investigation undertaken by the researcher, and the departure point from which the researcher instructs educators at the coal front is based on Spady's definition. He defines OBE as having four key aspects:

- clear focus on desired outcomes
- expanded opportunities for learning success
- high expectation of learner success
- a "design down" or "design back" type of curriculum.

Clarity of focus is the most fundamental and important of the four key aspects (Gultig et al 1998:22; Spady and Schlebusch 1999:3; Spady 1994:4). Educators must have a clear focus on what they want their learners to achieve and they are obligated to make those outcomes clear to the learners before any learning experience is embarked upon. Spady (1994:11) refers to the "no surprises" philosophy which needs to be realised and this can only be achieved if the educator shares, explains and models the outcomes at the commencement of the activity. Together educator and learner can then achieve the goal.

Expanded opportunities demand that educators must do everything possible to provide the opportunities for learners to succeed. Not all learners succeed at the same rate, therefore some learners may require a second chance to demonstrate an outcome. Educators need to adjust time and teaching strategies to enable learners to succeed. In the previous South African system, time was considered a constraint as it was fixed, but Outcomes-Based Education requires educators to use time flexibly. Spady (1994:13) suggests that educators need to redefine, reorganise the patterns of teaching time, learning time and eligibility. This principle does not operate in isolation of the others. The learner is responsible for meeting the required standard of the outcome. Evans and King (1994:12) state: *"simply set the outcome, then teach and reteach in as many different ways and for as long as it takes until everyone meets the outcomes"*.

High expectations are expected for all learners. The desired end is a complete high quality performance. This is important as successful learning promotes more successful learning. Learners must be constantly challenged to do their best and educators must ensure that they promote challenge

and not competition as the latter can be demotivating for the loser.

The design-down principle implies that educators begin their instructional planning where they want the learner to end up and they then plan back from there. Spady and Schlebusch (1999:32) call this "backward mapping". This process assures that learners have a clear path for reaching their ultimate critical outcome and that the learning programme will focus on what is relevant and essential for getting there (Gultig et al 1998:27).

1.3.5 What are the underlying beliefs of Outcomes-Based Education?

Spady and Marshall (1991: 67) suggest that Outcome-Based Education is founded on three basic premises.

- **All learners can learn successfully**, not necessarily in the same way or even on the same day. Unless there is a commitment to high expectations for successful learning and mastering of certain specific outcomes, education is not outcomes based. Benjamin Bloom (1976) emphasises the concept that every child given sufficient time and proper assistance can be expected to learn. Outcomes should present a challenge for learners and all learners should

be expected to achieve the outcomes at high performance levels and when the outcomes are achieved the learner will be given credit for them. Learners become responsible for their own learning, make appropriate decisions and become independent in learning and thinking and in so doing, the learner is successful.

- **Success breeds success.** Every success experienced by a learner will build the self-esteem and in so doing develop the willingness to strive for further success. Without this vision, education is not outcomes based. The needs of all learners can be met if all stakeholders i.e. parents, community, educators develop partnerships to ensure genuine success for all learners.

*"There is no limit to human potential, individual or collective"* (Boschee and Baron 1994: 194).

Proponents of Outcomes-Based Education agree that *"more, longer and harder"* must give way for *"different, smarter and better"* (Spady and Marshall 1991:67) and that the new paradigm must be success based in philosophy and outcomes based in practice.

Learners become progressively more able to design their own learning options and assessments.

- **Schools create and control the conditions under which learners succeed.** The way schools set their priorities, plan the curriculum, select their educators and provide for their learners will determine exactly how they create conditions conducive to successful learning. Success of learning should be measured according to individual accomplishment rather than by comparing them with other learners. Every available resource for providing significant learning opportunities has to be explored and utilised to maximise the learners' success. In South Africa, the educator must be a prime target for reassessment. There is no longer room for complacency in the classroom, apathy, tardiness and disinterest on the part of educators towards their job and the learners entrusted to them. The culture of teaching has to be improved and inculcated in educators to achieve success with Outcomes-Based Education.

#### 1.3.6 Characteristics of Outcomes-Based Education

The following characteristics (Boschee and Baron 1994:193) provide a flexible process for meeting the needs of all learners:

- What a learner is to learn is clearly identified.
- Each learner's progress is based on his or her demonstrated achievement.
- Each learner's needs are accommodated through multiple instructional strategies and assessment tools.
- Each learner is provided time and assistance to realise his potential.

#### 1.3.7 Different approaches to Outcomes-Based Education

OBE can be characterised as TRADITIONAL OBE, TRANSITIONAL OBE and TRANSFORMATIONAL OBE (Spady and Marshall 1991:68-70).

Traditional OBE is not considered to be true OBE because the starting point is in most cases the existing curriculum from which outcomes are derived. These outcomes are synonymous with traditional content-dominated categories and tend to limit the demonstration of competence to small segments of instruction.

Transitional OBE lies between traditional subject matter curriculum structures and Transformational OBE. This approach gives priority to higher-level competencies such as

critical thinking and problem-solving, rather than particular kinds of knowledge or information. It is very much like general aims in the current syllabuses if they were to be expressed as outcomes.

Transformational OBE is a transdisciplinary approach to learning and equips all learners with the knowledge, competence and orientations needed for success after they leave school. The guiding vision of the school-leaving learner is that of a competent future citizen. To achieve this, there should be guarded against a narrow skills orientation check-list within the learning site. The intention of the new curriculum framework for education and training in South Africa is that it should be characterised by Transformational Outcomes-Based Education.

The researcher is of the opinion that transformational OBE is far too idealistic for South African educators. Taken the number of unqualified and underqualified teachers in the teaching corp, this extreme paradigm shift presents a more than awesome task.

Table 1.2

The following table showing statistics of underqualified and qualified educators in South Africa bears testimony to this fact:

	MALE		FEMALE		TOTAL
<b>EASTERN CAPE</b>					
Unqualified	617	3%	1 073	3%	1 690
Underqualified	4 266	24%	18 370	45%	22 636
Qualified	12 794	72%	21 318	52%	34 112
Subtotal	17 677	100%	40 761	100%	58 438
<b>FREE STATE</b>					
Unqualified	596	6%	1 234	9%	1 830
Underqualified	2 704	29%	5 382	38%	8 086
Qualified	6 150	65%	7 618	54%	13 768
Subtotal	9 450	100%	14 234	100%	23 684
<b>GAUTENG</b>					
Unqualified	267	2%	536	2%	803
Underqualified	2 549	17%	7 169	21%	9 718
Qualified	11 896	81%	25 990	77%	37 886
Subtotal	14 712	100%	33 695	100%	48 407
<b>KWA ZULU NATAL</b>					
Unqualified	3 445	15%	8 580	19%	12 025
Underqualified	4 032	17%	11 582	26%	15 614
Qualified	15 763	68%	24 954	55%	40 717
Subtotal	23 240	100%	45 116	100%	68 356
<b>MPUMALANGA</b>					
Unqualified	1 282	14 %	2 058	13%	3 340
Underqualified	1 991	21%	4 389	28%	6 380
Qualified	6 129	65%	9 328	59%	15 457
Subtotal	9 402	100%	15 775	100%	25 177
<b>NORTHERN CAPE</b>					
Unqualified	64	2%	139	3 %	203
Underqualified	304	11%	1 772	39%	2 206
Qualified	2 441	87%	2 538	58%	4 979
Subtotal	2 809	100%	4 399	100%	7 208
<b>NORTHERN PROVINCE</b>					
Unqualified	616	3%	753	3%	1 369
Underqualified	6 517	28%	9 527	36%	16 044
Qualified	16 146	69%	16 550	62%	32 696
Subtotal	23 279	100%	26 830	100%	50 109
<b>NORTH WEST</b>					
Unqualified	1 058	11%	2 171	13%	3 229
Underqualified	2 957	31%	6 735	39%	9 692
Qualified	5 406	57%	8 349	48%	13 755
Subtotal	9 421	100%	17 255	100%	26 676

<b>WESTERN CAPE</b>					
Unqualified	36	0%	56	0%	92
Underqualified	587	5%	6 960	33%	7 547
Qualified	11 878	95%	14 331	67%	26 209
Subtotal	<b>12 501</b>	<b>100%</b>	<b>21 347</b>	<b>100%</b>	<b>33 848</b>
<b>NATIONAL</b>					
Unqualified	7 981	7%	16 600	8%	24 581
Underqualified	25 907	21%	71 836	32%	97 743
Qualified	88 603	72%	130 976	60%	219 579
Total	<b>122 491</b>	<b>100%</b>	<b>219 412</b>	<b>100%</b>	<b>341 903</b>

(Edusource Data News, October 1995)

From April 1996, the fourteen historically separate Education Departments have been unified and the South African government's choice of Curriculum 2005, embracing transformational approach to Outcomes-Based education has been implemented. The emphasis on critical outcomes, developed by South African Qualifications Authority (SAQA) and incorporated into Curriculum 2005, "will ensure that learners gain the skills, knowledge and values that allow them to contribute to their own success as well as to the success of their family, community and nation as a whole" (Department of Education, 1997:10). The paradigm shift from Christian National education to Outcomes-Based education will require that the workforce needs to be kept informed, well-trained and motivated to face the challenge of implementing transformational Outcomes-Based education. The worst thing that anyone can do to educators is to suggest

that they throw out everything that they have done in the past and start afresh. Educators need to build on the good of the past in order to progress in OBE. An analogy to explain the reason for this follows.

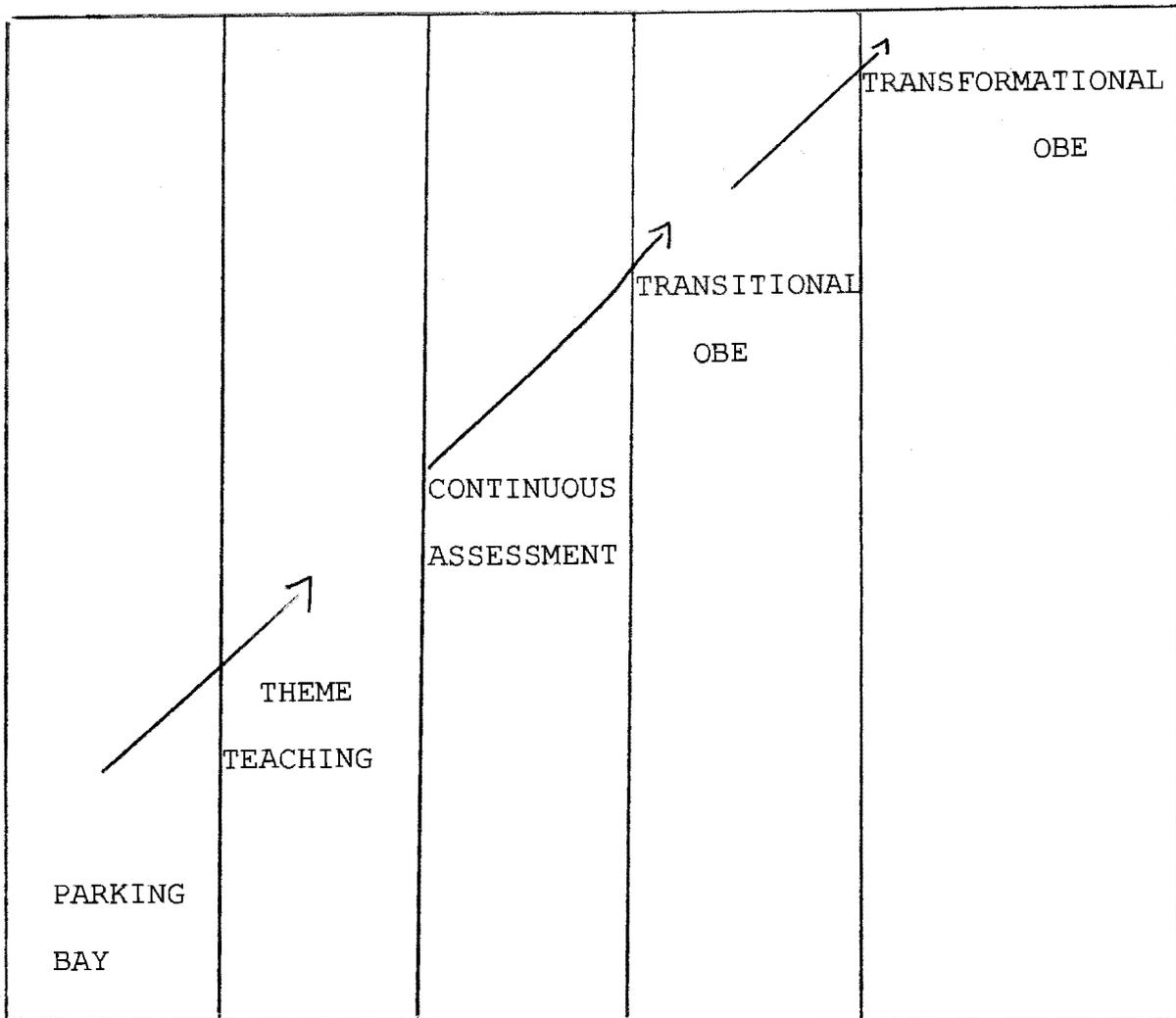


Figure 1.2

A DIAGRAMMATIC REPRESENTATION OF THE ANALOGY USED TO EXPLAIN THE PARADIGM SHIFT REQUIRED OF SOUTH AFRICAN EDUCATORS

The analogy to explain the paradigm shift is to compare the whole system to a busy five-lane urban street.

Most educators are safely ensconced in their "Parking Bay"-textbook educators, rote learning and drill. Some have never ventured beyond the parking bay, others have moved into the slow lane with help and guidance and have begun theme teaching in place of regimented periods and compartmentalising subjects. Other educators have initiated continuous assessment in place of formal written examinations. These educators have a basis on which to move with care into the faster lane and from there proceed with confidence into the fast lane and tackle transformational OBE. To expect unqualified, underqualified and even qualified educators to move from the "parking bay" into the fast lane is committing educational suicide. They would be wiped out by the speeding traffic (or in educational terms the overwhelming amount of jargon, pressure and administration). South Africa needs every committed educator for the task ahead, so a slow and meaningful paradigm shift needs to take place.

#### 1.4. METHOD OF INVESTIGATION

This thesis represents an **exploratory study** of the problem which belies educators - that of the practical implementation

of Curriculum 2005. It will involve an investigation into the development of Learning Programmes for use in the unique classroom situation using the Specific Outcomes Framework as a tool. As such it will involve an investigation into an entirely new concept in South African education and it will seek to:

- *provide guidelines* for educators to follow when developing Learning Programmes
- gain insight into the *diverse problems* facing educators in implementing Curriculum 2005
- serve as *an investigation* which will lead to structured study of this phenomenon

Getting to grips with the sixty six outcomes is a daunting task for any educator. If one refers to Table 1.2 page 39, in chapter one, it is very worrying to see how many unqualified and underqualified educators there are in South Africa, and in KwaZulu Natal in particular. INSET will have to be a primary concern for the authorities if the implementation of OBE is to be a success.

The researcher undertook to interview educators with whom she came into contact with in the course of her daily work. The question posed informally to the educators during May 1997, was:

"Do you feel confident about using the Curriculum 2005 outcomes framework?"

It was interesting to see how many, both rural and urban teachers, had not heard of nor seen the Curriculum 2005 document in their respective schools.

"Our school does not have such a document".

"I have never seen this document before. Maybe the principal or HOD has one but they have not shown it to us educators yet".

"It does not really concern me as our principal will not be implementing this new OBE".

"Even if we did have the document, I think we will continue with the traditional approach as it is much easier. We have got our hands full with big classes and cannot cope with anything else".

Those educators who had seen the Curriculum 2005 Document and had been to introductory workshops during an advocacy campaign, commented:

"I don't understand it, the language is too difficult".

"I wouldn't know where to start if I was expected to plan on my own".

"How could I possibly use this in a class of 50+ learners?"

"I'm so confused as the language is vague. Who on earth thought up these things?"

These few comments sum up the feeling of the majority of the teaching corp. The researcher realised that purely theoretical courses were not building confidence in the educators but instilling further fear because of the myriads of new jargon and what appeared to be a complete over throw of everything they had done before. Fear, anxiety, confusion, frustration and depression would get the better of them unless guided workshops, taking them one step at a time, were planned and conducted with small groups, who could later form networking groups to support one another. Data obtained in the course of this study will be extracted from:

a) A *literature study* based on relevant readings from published books, education journal articles, papers

presented at conferences, National Education Discussion documents, Internet articles from education websites.

b) *Interviews* conducted with practicing educators

c) *Workshops* conducted with practicing educators

d) *Questionnaires* relevant to the topic, completed by educators from both public, independent and special schools.

An intensive analysis of the questionnaires and the data recorded at interviews led to the design of the workshops which would help to alleviate the problems being experienced by educators. Participation and practical involvement were considered to be primary elements of the workshop models designed in order to encourage educators to become totally involved in Learning Programme development. The workshop models would also serve as examples for implementation as staff development programmes in South African schools.

Before conducting the workshops, educators from the school where the researcher is the principal, were given the following questionnaire in order to find a common base from which to pitch the workshops. It was presumed that most primary educators would express the same concerns.

## STAFF DEVELOPMENT PROGRAMME

Staff development plays a crucial role in capacity building. In order to make these sessions meaningful, please indicate by means of a tick in the appropriate block, the areas in which you would personally like more information / hands-on workshops.

1. OUTCOMES-BASED EDUCATION	
<ul style="list-style-type: none"> <li>• Critical and specific outcomes: What are they?</li> <li>• How do critical outcomes underpin all the specific outcomes?</li> <li>• Clustering of similar outcomes from the different Learning Areas to develop Learning Programmes</li> </ul>	
Assessment Criteria	
Range Statements	
Performance Indicators	
Learning Programmes	
Assessment strategies, recording and reporting	
The role of the media centre in OBE	
2. Governance:	
South African Schools Act, 1996	
KwaZulu Natal School Education Act No 3 of 1996	
3. Thinking Skills:	
How to implement thinking skills in the OBE classroom	

The analysis of the questionnaire revealed that assessment strategies and recording measures were by far the greatest concern for educators followed by the need to have assessment criteria explained and the desire to learn more about implementing thinking skills in the classroom. Following closely on these requests were the need to have outcomes and performance indicators explained.

Total number of educators that completed the questionnaire:

24

Assessment	18
Assessment Criteria	15
Thinking Skills	14
Critical and Specific Outcomes	12
Performance Indicators	11
Learning Programme development	11
Range Statements	8

Educators from six schools were then invited to participate in workshops and to network closely as they developed Learning Programmes for their respective grades taught. The secret of success of any OBE programme is to attempt to have the total staff in concert with the tenets of the programme. Educators are usually open to new ideas and will implement

them if they feel significant support from management and other staff members. The programmes were thus planned for introducing and educating the staff on a more personal level to OBE.

By asking the educators what they wanted, i.e. a direct input from staff, helped to focus the direction of this staff development. Educators would be led to see that rather than fight against the system, they would be able to consider how to incorporate some of the OBE goals into their current system.

### **1.5 FURTHER PROGRAMME**

In chapter two, a study of OBE as a reform strategy is undertaken with a view to identifying the scope of application of Curriculum 2005 in the South African classroom.

Thereafter the emphasis of the study will shift to focus on the sixty six Specific Outcome grid as this framework is the tool for all further Learning Programme development (chapter three).

Chapter four will describe and analyse the survey undertaken as well as give a detailed description of the workshops conducted with the educators. An attempt will be made to logically synthesise and integrate the OBE concepts described in the preceding chapters.

The final chapter (chapter five), will discuss educator insights into the framework and accountability. It will contain the conclusion and recommendations which evolve from this study.

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## CHAPTER 2

### OBE AS A REFORM STRATEGY

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#### 2.1 INTRODUCTION

Education is an extremely complex phenomenon. Interrelated sets of pressures affect the direction and intensity of school reform. These pressures include the demands needed to meet changes in the information age economy and workplace; to meet the demands of the changing demographic character of society and the rate and intensity of change affecting all social and political institutions (Gultig et al 1998:31).

The challenge for South Africa now, is to ensure that all learners who emerge from our educational system are able to continue to acquire new skills and new learning to cope with a fast changing world. Our learners need and deserve a system which is *well-thought out*, not merely well-intentioned.

South African educators will need support in the form of curriculum leaders who will be able to promote a culture for growth, make it possible for educators to develop, grow in confidence to adopt new strategies, foster a positive environment for change and a safe environment for experimentation.

Western Australian education emphasised the key to the success of student outcomes was having curriculum leaders who made it possible for educators to develop a common understanding of the philosophy of OBE. Leaders committed to the paradigm shift may be inside or outside the school (professional associations, superintendents). Such leaders help educators grow in confidence to adopt new strategies and processes (Arts Report, Education Department of Western Australia 1996:18).

An OBE curriculum was implemented in Canada in response to changing needs. The Ontario Premiers Council emphasised the need for broad generic skills. Not unlike the South African model (Curriculum 2005), the Canadian model focused on skills for lifelong learning. The world is changing so quickly that one must continue to learn to keep up with the constantly changing, complex social and economic environment. The Canadian Common Curriculum is designed for all learners i.e. it recognises that programmes must reflect the abilities, needs, interests and learning styles of learners of both genders and all racial, linguistic and ethnocultural groups (Common Curriculum, Ontario Ministry of Education 1995:9).

The need for lifelong learning is emphasised and there is a key shift from the traditional focus on content dominated curriculum to a much greater emphasis on learning to learn.

In 1990 the Ministry of Education, Western Australia, decided to develop sets of student outcomes which were intended to clarify for educators and learners the elements of the curriculum for which they were accountable. A two year trial of student outcomes in 1994-1995 found that focusing on outcomes enhanced teaching and learning and assisted planning (Arts Report, Education Department, Western Australia 1996:1). Change in teaching practice was noted by educators in the trial. Change did not happen overnight but was part of a process of reform in schools. The editor of A Special Survey on Education in Post-Apartheid South Africa, Val Paquet (1990 :15) warns as follows:

*"If education can be used not as a political tool but as a tool to equalise rather than retard intellectual growth and academic knowledge, the present, seemingly hopeless scenario can, because of mutual desire for peace and harmony, be turned to good. If however, the classroom remains the battleground for potential gain and power, yet another generation will become intellectually stunted and academically handicapped and the full potential of a united South Africa will remain a utopian dream"* (Paquet 1990:15).

The approach to OBE taken in South Africa is one that emphasises outcomes that are related to learner's future

life roles. The South African government has taken a transformational approach to OBE, with a clear emphasis on critical outcomes (Killen 1996:2).

Transitional OBE, with the many concepts that are not entirely new to good teaching practice, will enable us to achieve what we set out to do i.e. produce a workforce for the 21st century. It will make educators think about *why* they are teaching, *what* they are teaching and why they are teaching it in a certain way (Killen 1996:3). In its endeavour to bring about transformation in education, South Africa cannot afford to totally abandon the traditional reading skills and basic maths skills. Through the integrated approach there is a need to teach the lower order thinking skills (knowledge) before we can teach higher order thinking skills (application, analysis, synthesis, and evaluation) which are requirements for truly OBE style methodology.

We have to learn from the mistakes made in other countries, particularly the United States of America where transformational OBE resulted in great concern and the document "Nation at Risk" being produced to express national concern. Problems and mistakes that we can learn from include:

*"Swedish schools have diluted the quality of education by trying to do too much"* (<http://biblebbs.nis.za/obe>).

*"North Carolina, OBE schools, 1-11 percentile points below state average" (<http://:biblebbs.nis.za/obe>).*

Susan Bickford (1996:2) in discussing the Pennsylvania Education reform states: *"The State Board did not mount a campaign about education change.... the best way to implement change would be to present the whole process to the public in a local form of debate. However, the "communication roadblock" and the nebulous language left stakeholders no alternative but to reject OBE"*.

Maryanne Amici (1998:1) also discussing the Pennsylvania Education Reform, is quoted: *"The concept was poorly presented to the public. There was a lot of confusion as to what it was and how it was to be implemented"*.

In order to make the required difference to the education system, the new approach must guard against such things as these mentioned above. Community opposition to OBE in some states in America was due to the undue emphasis being placed on outcomes that focus on social reform rather than academic achievement (Killen 1996:23).

#### 2.1.1 Questions about Curriculum 2005 as a reform model

There are many questions to be answered as South Africa pursues the implementation of Outcomes-Based Education

(OBE). Allan Glatthorn (1993: 355-357) asks the following questions about OBE in the USA. The same questions lend themselves to the investigation of Curriculum 2005.

- Is the OBE reform model coherent?
- Is the OBE reform model comprehensive?
- Is the OBE reform model "teacher-friendly"?
- Does the OBE reform model embody a sound approach to educational change?
- Is the OBE reform model effective?
- Is the OBE curriculum model too narrow in theoretical grounding?
- Does the design down process remove curriculum development too far from the classroom and depreciate the role of the educator as curriculum maker?
- What should be the role of the educator in the development of the curriculum?
- What role do educators play in the OBE model?
- Does the OBE Curriculum process result in high quality curricula?

Evaluating the effectiveness of OBE as a reform strategy is a difficult task as there is a dearth of research information available. King and Evans (1994:12-14) report widespread adoption of the model with several schools reporting success but there have been few actual studies

done of the implementation and effects of OBE. With regards to Curriculum 2005, a start could be made by looking at whether the Specific Outcomes Framework is a tool for Learning Programme development and implementation and to seek answers to some of the questions mentioned above.

- Is the OBE model coherent?

A dictionary meaning of the word "coherent" refers to the inter-relatedness of elements leading to a sense of wholeness, i.e. something that is logical and consistent, easily followed (Concise Oxford Dictionary of Correct English, 1990). The Curriculum 2005 model in its present form has elements (the eight learning areas) which seem to relate and support one another. This becomes especially evident when one conducts the colour coding exercise as explained in workshop no 3 (see paragraph 4.5), whereby outcomes of similar meaning can be identified through all domains and then clustered together for easier implementation of an integrated programme. This enables an easily accessible curriculum to be planned.

- Is the OBE reform model comprehensive?

This criteria deals with completeness. It is here that the Curriculum 2005 model appears to be flawed as the obvious exclusion of religious education has been a cause of

concern. Educators of religious education have expressed concern that no outcomes or assessment criteria are laid down for religious education, creating an impression that the contents of religious education is unimportant and its acquisition of religious knowledge is non-assessable.

The Curriculum 2005 Document (paragraph 4.4:18) refers  
Note on religious Education:

*The South African Constitution (Act No 108 of 1996) Section 15 (2), and the South African Schools Act, (Act No 84 of 1996), Section 7, provide for the conducting of religious observances at a public school. The report strongly supports the provision of, recognises the benefits of, religious education in the formal school system. The report does not however, recommend the definition of specific outcomes, assessment criteria or range statements in respect of religious education in a way that leads to achievement of assessable outcomes and subsequent accreditation by SAQA.*

*The report recommends that mechanisms be put in place to facilitate the development of learning programmes for religious education by individual religious communities, in*

*conjunction with education authorities, for delivery on a free and voluntary basis, in public schools.*

It is also inconsistent in that no performance indicators are provided for this learning area. Since Life Orientation is educational and not ideological it should be processed in the same way as other learning areas, this will enhance its importance in the eyes of learners, educators and school organisation.

It would appear that all education about religion has been relegated to external faith groups. Scope does exist, if one considers Arts and Culture Specific Outcome # 4 (demonstrate an understanding of the origins, functions and dynamic nature of culture) and Life Orientation Specific Outcomes # 1,3,4 (understand and accept themselves as unique human beings; respect the rights of people to hold personal beliefs and values; and demonstrate value and respect for human rights as reflected in *Ubuntu* and other similar philosophies) for religious education to be included in the core curriculum but this would only happen if these learning areas were properly developed by educators and sufficient teaching materials were made available.

Cornia Pretorius (Sunday Times: 11 April 1998) states that:  
*"Because no agreement could be reached on how religion should be taught, religious instruction was left out of the new education strategy, Curriculum 2005, when it was implemented in Grade 1 classes at the beginning of this year".*

Pretorius further states that three options are to be investigated by a task team set up by Education Minister, Professor S. Bengu, as public outcry at the exclusion of religious instruction has called for it. The options will be:

- \* No religious education
- \* A curriculum for religious education including all religions
- \* Leaving it to parents and governing bodies to decide on what they would like taught.

- Is the OBE reform model "teacher-friendly"?

Any new form of restructuring needs the acceptance and support of those using it, in this case the educators if it is to be a success. Interviews with educators reveal that they generally agree with OBE principles and practices. There is a feeling that the approach has merit, but the

anxieties among educators have arisen as together with Curriculum 2005 there has arisen a hoard of jargon and new terminology which is not teacher-friendly and for the unqualified and underqualified teachers, this presents a major problem. Confusion has flared up like weeds after the rain and clouded educators' vision about implementation dates, interpretation of outcomes, assessment of learners and the need for retraining. However, after practical INSET - NOT theoretical INSET - the researcher has found that educators actually find the approach highly acceptable.

- Is the OBE reform model effective?

This will probably be the most important criterion but it cannot be answered at this stage. Rigorous and systematic evaluations have to be made by the educators implementing the approach before an objective answer can be given. Thus far, Curriculum 2005 appears to be a useful model, but educators have to be constantly aware of some of the pitfalls e.g. excessive recording and the time-consuming preparation. Particularly in the latter sphere, educators will need to develop user-friendly and personal methods for overcoming this problem.

- OBE as a curriculum model

Glatthorn (1993:356), quoting Spady, argues that the only legitimate basis for a curriculum for a truly OBE school is

to base the outcomes on culminating demonstrations of learning and not specific grade level competencies. Secondly he proposes that outcomes should be derived from an analysis of adult life roles (such as "life-long learners") not from an analysis of subject disciplines.

Curriculum 2005 critical outcomes are explicit as to what learners will need to lead successful lives in the year 2005 and beyond, and these it is vital to note, are not achieved through a written curriculum alone, but the curriculum in the true sense of the word - all school experiences that the learner participates in.

This curriculum it is hoped, will create an equitable system and training which will serve all South Africans well. It is envisaged that this curriculum will accommodate those who are in conventional institutions, but also those who have not enjoyed formal education and training. The new curriculum approach will also make education and training more flexible, efficient and accessible.

The essential outcomes of Curriculum 2005 will represent the intention of Education and Training and are not restricted to any specific learning context. They should be the same for all phases, all bands and all areas of learning and they

should direct the development of learning and teaching programmes.

- Is the OBE curriculum model too narrow in its theoretical grounding?

Curriculum 2005, auspiciously presented as a transformational curriculum, is perhaps flawed in this aspect that it presents the learning areas as not the organising centre of the curriculum but only as "enabling" the outcomes. This could be interpreted as an extreme version of curriculum integration and leaves itself wide open to interpretation and lack of uniformity. Subject knowledge could be skimpily presented at the cost of outcomes. The integrated curriculum however, will have more appeal to learners, complex issues can be studied and enjoyed at length and research does support the effectiveness of curriculum integration. However, this is only one base for designing curricula, there are others and this one need not necessarily be better than any other. It seems to be what is needed for society at the present time, when nation-building, peace, harmony and unity are principles being striven for in South Africa.

However, one needs to remember that an OBE curriculum does advocate the use of multiple learning methods, including co-

operative learning, and the classroom climate will undoubtedly be determined by the complex interactions between educator and learners, and between learners and learners, primarily determined upon the values and behaviours of the educator and secondarily upon the instructional technology (Curriculum Framework for General and Further Education and Training, 1996:38).

- Does the OBE curriculum process result in high quality curricula?

The flexibility that Curriculum 2005 allows educators has proved to be an exciting challenge for the innovative and sophisticated teaching corp. The process itself is one of many effective process models. The limited experience that educators in South Africa have had in designing their own curriculum has made educators a little apprehensive in tackling this awesome task. Those educators who have made a start, have proved that suitably planned curricula, suitable for the needs of their own unique situations and the needs and interests of their own pupils have resulted in very useful products.

Examples of some of the educator designed learning programmes can be seen in chapter four.

## 2.2 The fear of change

Fullan (1993: vi) states that change is ubiquitous and relentless, forcing itself on us at every turn. The secret of growth and development is learning how to contend with the forces of change, "*turning positive forces to our advantage and blunting negative ones*".

Educators are in the business of making improvements in the lives of the learners entrusted to them. This involves change - ongoing change. Educators need to be continuous innovators. Educational jobs are more complex than ever before. Educators need to respond to the call for excellence from all sectors of society. Education has a special obligation to lead the way in the realms of change. Educators cannot act defensively and try to maintain the *status quo* because the present situation is not fully organised to engage in change. Only the educator with a changed mindset will succeed.

For many educators, the familiar, no matter how bad it may be, is much easier to accept than the unknown that comes with change. Most educators have a mindset or mental model of what education should be like and to restructure or reset this model is a very difficult procedure. Educators have been gripped by fear and misunderstanding as the majority have been excluded from meaningful dialogue about OBE. Had

they been able to unload their "mental baggage which causes them to balk when it comes to change" (Mark Toci 1997:1), OBE would have been far more acceptable to them.

Misunderstandings of what OBE is all about, fear of how it would affect learners and transform the school and their job load, all form part of the opposition to OBE. Given the chance to engage in dialogue with others, network and familiarise themselves with OBE philosophy, principles, and the outcomes framework, as has occurred in the workshops (see paragraph 4.3 - 4.7).

The possibility of being part of the OBE process became acceptable and the way forward was more appealing than before. The essence of the change in mindset is undoubtedly dialogue, practical involvement and participation in the process. Advocacy programmes conducted by Departmental officials for very large and impersonal groups did not have the desired impact. In fact, the vast majority of educators felt more confused and educationally abandoned after attending such programmes and then being expected to cope alone (see paragraph 1.4).

### 2.3 Principles underlying Curriculum 2005

According to the Intermediate Phase Policy Document, (1997: 3), the key principles guiding curriculum development for Curriculum 2005 include:

- integration
- holistic development
- relevance
- participation and ownership
- accountability and transparency
- learner-oriented approach
- flexibility
- critical and creative thinking
- progression anti-biased approach
- inclusion of learners with special educational needs

In order for educators to develop meaningful curricular for their learners, incorporating these principles as well as ensuring the inclusion of all sixty six Specific Outcomes into their programmes, a very comprehensive framework is necessary for their guidance and reference.

For this purpose, the Specific Outcomes Framework or grid becomes an essential document. This grid is a diagrammatic expose of the outcomes for each Learning Area. In this form it facilitates the planning and the development of learning activities for the Learning Programmes. The grid also provides easy reference to see how integration with other Learning Programmes is possible. South African society is a society on the move, and movement between provinces occurs on a fairly large scale. This grid makes possible the portability of the curriculum when learners move between provinces.

The educator will of necessity have to make frequent reference to this document, but this will only prove to be useful providing that the educator has a solid and indepth understanding of the outcomes. For this reason, the workshops (see paragraph 4.3 - 4.7) will prove to be invaluable.

#### 2.4 The Specific Outcomes Framework

The Specific Outcomes as described in Addendum A, define the skills, abilities, competencies and values which are to be developed through various Learning Programmes introduced at school. The outcomes, as stated, suggest the learning to be

facilitated by the educator and even imply methodology. The outcomes are stated "the learner will be able to ..." and thus define the "culminating outcome" that Spady so aptly describes in the definition in paragraph 1.3.4. Specific Outcomes define the component abilities and competencies of the Critical Outcomes which in turn define the educated South African. A thorough understanding and insight of these sixty six outcomes is vital if educators are to approach the task before them competently and with meaning. With this aim in mind, the workshops (see paragraph 4.3 - 4.7) were designed to lead educators step by step through the sixty six Specific Outcomes.

Grappling with the meaning of the various outcomes in their specific contexts, clustering similar outcomes for learning purposes and preparing Learning Programmes with confidence will only occur after frequent and meaningful interaction with the Framework, together with other educators, as well as independently. The following chapter describes the workshops designed to assist educators understand the principles of Curriculum 2005.

## 2.5 CONCLUSION

Educators are part of a society in which change is ubiquitous. Fullan (1993:vii) says that the secret of growth

and development is learning how to contend with change. Educators have to learn to be proactively and productively involved with educational change. If reform is introduced in a situation which is not ready for it, it can only give it a bad name. educational reform in the form of curriculum 2005 is a quantum leap for South African education and educators need to move into it with a changed mindset and zest to make a difference in the lives of learners in order to produce citizens who can live and work productively in a complex society.

As a curriculum framework, Curriculum 2005 spells out principles for curriculum development and design and provides guidelines for organising learning and teaching. It describes briefly the areas or fields of learning which are regarded as essential for learning and teaching and suggests approaches to be adopted in evaluating learner progress and/or assessing the achievement of outcomes.

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## CHAPTER 3

### THE RESEARCH DESIGN AND METHODOLOGY

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#### 3.1 Introduction

The theoretical considerations in chapter 2 (OBE as a reform strategy and principles underlying Curriculum 2005), provided the base on which to build the research design, in order to address the question,

*"Will the Specific Outcomes Framework be a useful tool for educators to use once the educators have been fully trained to interpret the outcomes?"*

The essence of the research hinged on the training of the educators to use the Specific Outcomes Framework and then analysing the results of their application of this knowledge through self-designed Learning Programmes. In order to gain an understanding of the interaction and the context in which it was taking place, the researcher designed and facilitated five workshops. To meet the needs of this study, the researcher adopted an exploratory research approach. Also included in the research methodology was:

\* a survey in the form of questionnaires

- \* informal interviews
- \* collaborative working groups
- \* literature review

### 3.2 Exploratory Research

Exploratory research involves an attempt to determine whether or not a phenomena exists (Dane 1990:5). Having received many calls for help with understanding the OBE approach, the researcher was of the opinion that a problem with curriculum development did exist in the South African context. It is generally accepted that education in South Africa is in a critical state. The De Lange Committee in 1991(1.1.2) gave recognition to this fact. The existing teaching force is under pressure and in most cases is ill-equipped to cope with the demand (Table 1.2:34). There is an urgent need for curriculum development.

The introduction of Curriculum 2005, being an unfamiliar approach to many educators, would of necessity require extensive training to empower educators to use a tool such as the Specific Outcomes Framework effectively and make significant progress to effect real change in the classroom.

#### 3.2.1 Action Research

A crucial element of the exploratory research was action research. Action research refers to research conducted to

solve a social problem (Dane 1990:8). Research can be used to attempt to do something about a particular problem i.e. finding a solution, or doing something. In the study the researcher wanted to see educators taking responsibility for their own professional growth, producing their own curriculum materials and developing a change of attitude towards teaching and learning once they were familiar with the Specific Outcomes Framework tool. Gray (1985:61) states:

*"No amount of training is likely to succeed unless the person feels committed or motivated to put it into practice and also unless the person ultimately sees professional growth as his own responsibility".*

In order for educators who attended the workshops facilitated by the researcher to actualise the concept of educator responsibility for professional growth, every encouragement was given for educators to work together and collaboratively design Learning Programmes. Working to effect ownership of the Learning programmes was vitally important. A piecemeal approach will be ineffective. Cognisance had to be taken of the context in which the programme would be introduced. In this study the development of Learning Programmes was closely related to the educator's everyday classroom practice. It was relevant and necessary,

yet a complex task complicated by the background of socio-political context of education in this country. Holt

(1990:137) states: *"....whether curriculum building is a matter of external edict or internal will, innovation remains a practical task for each school"*.

The schools involved were encouraged to network and create working groups to share ideas and grapple with concepts and finally produce Learning Programmes using the Specific Outcomes Framework. Action research's greatest potential is: *"when it empowers practitioners to transform their practice, to be emancipated through the process of collaborative effort, rigorous critique and self-reflection"*

(Walker 1990:58).

### 3.3 Educator survey

The educator survey was administered by means of a questionnaire before the workshops were conducted. Sixty questionnaires were distributed to the schools selected (4.1) after obtaining permission from the Principals concerned. Arrangements were made with one educator to collect the questionnaires after a determined period of two weeks.

A combination of structured and open-ended questions were used in these individual questionnaires (Addendum A and B).

A combination of structured and open-ended questions were used in these individual questionnaires (Addendum A and B). The researcher did not want to generate a feeling of repression or resentment among the respondents by not enabling the educators to state their own opinion. The open-ended questions act as a "safety valve" and offer additional information.

An analysis of this type of questionnaire proved to be an arduous task. The comprehensive breakdown of the educator's responses can be seen in Chapter 4 (4.1.2).

The purpose of the survey was to get the educators to reflect upon their role as curriculum developers in the new education dispensation, express their concerns and identify their personal needs with regard to curriculum development. A second questionnaire was administered before the workshop held 18 August 1997. This was a group questionnaire which comprised open-ended questions (Addendum D). The purpose was to get participants to verbalise the knowledge and experience about Curriculum 2005 and the OBE approach that they had gained thus far. Because of the informal nature of the exercise, the educators did not feel threatened at all. Their participation and honesty was regarded as a contribution to possible curriculum changes and this added a sense of importance to their participation.

In connection with the answering of questionnaires, most people, according to Mouton and Marais (1998:89) try to give answers that make themselves appear well-adjusted, unprejudiced, rational, open-minded and democratic. The researcher discovered that answers to the individual questionnaire (4.1.2) reflected the deep concern expressed by the educators facing implementation of OBE in the classroom.

### 3.4 The semi-structured post workshop interview

As one of the major tools of social research is the interview, the semi-structured interview was embarked upon. Central to the interview is the issue of asking questions and this is often achieved in qualitative research through conversational encounters (Hitchcock and Hughes 1989:79). Constraints of time led the researcher to choose the semi-structured interview which is far more flexible than the structured interview.

"It is one which tends to be most favoured by educational researchers since it allows depth to be achieved by providing opportunity on the part of the interviewer to probe and expand interviewees responses"

(Hitchcock and Hughes 1989:83)

This source of data (5.1.1 - 5.1.2) which was later analysed with the educator-developed Learning Programmes, assisted the final recommendations and conclusions being drawn up (chapter 5).

### 3.5 Literature review

In order to address the basic problem of curriculum development extensive literature had to be consulted focusing on the context of curriculum development in the South African context (Gray 1985; Holt 1990; Walker 1990;). These case studies confirmed the need for intensive training related closely to the context in which it is functioning. Collaborative planning was identified as important as experience has shown that a major problem encountered in the school system is the isolation in which educators operate, even among staff within a school. The solution to the problem lies in professional consultation with colleagues. Clarity on the way forward in the South African educational context was gained from literature produced in South Africa and articles on the debate as to whether OBE would or would not work in this country (Potenza 1998; Jansen 1997; Olsen 1999; Isaccman 1996; and Department of Education discussion document, Curriculum Transformation: An implementation strategy for phasing in a new curriculum in General and Further Education and Training, 1996; Killen 1996).

The implementation of OBE in South Africa required the researcher to consult literature on the implementation of OBE in other countries such as Canada, New Zealand, Australia and the United States of America. Differences and similarities could be identified between the South African critical outcomes and other countries key competencies. The following educational reports were consulted. (Texas English Language Arts and Reading, Essential knowledge and skills, Second Draft, July 1996; Common Curriculum Policies and Outcomes Grade 1-9, Ontario Ministry of Education and Training 1995; The Arts Report-Report of the Student Outcomes Trial 1994-1995, Education Department of Western Australia; Opportunities to Learn: Accountability in Education in British Columbia, June 1997).

Many readings from the Internet, based on implementation of OBE in the United States of America, were critically analysed (Barry 1998; Battistini 1997; Bonville 1997; Covington 1997; Dupont 1998; Jacobs 1997; Goldhan 1996; Magagna 1996; Toci 1997; Williams 1997). OBE in the United States of America has been very controversial and implemented differently in different states. Many lessons can be learnt from the implementation mistakes and the areas of success in this country. Many of these readings contain

bias and reflect pessimism and this needs to be sifted from the philosophy underpinning the approach.

OBE has its roots in mastery learning and competency-based education as well as the works of William Spady (1994;1998;1999) Journal articles relating to the source of OBE and clarification of the concepts with regard to OBE as a reform strategy enabled the researcher to place OBE in the context of the South African endeavour for reconstruction and development (Abrams 1985; Bixler 1997; Brandt 1993, 1994; Barron 1994; Diez 1992; Evans and King 1994; Fitzpatrick 1991; Fritz 1994; Glatthorn 1993; Manno 1994,1995; Marzano 1994; McGhan 1994; Zitterkopf 1994).

The relevance of the Critical Outcomes for the promotion of lifelong learning for South African citizens became more apparent as the literature was studied. The need to proceed with intensive workshopping of the Specific Outcomes Framework as a strategy whereby educators, particularly those trained under apartheid education, was confirmed.

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## CHAPTER 4

### RESEARCH METHODOLOGY AND PRACTICAL WORKSHOPS

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#### 4.1 INTRODUCTION

An informal preliminary investigation was conducted to learn more about educators' perceptions of OBE and to understand at what place educators found themselves before the workshops were conducted.

A cross section of schools was selected in the Pietermaritzburg region. The reasons for the inclusion of these schools in the research include:

- \* the schools served different socio-economic groups
- \* the class size ranged from 15 learners per class to 50 learners per class
- \* the workload of the educators differed according to class size
- \* different approaches to education were being implemented, ranging from very progressive (Independent school), progressive (Model C schools), to traditional (ex-HOR and ex-HOD schools)

It was felt that the point of departure for the educators from these schools would be varied and that they would benefit from learning from one another.

Educators at two Independent schools, one ex-House of Representatives school, one ex-House of Delegates school, two ex-Model C schools (one English medium and one Afrikaans medium) and one ELSEN school (Education for Learners with Special Education Needs) were requested to fill in the questionnaire (Addendum B and C). The research did give the researcher an indication of what to expect in some of the educational institutions in which the workshops would be conducted. Of a total of sixty questionnaires distributed to these schools, a total of forty seven educators responded and the responses are summarised as follows.

#### 4.1.1

##### Summary of educator's responses to survey questionnaire

- Those educators already involved in the implementation of OBE were more optimistic than those who had not yet started or become involved in any way.
- Educators employed in ex-Model C schools and the Independent schools were more favourably inclined towards

the approach. They found it similar in method to the integrated or thematic approach that they were used to, whereas educators in schools where traditional teaching was the order of the day, indicated that they were apprehensive about OBE.

- Educators in the ex-HOR and ex-HOD schools were pessimistic due to the size of the classes (40+) and the lack of resources and lack of training and preparation of the staff at their schools.
- An overwhelming number of educators from all types of schools indicated that they would not have been able to cope with OBE if they had been left entirely alone, stressing the importance of collaborative planning.
- Equally unanimous was the feeling that educators could meet the challenges implementing OBE, provided training was given and support and on-going monitoring was available.
- In answering the question "Do you think that OBE will lead us out of our discontent about schools?" twenty three educators answered in the negative, ten educators answered in the affirmative and ten said it would be difficult to

predict. Educators felt that there were far too many other variables apart from OBE that were causing discontent.

viz:

- \* lack of finances
  - \* decisions made by Governing Bodies
  - \* teacher retrenchment
  - \* equity with regard to facilities
  - \* gaps created by the apartheid system were too great
  - \* attitudes of educators needed to change
- 
- Thirty two of the educators who responded to the questionnaire had attended some OBE orientation workshops and seven had not attended any form of workshop, even though their respective schools were implementing OBE. Only three educators out of forty seven were not involved with implementing OBE at their schools.

4.1.2 COMPREHENSIVE BREAKDOWN OF EDUCATOR SURVEY

1. What are your fears and concerns about implementing OBE?	1-10 years teaching experience	11-20+ years teaching experience	Total
1.1 Time-consuming preparation and recording	4	7	11
1.2 Insecure due to lack of understanding	4	7	11
1.3 Lack of resources	5	5	10
1.4 Large classes therefore lack of discipline	9	1	10
1.5 Insufficient training of educators	7	3	10
1.6 Fear of excluding basic Maths and Reading skills	3	5	8
1.7 Assessment procedures	3	4	7
1.8 Fear of lowering academic standards	1	4	5
1.9 None	3	2	5
1.10 Failure in other countries	2	1	3
1.11 Hasty implementation	0	1	1
<b>2. How do you intend to incorporate OBE goals into your classroom system?</b>			
2.1 Introduce it parallel to traditional lessons approach	7	9	16
2.2 Trial and error approach	0	9	9
2.3 Find out how it is implemented in other schools and share programmes	3	4	7
2.4 Discuss with colleagues at school	1	4	5
2.5 Attend workshops	2	2	4
2.6 Incorporate lifeskills into lessons	2	2	4
2.7 Read up more about it	1	2	3
<b>3. Why do you think that parents and the community at large are unimpressed with the OBE concept?</b>			
3.1 Negative feedback from the media	4	7	11
3.2 Has been a failure in other countries	1	10	11
3.3 No competitiveness and lowering	1	9	10

of standards			
3.4 They do not understand OBE	5	5	10
3.5 They have no choice, it was just thrust upon them	2	5	7
3.6 Prefer traditional methods	2	4	6
3.7 Little faith in Department of Education	1	1	2
3.8 More involvement for parents, especially financial	2	0	2
3.9 Negative feedback from educators	1	1	2
3.10 Too political	1	1	2
<b>4. How could the impact have been softened for parents, educators and the community?</b>			
4.1 Consultation, parent forums and good positive publicity	13	10	23
4.2 Introduced gradually after adequate training	13	8	21
4.3 Schools to promote OBE for the community	5	2	7
4.4 All facilities and resources to be in place first	5	0	5
4.5 Run pilot projects first	2	2	4
<b>5. Are there any ( in your opinion), merits to OBE ?</b>			
5.1 Life skills are developed	2	5	7
5.2 Focus on thinking skills	1	4	5
5.3 Child-centered	1	4	5
5.4 Self-motivation of learners	2	2	4
5.5 None	2	2	4
5.6 Creativity	1	2	3
5.7 Language skills development	0	2	2
5.8 Flexibility allowed to the educator	0	2	2
5.9 Learners learn independently	0	2	2
5.10 Upgrading of the previously disadvantaged	1	1	2
5.11 Educators work collaboratively	0	1	1
<b>6. When working with the outcomes framework how did you find it?</b>			
6.1 Language too vague	8	13	21
6.2 Leads to misinterpretation	6	15	21
6.3 Difficult to use	5	11	16
6.4 Never used it before	3	5	8
6.5 Easy to cluster	3	3	6

6.6 Easy to use	0	3	3
<b>7. What are your comments regarding the feasibility of educators creating their own learning programmes for their own classes?</b>			
7.1 <b>YES:</b> they know the needs of their learners	3	15	18
under guidance or as a team member	2	6	8
allows them to be creative and innovative	1	2	3
<b>NO:</b> Far too time consuming	4	4	8
there will be no uniformity	2	2	4
outcomes could be omitted	1	1	2
not all educators are capable	1	1	2
<b>8. If you have been involved in drawing up learning programmes, how did you go about it?</b>			
8.1 With one educator from the same school	5	16	21
8.2 With a group of educators in the same phase	3	13	16
8.3 Have not yet been involved	7	4	11
8.4 A group of educators from different schools	3	7	10
8.5 Alone	1	6	7
8.6 As a member of an LAC	0	1	1
<b>9. What was the group's division of work based on?</b>			
9.1 Specific Outcomes	3	10	13
9.2 Not involved	6	6	12
9.3 Learning Areas	4	7	11
9.4 Programme Organisers	3	7	10
9.5 Phase Organisers	2	4	6
<b>10. Would you be able to cope with OBE if you had to work entirely alone?</b>			
YES	3	11	14
NO	7	21	28
UNSURE		5	5
<b>11. Which area did you have the most difficulty coping with?</b>			
11.1 Assessment Criteria	4	13	13

11.2 All of them	2	8	10
11.3 Performance Indicators	2	6	8
11.4 Specific Outcomes	2	2	4
11.5 Range statements	0	4	4
11.6 Programme Organisers	1	1	2
11.7 Phase Organisers	0	2	2
11.8 Not involved yet	4	6	10

#### 4.2 PRACTICAL WORKSHOPS

The results of this survey convinced the researcher of the need to develop "hands-on" type workshops.

Theory and philosophical background are vital to understanding the OBE concept. This could be done independently by the educators using a variety of sources of material, but what educators indicated that they needed was guidance and assistance with practical implementation, lesson planning and classroom techniques.

The researcher developed the following five workshops and conducted them over a period of approximately six months with educators from local primary schools.

##### 4.2.1 Examples of workshops

- Workshop One: A workshop designed to help educators understand OBE terminology

- Workshop Two: A workshop designed to help educators understand the language of outcomes and identify skills needed to demonstrate outcomes
- Workshop Three: A workshop designed to assist educators understand the fact that Critical Outcomes underpin everything done in the classroom and to understand the concept of "clustering" of outcomes
- Workshop Four: A workshop designed to assist educators in planning a Learning Programme
- Workshop Five: A workshop designed to help educators understand the differences and similarities between a Learning Programme and the old thematic approach.

UNDERSTANDING OBE TERMINOLOGY  
PROGRAMME

1. Overview: CURRICULUM 2005  
WHAT ARE OUTCOMES? 15 mins
2. Group Activity:
  - 2.1 Within the group decide on a lesson / topic for a particular grade e.g. Grade 4 - Floods. 10 mins
  - 2.2 Write a set of outcomes appropriate to the intention of the topic ( 4-5 outcomes ). 15 mins
  - 2.3 Plenary to discuss outcomes 10 mins
  - 2.4 Decide in which of the 8 Learning Areas the topic you have selected, is most appropriately based. 10 mins
  - 2.5 Consult the Curriculum 2005 document and compare your outcomes with the specific outcomes found in the Curriculum 2005 document. Start with the learning area in which your topic is based and then select from other appropriate areas. List these outcomes. 20 mins
  - 2.6 Which outcomes match or are similar to those you wrote down in response to 2.2 above? 10 mins
  - 2.7 Describe the evidence that you would require to determine whether a learner has met the outcomes for your topic. 10 mins
  - 2.8 Describe the activities, situations etc where this evidence would be demonstrated. 10 mins
  - 2.9 Plenary 10 mins
- 3 EXPLANATION OF ASSESSMENT CRITERIA, RANGE STATEMENTS AND PERFORMANCE INDICATORS. 15 mins
  - 3.1 Develop performance indicators for the assessment criteria you have planned for your selected topic. Explore levels for the phase in which you are working and write down three levels for one of the assessment criteria you have chosen. 10 mins
4. THE ROLE OF LEARNING PROGRAMMES 15 mins

Attendance at workshop: Educators from six primary schools in the Pietermaritzburg region were invited to attend a series of 5 workshops. 42 educators attended Workshop One on a voluntary basis.

Outcomes for the workshop

After the presentation of the workshop, participants should be able to:

- \* give a clear definition of the terms OUTCOMES, ASSESSMENT CRITERIA, RANGE STATEMENTS, PERFORMANCE INDICATORS
- \* demonstrate an understanding of the relationship between Specific Outcomes, Assessment Criteria, Range Statements and Performance Indicators
- \* feel sufficiently confident about using the Specific Outcomes Framework as a tool to develop Learning Programmes.

Seating arrangements: Educators were seated around tables in groups according to the grades they taught. The schools were therefore split and in this way each group was composed of at least one, (in some cases more than one), member from each school.

Requirements: Each group was given one copy of the Curriculum 2005 Document to consult, paper to write on and each member was given an A3 Outcomes Framework (grid

containing the eight learning areas and the sixty six outcomes).

Procedure:

1. The researcher commenced the workshop by giving a brief explanation about outcomes. Definitions of outcomes were presented on overhead transparencies and briefly discussed. The educators were asked to write down five things they would like their learners to be able to do by the time they left school.

When they had completed this task, the educators were asked to report their answers which were then written down on the overhead transparency. Many educators reported the same type of answer. The commonality of the answers was discussed.

Once this had been done, they were asked to turn to page 10 in the Curriculum 2005 document and compare their answers with the seven critical outcomes. They were amazed to see that everything that they desired for their learners was actually stated in the critical outcomes. In this way they

were able to understand that THE SEVEN CRITICAL OUTCOMES, PLUS THE FIVE DEVELOPMENTAL OUTCOMES APPROVED BY SAQA, UNDERPIN EVERYTHING THAT THEY DO IN THE CLASSROOM.

Typical answers given to this activity by the participating educators:

work with others

communicate in own language fluently

communicate with people of other language groups

make decisions

organise themselves and their tasks well

use technology

keep abreast of new technology

co-operate with other people

work alongside others in harmony

develop adequate numeracy skills

make and understand business transactions

handle money matters efficiently

work well with money

think creatively

think innovatively

participate actively in community affairs

know how to use and retrieve information

be able to solve problems

be able to make informed judgements

2. The groups were then asked to select a topic appropriate to their grade, a lesson topic that they had taught

successfully or a topic they were about to teach. They were then requested as a group to discuss and then decide on the outcomes they would like to see demonstrated at the end of that topic. They were asked to write a set of 4-5 outcomes. Educators were given 10 mins to complete this task.

When they had completed the task, the answers from the various groups were written on the chalkboard and attention was drawn to commonalties, even though the topics differed from one another. The differences were also pointed out and these were discussed as being specific to the topic.

The educators were then requested to look at the Curriculum 2005 document and decide in which learning area their specific topic fitted, and then compare their outcomes with the Specific Outcomes in that learning area. It was here that the Specific Outcomes were discussed and the educators understood that *SPECIFIC OUTCOMES DESCRIBE WHAT LEARNERS ARE ABLE TO DO AT ALL LEVELS OF LEARNING IN THAT PARTICULAR LEARNING AREA.*

#### Example of one group's work

Topic chosen: Water

Grade: 4

The educators decided that the learners must be able to:

- identify the different forms of water
- discuss ways in which water can be saved
- explain experiments done with water
- identify the main rivers and dams in the country
- describe the water cycle in detail

This group decided that their topic was based in the Natural Sciences Learning Area

When this group compared their outcomes to the outcomes in the Natural Sciences Learning Area, they discovered that they had in fact covered the following outcomes:

SO # 1: Use process skills to investigate phenomena related to Natural Sciences

SO # 2: Demonstrate the acquisition of knowledge and an understanding of concepts and principles in the Natural Sciences

SO # 3: Apply scientific knowledge and skills to problems in innovative ways

SO # 4: Demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilisation of natural and other resources

SO # 9 Demonstrate an understanding of the interaction between the Natural Sciences, technology and socio-economic development

3. The next part of the exercise was designed to help educators understand assessment criteria and range statements. Educators were asked to write down the evidence they would require to determine whether the learner had met the outcomes they had written down for their topic and also mention the type of activity they would give where this evidence could be demonstrated. From this exercise the researcher proceeded to explain that what they had just done was to write a set of assessment criteria, a broad list of the observable processes and products of learning which would serve as culminating demonstrations of the learner's achievement. They were also able to link the assessment criteria directly to their specific outcomes. Their attention was drawn to the fact that their assessment criteria or "evidence" was actually very broad and so for assessment purposes they were asked to look at the activity they had chosen and break it down into a few integral steps or "benchmarks" to make assessment easier in practice. When this was done the concept of performance indicators was discussed. They also understood the concept of Range Statements better, that the activity actually describes the

scope, depth, level of complexity and parameters of achievement.

4. Once the concepts of outcomes, assessment criteria, range statements and performance indicators was understood, the researcher proceeded to explain the concept of clustering like outcomes from the different learning areas in order to produce integrated learning programmes. A learning programme is the range of learning activities involving learners in the learning situation, such as the classroom. The learning programme being a set of activities which the learners will carry out over a specific period of time, and being designed around a cluster of different outcomes, allows different learners to be involved in different learning activities and still aim to achieve the same set of outcomes. Learning areas also integrate different kinds of learning into the programme. Learners may tackle elements of mathematics, language, natural science and technology in the same learning programme. This makes a learning programme very different to the old concept of a subject. The learning programme will also include the performance indicators to help the teacher gauge when each outcome has been achieved. Using the concepts just explained teachers would now be able to proceed with the next step i.e. drawing up of a learning programme.

## Conclusion

It is clear that SAQA did not intend South African education to continue on a subject-based organisation model. Rather, it suggested that Learning Programmes should be organised "in an integrated way which draws on elements of the different learning areas" (Department of Education 1997:17). SAQA has left the design of programmes that will allow learners to achieve the Specific Outcomes to educators (Killen 1996:7). Clarification of the terminology found in the Curriculum 2005 policy document was the first step to empowering educators to use the Specific Outcomes Framework as a tool for Learning Programme development. This exercise laid the foundation for the work to be covered in Workshop Two.

19 August 1997, Epworth Primary School

UNDERSTANDING THE LANGUAGE OF THE SPECIFIC OUTCOMES AND  
IDENTIFYING THE ACCOMPANYING SKILLS

The aim of this practical workshop was :

- to assist educators to understand the language and thus the meaning and purpose of the Specific Outcomes in order to facilitate the use of the outcomes in lesson planning
- to identify the skills that are needed to demonstrate achievement of the outcome

Attendance at workshop: Educators from six primary schools from the Pietermaritzburg region were invited to attend. These were the same educators who had attended Workshop One. Thirty five educators attended on a voluntary basis.

Procedure:

Each educator was given an outcomes framework comprising the eight learning areas and the sixty six specific outcomes. Educators were divided into heterogeneous groups of four or five per group (regardless of grades taught) but according to learning areas preferred.

Time spent: 90 minutes

60 minutes discussion + 30 minutes report back

- Group 1 - Language, Literacy and Communication
- Group 2 - Mathematical Literacy, Mathematics and  
Mathematical Science
- Group 3 - Human and Social Sciences
- Group 4 - Technology
- Group 5 - Natural Sciences
- Group 6 - Arts and Culture
- Group 7 - Economic and Management Sciences
- Group 8 - Life Orientation

Task: In groups, discuss the meaning of the specific outcomes, grapple with what it expects you to achieve, and then decide on the skills needed to achieve the outcome. Write a list of skills for each outcome. In other words you are answering the following questions:

What does the outcome mean?

What is the aim of the outcome?

What skills are necessary to achieve this outcome?

Consult the *Performance Indicators* and the *Range Statements* in the Curriculum 2005 document when you do this exercise.

After discussing the Specific Outcomes in the Learning Area, Language, Literacy and Communication, Group 1 produced the following findings.

LANGUAGE, LITERACY and COMMUNICATION

SO # 1: Learners make and negotiate meaning and understanding

Through using reading, speaking, listening and writing skills the learner should be able to discuss, negotiate and make meaning in a variety of different situations through interacting with other language speakers. In order for this outcome to be achieved the learner must be exposed to a variety of situations in which this can take place.

The educators decided that the skills needed to achieve this outcome include:

- Listening skills:
  - \* informative listening i.e. conscious listening, listening for detail
  - \* evaluative listening i.e. interpretations are made
  - \* critical listening i.e. inferences

are made

\* social listening i.e. ask questions,  
respond verbally

- to sum up the listening skills: the ability to listen carefully and critically for information, for understanding and to directions.
- Speaking skills: \* the ability to speak clearly both formally and informally
  - \* sharing ideas
  - \* responding to ideas
  - \* audibility of speech
  - \* relevant to context
  - \* logical flow of ideas
  - \* fluency of language use
  - \* negotiation skills
  - \* make suggestions
  - \* develop arguments from their interaction with the text
- Reading skills: \* discuss visual literacy
  - \* facts and opinion
  - \* ability to recognise bias and prejudice
  - \* ability to recognise relevant and

irrelevant information

- \* fluency of expression
- \* comprehension skills
- \* decoding skills

Writing skills:

- \* the ability to write words, sentences, paragraphs, essays
- \* Grammatical structures e.g. tenses, sentence structure, word order, punctuation, spelling

SO # 2: Learners show critical awareness of language usage

Language is an extremely powerful tool and this outcome aims to develop learner's understanding of the way language is used to reflect, shape and manipulate people's beliefs, actions and relationships.

Skills needed to achieve this outcome include:

- reading skills
- listening skills
- dictionary skills

- exploration of etymology
- debate
- discussion
- form opinions
- identify manipulative strategies in texts e.g. emotive language
- explain meanings of ideology
- role-play
- analyse meanings and biased texts
- reach conclusions
- write responses

SO # 3: Learners respond to the aesthetic, affective, cultural and social values in texts.

The aim of this outcome is to develop the learner's appreciation, use and creation of text as an artistic expression of thought, feelings, attitudes and values through exposure to a wide variety of genres (Curriculum 2005 Doc, 1997: 32).

Skills to be developed include:

- giving opinions on texts
- critically review texts
- respond to text
- listen to others viewpoints
- express thoughts and feelings orally
- identify different types of texts
- discuss various types of texts
- dramatise
- write creatively

SO # 4: Learners access, process and use information from a variety of sources and situations

In order to function fully in modern society, learners must know how to retrieve information, how to use it meaningfully and how to evaluate the information they retrieve.

Information skills are an indispensable tool to be used in a society that is rapidly changing. The development of information skills will be vital for the attainment of lifelong learning.

The skills needed to develop this outcome include:

- identify the need for the information search
- make decisions regarding the type of information needed
- make decisions regarding the amount of information needed
- draw mindmaps and spider diagrams
- plan a framework
- alphabetical order
- use of library
- dictionary skills
- use of table of contents
- selection of keywords and main ideas
- skimming and scanning for information
- summaries and note-making
- assess reliability of information
- assess relevance of information
- select and organise material
- reference source material correctly
- sequence
- prioritise
- interact with others during the information search
- present a complete document
- apply newly acquired knowledge in daily life

SO# 5: Learners understand, know and apply language structures and conventions in context

If a learner is to communicate effectively and confidently then they have to have a sound knowledge of grammatical structures. Grammatical competence will empower the learner to communicate clearly. This outcome aims to develop the language users knowledge of grammar.

The skills needed to demonstrate this outcome include:

- complete sentences
- use cloze procedure
- sequence logically
- write letters
- converse sensibly
- use appropriate vocabulary
- understand figurative language
- engage in conversation
- convey instructions
- give directions
- convey information

- respond to ideas using fluent grammar

SO# 6: Learners use language for learning

This Specific Outcome aims to develop the learners ability to use language as a tool for learning in all areas. Learning is mediated through language as the learner interacts with new knowledge, materials, peers, teachers, and other people (Curriculum 2005 Doc,1997: 38).

The skills needed to demonstrate this outcome include:

- express ideas
- use appropriate terms when describing
- debate
- group discussion
- participation in class discussion
- quote and recite
- interview
- question
- impromptu speech
- formal speech

- relate personal experiences
- create jingles, rhymes, poems, rap
- report back
- role-play
- skim and scan for ideas
- make notes

SO # 7: Learners use appropriate communication strategies for specific purpose and situations

Learners need to be able to use and apply language correctly in all sorts of different situations and for specific purposes. This Specific Outcome aims at the development of the learner's ability to apply communication skills and strategies appropriately.

The skills needed to demonstrate this outcome include:

- show ability when speaking to pause and pace, make eye contact with the audience and cope and continue when interrupted
- take turns
- use appropriate language
- use original ideas

- express oneself clearly
- present a high quality presentation
- make decisions as to what strategies to use
- employ different communication strategies
- write friendly letters
- write formal letters
- write greetings cards, notes etc.
- write dialogue
- discuss activities
- analyse different communication situations
- handle conflict
- role-play

After structured group discussion, each group completed such a list for the learning area they were responsible for. Then followed a discussion and report back on what each group had discussed. Copies of the work done by all 8 groups were made available for all educators attending the workshop.

### Conclusion

In terms of the value to OBE research and practice in general the exercise of "unpacking" or "unravelling" the outcomes through group discussion, equipped the educators

with a better understanding of the aims and purpose of the outcomes. At the end of this exercise The educators expressed the opinion that they felt more confident about the planning of the Learning Programme as their vision had been broadened by looking at the necessary skills and their knowledge of the outcomes would empower them to use outcomes meaningfully in developing relevant and authentic learning materials. The educators felt better equipped to plan activities based on these skills. The interaction with other educators had been very valuable and had empowered them to proceed with confidence.

CRITICAL OUTCOMES UNDERPIN EVERYTHING DONE IN THE CLASSROOM

25 June 1997, Piet Retief Primary School  
(15 participants, some of whom had been participants at workshop 1 and 2)

6 November 1997, Laddsworth Primary School  
(39 participants, all of whom had attended workshop 1 and 2)

24 June 1998, Epworth Primary School, Independent School's OBE Initiative  
(The workshop was opened up to all previously disadvantaged schools in Pietermaritzburg. 70 educators attended.)

AIM: THE AIM OF THIS WORKSHOP WAS :

- to show educators that the Critical Outcomes underpin the outcomes across all domains
- to understand the concept of clustering of outcomes

After the presentation of this workshop, participants will be able to:

- \* explain the Critical Outcomes and their relevance for learners in the South African context
- \* demonstrate an understanding of how Critical Outcomes underpin the outcomes across all domains
- \* integrate Specific Outcomes from different Learning Areas to form interesting and meaningful Learning Programmes.

Procedure:

The educators were divided into groups of nine.

Each educator received a grid of the sixty six outcomes and coloured pencils.

One educator in each group was requested to read the Critical Outcomes to the group. This was done using the Curriculum 2005 document, p10.

Each of the other eight educators in the group was responsible for one of the Learning Areas. As the reader called out the Critical Outcome, the others had to identify that outcome within their respective Learning Area and colour code it.

The identified outcomes were then colour-coded, e.g.

Critical Outcome # 1 = red

Critical Outcome # 2 = blue

Critical Outcome # 3 = green , etc.

When this exercise was completed through all seven Critical Outcomes, the educators could visibly see the link between the outcomes, the thread that followed through each learning area and exactly what it meant when it was stated that the Critical Outcomes underpin everything done in the classroom.

Example:

The following Specific Outcomes from across the learning areas are similar to Critical Outcome # 1

Critical Outcome # 1: Identify and solve problems and make decisions using critical and creative thinking.

LC	MLM	NS	HSS	TECH	A&C	LO
1 ...make and negotiate meaning and understand ing	# 1 demonstrate understand- ing about ways of working with numbers	# 3 apply scientific knowledge and skills to problems in innovative ways	# 4 make sound judgments about the development utilisation and management of resources	# 1 understan d and apply the tech process to solve problems and satisfy needs and wants	# 1 apply knowledg e, techniqu es and skills to create and be critical ly involved in arts and culture processe s and products	# 5 prac acqu life deci maki skil
	# 2 manipulate number patterns in different ways	# 5 use scientific knowledge and skills to support responsible decision-making	# 7 address social and environmental issues in order to promote development and social justice	# 2 apply a range of tech knowledge and skills ethically and responsib ly		# 2 skil and dispr atti s an valu that imp rela -sh in fami and comm y
	#4 critically analyse how maths relation- ships are used in social, political and economic relations					EMS # 1 Enga in entri neur acti es # 5 crit ly anal econ and fina l da to r deci s

## CLUSTERING OF OUTCOMES

### What is clustering?

In the context of OBE clustering should be understood as the process whereby outcomes, or parts of outcomes, are grouped together both prior to and during the process of Learning Programme development. Clustering is seen to be a process whereby outcomes are selected to be dealt with within the same programme module. Clustering must be seen to be dynamic i.e. there should not be fixed sets of clusters prescribed from above. It should be done in the course of teaching and learning.

How one clusters will determine to a large extent the manner in which the Learning Programme will be developed and how the school day will be timetabled. It will also determine what the role of the educator will be. Clustering cannot, therefore be taken lightly.

Reasons for clustering should be educationally sound rather than to facilitate organisational efficiency. Clustering is in compliance with the holistic approach to learning and it aims at the development of the whole learner. It acknowledges the contribution of all Learning Areas and it provides flexibility with regard to timetabling. In clustering across Learning Areas the outcomes and Range Statements should remain intact so as not to lose the sense,

context and terminology of the particular Learning Area. Although outcomes may seem similar one should keep in mind that they might have different understandings underpinning them.

Among sophisticated educators, this exercise might prove challenging and exciting, but the uneven skills distribution among educators in South Africa does not make the task of clustering left to educators an easy one. Clustering necessitates team work and it ensures efficient use of resources (material, money, people). One of the goals of OBE is to bring about a greater degree of equality and this must see all learners experiencing OBE in more or less the same way.

Those privileged educators, to have received in-depth workshops such as these described, should "cascade" the information to neighbouring schools in their community to get as many educators as possible on board.

Clustering can be done either using an "Integrationist" philosophy or a "Separatist" philosophy.

Integrationists choose a programme organiser and select outcomes from the sixty six outcomes regardless of there learning area of origin. Learners will be presented with a

totally integrated programme rather than a fragmented view of knowledge.

EXAMPLE:

Programme Organiser: South African Society

Outcomes from across the Learning Areas

LLC: 1,2,3,4,6,7,

Tech: 1,2,5,6,7

LO: 1,2,4

NS: 4,5,6,8,9

EMS: 3,6,7,8

MML: 1,2,3,4,5,6,9,10

A&C: 4,6,7,8

Champions of the separatist view, feel that it is important to keep the integrity of the Learning Area intact and for this reason, outcomes from within the Learning Area are clustered.

Example:

Programme Organiser: South African Society

Outcomes from within the Human and Social Sciences Learning Area.

(Vertical clustering)

Sub-Theme: e.g. Patterns of social development

Outcomes 1,2,5,8,9

Sub-theme: e.g. Environmental Issues

Outcomes 1,4,6,7,9

Sub-theme: Constitution and Bill of Rights

Outcomes 3,7,8,9

Conclusion:

After completing this exercise the educators felt that:

- clustering would help to organise the 66 outcomes into manageable "bites" as one could not expect them all to be taught sequentially
- it also helped to make the school day more manageable and make the best use of educators, equipment and learning space
- it prevented or minimized overlap between similar outcomes drawn from different Learning Areas
- it gave educators the opportunity to build integrated dynamic and holistic Learning Programmes and to move beyond the textbook approach only, to the use of multiple sources
- balanced learning experiences could be planned and the opportunity to build skills upon already required skills would be a possibility

- this exercise, together with the information that had been gained in workshop 1 and 2, had provided them with sufficient guidelines to develop their own Learning Programmes with more confidence.

6 November 1997, Laddsworth Primary School

DEVELOPING A LEARNING PROGRAMME

Having completed the background to the philosophy and the components of OBE in the previous three workshops, the educators had a foundation on which to build the next stage - that of developing a Learning Programme. No educator likes to be told to throw out everything that they have done in the past and start from scratch. In fact, that would be a recipe for disaster and would be tantamount to pulling the rug from under their feet in an already shaky educational climate. The educators had to feel secure in that much of what they had done in the past was good, especially if they were already using an integrated approach in the classroom. The researcher tried to include familiar aspects in the design of the workshop to build confidence and morale.

Aim:

- To develop a strategy for developing Learning Programmes to be used in the classroom
- To show educators the importance of collaborative planning by staff members or phase members and how working in isolation can be very difficult.

Requirements: Outcomes Framework (grid with 66 outcomes and 8 learning areas)

Curriculum 2005 Document

Examples of themes that they had used in the past.

Large sheets of blank A3 paper

Procedure:

Educators were grouped according to grades taught.

1. Each group was instructed to choose a topic area. It was felt that educators would feel more comfortable with a topic with which they were familiar or preferably teaching at present or had taught in the past. Working from the known would reduce anxiety at this stage.

2. The educators were instructed to decide whether it is to be based in one particular learning area or whether it is to be a fully integrated programme.

3. Educators then had to decide on which outcomes the programme would use. For example, if the programme is based on research work and groupwork, then the Critical Outcomes No 4 and No 2 would have high priority. CO # 2 "Work

effectively with others in a team, group, organisation and community" and CO # 4

"Collect, analyse, organise and critically evaluate information".

In the previous exercise we saw that Specific Outcomes linked to these two Critical Outcomes include:

CO# 2:	LLC	1, 4	CO # 4:	LLC	1, 6, 7
	MLM	4, 6, 8		MLM	3
	NS	1, 7		NS	9
	TECH	1, 3, 4		TECH	3, 4
	A & C	3, 5, 7		A & C	2, 3, 6
	HSS	1, 8		HSS	3, 7
	LO	6, 8		LO	2, 4, 6, 8
	EMS	3, 5, 6		EMS	1, 2, 4, 7

This gives an indication of the Specific Outcomes which can be selected for the programme.

3. The next step was for the educators to consult the Range Statements for the outcomes that they had selected in order to get an idea of what the learners should be doing. Good planning will allow more than one outcome to be achieved at

once. The educators were reminded that outcomes can be achieved simultaneously.

4. The educators then proceeded to *BRAINSTORM* possible programme organisers within the topic area. These programme organisers must be:

- rich in learning possibilities
- rewarding for learners
- relevant to learner's interest
- relevant to available resources at the school
- described within the Range Statements for the Specific Outcomes used.

5. The Learning Programme must be a coherent unit.

Brainstorm activities that will help your learners achieve the selected outcomes. The educator must be familiar with the skills related to the Specific Outcomes chosen, in order to plan enriching and meaningful activities. (Remember the school is responsible for creating the opportunities for learner success). Activities must allow learners to learn in different ways and achieve at different levels.

6. Educators had to ensure that the Learning Programmes included all the Phase Organisers for the particular phase that they were preparing for, e.g. for the Intermediate Phase, the Phase Organisers include:

- communication
- culture and society
- environment
- economy and development
- personal development and empowerment

7. Educators then had to draw a flow chart showing how the lesson would develop.

8. Next to each activity (what the learner will do), the educators were instructed to write the Specific Outcome (what the learner will learn).

9. The educator must not expect to get the Learning Programme perfect the first time round. It will be changed, adapted, modified and refined with time and practice.

10. The final step for the group of educators was to draw up a Learning Programme skeleton.

Example:

Specific outcomes	Assessment Criteria	Activity	Performance Indicators	Assessment Strategy	Skills

Once the skeleton is decided upon, the programme can then be fleshed out with reference to content as well as outcomes written out in full or more explicitly.

The completed Learning Programme grid could then serve as a "scheme of work" or "term plan" as it is a very detailed document.

## 11. Integrated Learning Programmes

An integrated learning programme allows learners to "become creative, adaptable and independent thinkers who are able to solve problems in a wide variety of situations and to assess their solutions in a global framework" (The Common

Curriculum: Policies and Outcomes, Ontario Ministry of Education, 1995:33).

The goal of the integrated Learning Programme is to help learners relate new learning experiences to previous learning and to use ideas and information from many areas of knowledge in seeking solutions to problems. Educators were encouraged to include a variety of integrated activities into their programmes for this purpose.

The educators were helped to see that in their introductory attempts at drawing up an integrated Learning Programme, they should:

- focus on the achievement of outcomes
- relate the learning to real life situations
- make connections between Learning Areas that were mutual and significant
- draw on a wide range of resources
- include knowledge and skills from various Learning Areas.

This would help learners to understand that what they learn at school was also meaningful outside of the school context.

Examples follow of work compiled by educators who attended the course. It is interesting to compare these "first attempts" with Learning Programmes developed approximately four to nine months later (Addendum E), when educators had

had more practice using the Specific Outcomes Framework. It is important to show learners that what they are learning is not a set of isolated, disconnected, fragments, facts and procedures (Killen 1996:19). The Learning Programmes in Addendum E emphasise connections between the things that the learners are learning from different Learning Areas. The assessment emphasises problem-solving, thinking and reasoning, all of which are a fundamental part of the Critical Outcomes. There is evidence that the assessment which forms an integral part of instructional planning, is included in the Learning Programmes. Teamwork is important in daily life in the world of work and in the home. Learners have been afforded the opportunity to work in groups/teams in all the Learning programmes. OBE encourages educators to be well prepared and there is evidence in these collaboratively planned programmes of efficient and meticulous planning. Clarity and insight are evident in the later programmes.

**OVERVIEW OF PROGRAMME ORGANISER: HOMES**

**FOUNDATION PHASE: GRADE ONE**

DEVELOPED BY S KELLY, C VARTY AND W LINE, LADDSWORTH PRIMARY SCHOOL

CRITICAL OUTCOMES	SPECIFIC OUTCOMES	ACTIVITIES	ASSESSMENT CRITERIA
1. Identify and solve problems	LLC SO # 1	Story of the three pigs	2
2. Group work	LLC SO # 1	Describe own home	1
3. Organise and manage themselves	LLC SO# 6	Compare homes	4
4. Collect, analyse and organise	A&C SO# 1	Draw story	1
5. Communication	A&C SO # 2	Frieze (straw, sticks and bricks)	1,2
6. Use science and technology	MLM SO#1	Cardinal value, 3 THREE	1
7. Understanding of the world as a set of related systems	MLM SO# 9	Problem-solving	1,2,5
	MLM SO# 10		
	HSS SO #2	Reasons for shelters	1,2,3
	MLM SO# 7	My home, street numbers, address	3
	MLM SO# 7	Shapes-Build house with shapes. Sorting and naming shapes	3
	MLM SO# 7	Paper folding homes street	3

		frieze	
	MLM SO# 1	Odd and even numbers. Street numbers	1
	MLM SO# 1	Double/half	1
	LO SO# 2 LO SO# 4 LO SO# 6	Responsibilities in our homes	1 2,6 2,3
	MLM SO#10	Problem-solving, odd, even, double, half	1,2,3
	NS SO# 1	Different types of homes	1,2,3,4,5,6
	NS SO# 3	What is my home made of	1,2,3
	NS SO# 3 Tech SO# 4	Building materials	1,2,3 2
	MLM SO# 10	Sequencing, building a house	1
	MLM SO# 6	Position	3
	LLC SO# 1	Moving house	1
	Tech SO# 4	Building own house	1,2
	MLM SO# 5	Measuring length of boxes	1
	MLM SO# 1	Measuring at home, baking etc.	3

LEARNING PROGRAMME: HOMES

DEVELOPED BY S KELLY, C VARTY AND W LINE, LADDSWORTH PRIMARY  
SCHOOL, HILTON, FOR A GRADE ONE CLASS.

Being the first Learning Programme that these educators developed, it requires further extension, but the basic core is most satisfactory and well integrated.

The activities reflect an understanding of the crucial nature of the Critical Outcomes and an endeavour has been made to cover all seven Critical Outcomes. The limited information about the activities does not give the reader insight into exactly what will take place in the classroom, but one can deduce that the activities lend themselves to paired, group and individual work and whole class teaching.

The inclusion of a column indicating skills to be developed would enhance the reader's understanding of the activity e.g. the story of the three pigs could be *dramatised*, the home responsibilities could be *role-played* and "what is my home made of" could be dealt with as a *survey* with a questionnaire allowing parents to become involved in discussion with the learners, a valuable form of interaction. This activity could then lead onto simple bargraph work using the data.

Fieldwork could have included a walk around the neighbourhood to compare homes and observe building sites. Setting up displays or exhibitions could have been included among the skills to be developed e.g. a display of photographs of their own homes, displays of building materials, making labels for the displays.

The Learning Programme has potential to be developed into a meaningful programme. The same educators developed the Learning Programme "BEARS" in Addendum E and the significant improvement in the use of the Outcomes Framework can be seen.

It is useful to compare this Learning Programme with the similar Learning Programme "Huisse" developed by S Pretorius and others at Piet Retief Primary School. The same Programme Organiser has been used but a very different perspective has been taken. The activities in "Huisse" focus more on giving learners problems to work out and answer, encourages learners to construct their own knowledge and practice skills. Learners can be assessed in a variety of ways and in different situations. Learners have to share responsibility for their learning. "Huisse" is a comprehensive, well integrated programme.

LEERPROGRAM: LEWENSWAARDIGHEDE  
 FASE ORGANISEERDER: OMGEWING  
 PROGRAM ORGANISEERDER: HUISE

BEPLAN DEUR S PRETORIUS, PIET RETIEF PRIMÊRE SKOOL

LEERAREA	SPESIFIEKE UITKOMS	AK	AKTIWITEITE
LO	4	2,4,5	<p><u>Dinkskrum:</u> Basiese behoeftes. Wat moet 'n mens hê om te kan oorleef.</p> <p><u>Klasbespreking:</u> Noodsaaklikhede en luukses.</p> <p>Huis/skuiling is 'n noodsaaklike behoefte. Elke mens is geregtig op 'n woonplek.</p> <p><u>Veldwerk:</u> Vertrek op 'n uitstappie deur die stad om verskillende soorte behuising waar te neem.</p>
	2	1	<p><u>Voltooi grafiek:</u> Merk af hoeveel verskillende huise jy sien, het dit 'n motorhuis, tuin en waarvan is dit gebou.</p> <p><u>Terugvoering:</u> Groepe bespreek die volgende vraag. Waarom is daar soveel verskillende soorte behuising. bv waarom het die plakkershuise nie motorhuise of tuine nie? Waarom het byna al die groot huise dubbelmotorhuise en tuine?</p> <p>Besoek 'n plakkerskamp. Elke leerder neem ietsie saam vir die kinders in die kamp se creche-uitreiking na ander.</p>
	5	2	<p><u>Veiligheid tuis:</u> Gebruik van toestelle in die huis. Leerders bring elkeen 'n toestel skool toe en verduidelik en demonstreer die werking van en gevare verbonde aan die gebruik daarvan.</p> <p>Knip prente uit van toestelle in die huis. <u>Maak 'n plakkaat</u> en trek 'n kring om elkeen wat jy ken en weet hoe om dit met</p>

	6	2,3,4	<p>veiligheid te gebruik.  <u>Klasbespreking:</u> Wat om te doen in noodgeval. Leer en skryf die noodtelefoonnommers in jou boek. Teken 'n noodhulpkissie en wat daarin is.</p> <p>Identifiseer beroepe wat betrokke is by 'n huisbouery. Teken die verskillende beroepe en wat hulle doen bv. argitek teken bouplanne</p> <p><u>Rolspel:</u> Leerders verdeel in groepe. Elkeen vertolk 'n rol as een van bogenoemde om 'n huis te bou.</p> <p>Nooi 'n huisagent om die klas te besoek. Waarom is daar huisagente? Wat doen hulle? Hoe help hulle ons? Laat leerders 'n <u>onderhoud</u> met haar voer.</p> <p><u>Navorsing:</u> Elke leerder moet uitvind hoe 'n mens 'n huis koop. Bring huisgids van die koerant saam. Begrippe: koopkontrak, huurgeld, erfbelasting</p> <p>Soek die huis wat jy graag wil koop in die koerant. Knip dit uit. Vertel die klas alles oor jou huis.</p> <p><u>Groepwerk:</u> Leerders moet enige iets wat hulle kan gebruik om 'n huis/skuiling te bou, skool toe bring. Elke groep moet sy eie plek beplan en dan sy skuiling bou met wat hy het. Onthou om elke huis 'n adres te gee.</p> <p><u>Verslag:</u> Groepe doen verslag oor die verskillende huise, wat gebruik is, of dit prakties, sterk is ens.</p>
	7	3	<p><u>Uitstappie:</u> Leerders ruim alles op waar hul skuilings gebou het. Sorteert die rommel. Neem dit na die Munisipale rommelplaas. Waarom is daar verskillende houe vir verskillende goed? Wat kan ons in ons huise doen om die rommelprobleem op te los?</p>

		7	Maak 'n lys van veilige en onveilige middels in die huis Netheid in ons huis: <u>Rolspel</u> : Ons maak die huis skoon. Sing liedjie terwyl die leerders die huis skoon maak. <u>Speletjie</u> :Leerder mimiek 'n skoonmaak aksie. Klas raai wat sy doen.
MSW	1	7	Bybelstorie: Ragab laat 'n tou by haar venster uithang nadat sy 2 spioene in haar huis gehelp het. Heldeverhaal: Rachel de Beer maak 'n skuiling sodat haar boetie nie verkleum nie.
K & K	6	1,2,3	Maak 'n deurstop vir jou huis. Maak 'n prent en prentraam vir jou huis.

LEERPROGRAM: GELETTERDHEID  
FASE ORGANISEERDER: OMGEWING  
PROGRAM ORGANISEERDER: HUISE

LA	SU	AK	AKTIWITEITE
TGK	1	1,2	<u>Transkribeer</u> : Dit is 'n huis. Teken 'n prent daarby. Luister na die storie van die drie varkies. Maak sinne. Teken 'n prent van die drie varkies se huise. Leerders skryf hul eie storie oor "Ons huis" Maak sinne oor: Die badkamer Die eetkamer Die sitkamer Die kombuis Die slaapkamer <u>Dinkskrum</u> : Huise Luister na die storie van Rachel de Beer. Bespreek die verhaal in groepe. Wat sou jy in haar skoene gedoen het? Teken jou eie prent van die

			storie.
	2	2	Dialogoog: Vra ander maats om hul huise te beskryf. Vertel ook watter vertrek jy die meeste hou en waarom.
	3	3,6	Bespreek in groepverband die verskillende soorte huise. Knip prente en maak 'n plakkaat van verskillende soorte huise.  Vergelyk die huisies van die drie varkies met die huise/skuilings wat die leerders gebou het. Skryf 'n storie oor die huis wat jou groep gebou het.
	5	2	Gebruik die verslag wat jy voltooi het nadat julle huisies gebou is. Gaan skryf die woorde en sinne oor in jou boek. Kyk op die bord of daar enige foute op jou papier was en maak dit eers reg.
	7	1-6	<u>Rolspel</u> : Leerders vertolk die rol van 'n huisagent. Stel 'n advertensie op vir die huis wat jy wil verkoop. Stel die huis bekend aan jou maats. Knip prente van huise uit en plak in jou boek. <u>Teken</u> 'n prent van 'n huis en skryf byskrifte by (muur, dak, venster ens.)  Leerders is huurders van 'n huis. <u>Skryf 'n brief</u> en kla oor die huis en vra dat stukkende goed reggemaak moet word.
	7	1,2,3	Teken 'n mooi prent om in jou huis op te hang. Maak 'n raam vir die prent. <u>Sing</u> : badliedjie <u>Dramatiseer</u> die storie van die drie varkies
MSW	1	4	<u>Klasbespreking</u> : Waarom bly party mense in plakkerskampe en ander in huise in woonbuurte?

LEERPROGRAM: WISKUNDIGE GELETTERDHEID, WISKUNDE EN WISKUNDE WETENSKAP

FASE ORGANISEERDER: OMGEWING

PROGRAMORGANISEERDER: HUISE

LA	SU	AK	AKTIWITEITE
WGWW	5	1-3	<p>Elke leerder kry 'n werkvel met die buitelyne van 'n huis. Teken die bakstene in. Tel en skryf neer hoeveel bakstene is daar.</p> <p>Nooi 'n bouer na die skool. Hy demonstreer om sement te meng. Wys die verskillende gereedskap en materiale.</p> <p>Begrippe: meer, minder, massa, ligter, swaarder, langer, korter</p>
	1	1=6	<p>Sortering: Breek skullings af en sorteer saam met die ander bou materiale in groepe, bv. hout, klippe, plastiek ens. Gooi in sakke. Neem na vullisplaas en gooi in regte houers.</p> <p>Skat: Hoeveel huise in die straat hoeveel vensters het die skool hoeveel hekke in die straat</p> <p>Voor/na: watter huis kom voor nommer 9? watter huis kom na nommer 15? Watter huis is tussen nommer 15 en 17? Aantal met bakstene Aktiwiteitskaarte met plus en minus bv. 5 sakke sement +3 sakke sement = 14 blikke verf - 4 blikke verf =</p>
	3	1,2,3	<p>Veldwerk: Uitstappie en waarneming van verskillende huise. Maak 'n blokdiagram, dui aan die verskillende huise hoeveel met motorhuise, tuine ens. Noteer in jou boek.</p>
	2	1,2,3	

LEARNING PROGRAMME: OUR INTERESTING RAINBOW NATION

DEVELOPED BY F BEAL, ASHLEY PRIMARY SCHOOL, PINETOWN

FOR GRADE FOUR

An interesting selection of topics and an awareness of skills development is evident, but the programme is not entirely focussed on the Specific Outcomes. There is evidence of planning the activities first then looking for outcomes to correlate with the activity instead of using the "design down" strategy appropriate to Outcomes-Based Education. The Critical Outcomes are adequately encompassed in the selection of activities.

LEARNING PROGRAMME: THE CONSTITUTION OF SOUTH AFRICA.

DEVELOPED BY A GROUP FROM THE INTERMEDIATE PHASE COMMITTEE

FOR GRADE SIX

A promising start to an interesting programme, considering outcomes first and the awareness of what learners need to do and demonstrate during each activity indicated by the skills to be developed. Much emphasis has been placed on group / team work which is one of the Critical Outcomes expected of the learners.

PROGRAMME ORGANISER: OUR INTERESTING RAINBOW NATION

PHASE: INTERMEDIATE PHASE

PHASE ORGANISER: THE LEARNER IN SOCIETY

Group Leader : F Beal, Ashley Primary School

SUGGESTED CONTENT	POSSIBLE ACTIVITIES INCLUDING TEACHING METHODS	OUTCOMES
A new South Africa is birthed Facts about South Africa	<u>Read an extract and discuss.</u> In groups <u>brainstorm</u> the topic and <u>compile</u> a fact sheet	HSS SO# 3
Our flag Our National Anthem	<u>Find out</u> about colours. <u>Draw</u> the flag. <u>Find out</u> about the origins. <u>Write one</u> verse of a new anthem (words only)	A&C SO# 1 and 2 HSS SO# 3 LLC SO# 6
Who are the South Africans? Where did South Africans come from? Who are my ancestors? Children in our school are from different ethnic groups. How can we appreciate and get to know one another?  How people are the same and different: a) sport b) food c) music d) literature e) art f) family life g) any other criteria	<u>Brainstorm in</u> groups. With partners do a <u>collage</u> on a map of South Africa. Make a <u>list</u> of surnames. Find out origins. <u>Interview</u> parents. <u>Report back.</u> <u>Compile</u> a questionnaire in groups. Try it out on several pupils from different ethnic groups. <u>Debate</u> <u>Design</u> a poster to illustrate " If we can get children to become friends there is hope for S.A." <u>Cooperative group</u> work. Link language exercises to these	A & C SO# 3 HSS SO# 1 HSS SO# 8

<p>What is the United nations? Give a presentation suitable for Children's day on our Rainbow Nation. We have many different groups in South Africa.</p>	<p><u>Discover</u> <u>Oral presentation</u> to the class.</p>	
<p>What is culture?</p> <p>Cultures have customs</p> <p>Interview someone from another culture to discover:</p> <ul style="list-style-type: none"> <li>* marriage rites</li> <li>* family habits</li> <li>* views on death</li> <li>* religious beliefs</li> <li>* other beliefs</li> <li>* any superstitions</li> <li>* social systems</li> </ul> <p>Focus attention on arts and crafts and the rich variety available</p>	<p><u>Brainstorm</u> in groups <u>Discuss</u> <u>Read</u> poems, songs from various cultures in S.A.</p> <p><u>Find out</u> what these are. Discuss.</p> <p>With partners <u>design</u> a questionnaire and use it to <u>compile</u> a fact sheet. <u>Report</u> back to class.</p>	<p>A&amp;C SO# 2</p> <p>A&amp;C SO# 4</p> <p>LLC SO# 4</p> <p>LO SO# 3</p> <p>LLC SO# 6</p>
<p>Most cultures have their own stories. Write an African story (fable)</p>	<p><u>Read</u> stories. <u>Listen</u> to stories read to them <u>Comprehension</u> exercises</p>	<p>LLC SO# 6</p> <p>LLC SO# 1</p>
<p>What are some of the problems facing a multicultural society? Discuss the following in detail:</p> <ul style="list-style-type: none"> <li>* prejudice (link with the discussion</li> </ul>	<p><u>Brainstorm</u> in groups <u>Compile</u> a list Make definitions Present pairs with newspaper articles to <u>discuss</u> <u>Write a report</u> fact or opinion</p>	<p>HSS SO# 1</p> <p>A&amp;C SO# 4</p> <p>LLC SO# 5</p>

<p>on friendship)  * discrimination  * racism (discuss the problems of apartheid)  * discuss the Freedom Charter of 1952</p> <p>South Africans who have added value to our community</p>	<p>problem-solving strategies  Link language exercises to these topics</p> <p><u>Research</u> and report back</p>	<p>LLC SO# 4</p>
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INTERMEDIATE PHASE LEARNING PROGRAMME based in the Language, Literacy and Communication learning area.

PROGRAMME ORGANISER: THE CONSTITUTION OF SOUTH AFRICA

PHASE ORGANISER: THE LEARNER IN SOCIETY

GROUP LEADER: KWAZULU NATAL INTERMEDIATE PHASE COMMITTEE

OUTCOMES	ACTIVITIES	SKILLS
LLC SO# 1 LLC SO# 4 LLC SO# 6	<b>A. FAMILY RULES</b>  DISCUSSION: Learners discuss some of their important family rules with the class.	listening points of view questioning
	ROLE-PLAY: A family member has broken an important family rule. What action is taken against the offender? e.g. parent/child interaction.	decision-making
	<b>B SCHOOL RULES</b> GROUP WORK: Study the school rules, discuss which are good/bad/ outdated etc. Discuss changes that need to be made. REPORT BACK to class. WRITE a new set of rules.	analyse discuss judge compare
A & C SO# 2	<b>C. COMMUNITY RULES</b>  LETTER WRITING: Write a letter to a community official e.g. traffic officer, police officer, district surgeon, Parks Board official, Town Councillor etc. requesting them to visit the school and discuss relevant rules associated with their departments.	questioning listening
	FIELDWORK: Arrange a visit to one of the above departments.	planning
	DRAW: A poster encouraging the community to maintain community rules. Display these in the school.	draw design exhibit

<p>MLM SO# 4 HSS SO# 3</p> <p>MLM SO# 4 EMS SO# 2</p> <p>LLC SO# 1 LLC SO# 4 LLC SO# 6</p>	<p><u>MAPSKILLS:</u> Using maps of the school, local area, shopping centre etc. demarcate areas for which groups will accept responsibility to maintain rules and encourage harmony.</p> <p><u>STATISTICS AND GRAPHS:</u> Collect statistics from the above-mentioned depts, e.g. traffic fines, thefts, accidents etc. Draw graphs, pie-charts from which interpretations can be made.</p> <p><u>REPORTS:</u> report on the rules and running of clubs and societies to which they belong.</p>	<p>mapskills organization co-operation</p> <p>number skills analysis of data</p> <p>reflection speaking</p>
<p>LLC SO# 1 LLC SO# 6</p> <p>HSS SO# 3</p> <p>HSS SO# 3</p>	<p><b>B: THE CONSTITUTION OF SA</b></p> <p><u>RESEARCH:</u> Using various forms of media, research different constitutions in SA from 1910 - 1998.</p> <p><u>DISCUSS:</u> In groups, the previous constitutions and the impact that they had on society.</p> <p><u>PRACTICAL:</u> Draw up a new class/school constitution. Discuss democracy.</p> <p><u>REFLECTION:</u> If I was class president/principal/school representative I would.....</p> <p><u>GROUPWORK:</u> Draw up the criteria needed for a suitable class representative on the school council.</p>	<p>information skills</p> <p>synthesis problem-solving</p> <p>reflection</p> <p>debate brainstorm</p>

<p>LLC SO# 1</p> <p>MML SO# 4</p> <p>EMS SO# 2</p>	<p><u>ROLE-PLAY</u>: Plan and conduct a mock election. Groups elect their candidate. Plan the election campaign. Set up the classroom as a polling station, prepare ballot forms, electoral officers etc. Allocate leadership roles.</p> <p><u>Interview</u>: the successful candidate, write a report for the local newspaper, TV news.</p> <p><u>ROLE-PLAY</u>: TV broadcast, TV interview.</p> <p><u>GRAPHS</u>: Use voting forms, add up the votes. Use figures to prepare graphs, illustrate results in graph form.</p> <p><u>BUDGETS</u>: Costs involved in campaigns.</p> <p><u>DICTIONARY WORK</u>: Vocabulary building.e.g. democracy, electoral, opposition, etc.</p>	<p>leadership organising creative observation</p> <p>framing questions</p> <p>speaking</p> <p>analysis</p> <p>budgeting</p> <p>dictionary skills alphabetical order</p>
<p>A &amp; C SO# 2</p> <p>A &amp; C SO# 2</p>	<p><b>C. LEVELS OF GOVERNMENT.</b></p> <p><u>ORGANOGRAM</u>: Using newspaper pictures create an organogram showing the levels of government.</p> <p><u>RESEARCH</u>: Historical background to government in SA. Autobiographies of chosen leaders. Portfolios of members of Parliament.</p> <p><u>GROUPWORK</u>: Using newspapers/magazine pictures make a collage depicting SA Government.</p>	<p>visual</p> <p>information skills</p> <p>design</p>

	<p><u>FIELDWORK</u>: Visit Parliament /Legislative Assembly /Provincial Chambers etc. Attend a local government sitting. Listen to a debate.</p> <p><u>QUIZ</u>: Include questions related to responsibilities of government, portfolios of members, current leaders, MP's etc.</p> <p><u>LETTER WRITING</u>: Write a letter to a local MP and invite him/her to speak to the class about their job. Follow this up by pretending to be an MP for a week. Keep a journal of your daily activities, problems, successes etc.</p>	<p>observation listening</p> <p>framing of questions</p> <p>writing journals</p>
<p>HSS SO# 3</p> <p>LO SO# 4</p>	<p><b>D. HUMAN RIGHTS</b></p> <p><u>DISCUSSION</u>: Rights and responsibilities at home / school / community.</p> <p><u>DEBATE</u>: Issues such as: "all children should be given free basic education" "no evictions without court orders"</p> <p><u>ROLE-PLAY</u>: Stage a peaceful protest about a school related issue that your class feels strongly about.</p>	<p>brainstorm points of view negotiation</p> <p>follow an argument</p>

LEARNING PROGRAMME: NOCTURNAL CREATURES

DEVELOPED BY EDUCATORS FROM EPWORTH PRIMARY SCHOOL,  
PIETERMARITZBURG, FOR GRADE THREE.

The word "theme" needs to be replaced with the words "Programme Organiser" and added to the introduction should be the sub-title, Phase Organiser: The Environment.

This group has identified the measurable knowledge, skills and values that the learners are expected to achieve during the learning activities and documented it well. The merit of this Learning Programme lies in the fact that the first aspect to be considered were the outcomes to be demonstrated. A sound beginning was made. A solid foundation has been laid for developing a meaningful programme, to which performance indicators and assessment strategies need to be added.

DEVELOPED BY A GROUP OF JUNIOR PRIMARY EDUCATORS AT EPWORTH PRIMARY SCHOOL, PIETERMARITZBURG, for Grade 3

**THEME : NOCTURNAL CREATURES**

The theme is based in the Language, Literacy and Communication Learning Area.

BROAD OUTCOMES FOR NOCTURNAL CREATURES	OUTCOMES TAKEN FROM 66 OBE OUTCOMES
1. Learners use written language to convey feeling	LLC # 1 ..make and negotiate meaning LLC # 2 ...show critical awareness of language LLC # 3 ..respond to the aesthetic, affective, cultural and social values and texts LLC # 5 ...understand, know and apply language structures and conventions in context
2. Learners demonstrate the ability to find relevant information from various media. (books, a.v etc.)	LLC # 4 ...access, process and use information from a variety of sources and situations. LLC # 6 ...use language for learning
3. Learners show an understanding of a basic food chain.	NS # 2...demonstrate the acquisition of knowledge and an understanding of concepts and principles in the Natural Sciences
4. Learners use technology to solve specific problems.	LLC # 6...use language for learning Tech # 1..understand and apply the technological process to solve problems and satisfy needs and wants Tech # 4... select and evaluate products and systems MLM # 5 ...measure with competence and confidence in a variety of contexts LO # 3.. respect the rights of people to hold personal beliefs and values
5. Learners demonstrate the ability to manipulate craft tools.	Tech # 2..apply a range of technological knowledge and skills ethically and responsibly

	A & C # 1 ...apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products
6. Learners display an increased knowledge of the topic.	LLC # 6... use language for learning MLM # 8 ... analyse natural forms, cultural products and processes as representations of shape, space and time NS # 1 ..use process skills to investigate phenomena related to Natural Sciences

### LEARNERS USE WRITTEN LANGUAGE TO CONVEY FEELING

Evidence that aim has been achieved	Activities to achieve the aim
1. Learners contribute appropriate words to a word bank.	Compile a word bank, focusing on parts of the owl's body.
2. Learners can differentiate between poets' attitude e.g. poet does/does not like owls.	Expose learners to a variety of poems on owls. Discuss how poet chooses words for a specific purpose.
3. Learners can construct sentences for a descriptive poem.	Use word bank to describe specific owl body parts.
4. Learners can write their own poems from a given point of view - like or dislike the topic.	Write educator directed poems. Descriptive sentence writing. Write poems independently.
5. Learners can identify words chosen by the poet to show attitude or feeling.	Discuss and focus on rhyming words and adjectives.
6. Learners can identify words used by poets to suggest/create/conjure up mood.	
7. Learners can chose suitable adjectives to describe an owl.	

**LEARNERS DEMONSTRATE THE ABILITY TO FIND RELEVANT INFORMATION FROM VARIOUS MEDIA.**

<b>Evidence that aim has been achieved</b>	<b>Activities to achieve the aim</b>
<p>1. Learners can locate books on owls in the library.</p> <p>2. Learners use the index.</p> <p>3. Learners can use the table of contents.</p> <p>4. Learners can use pictures as a source of information.</p> <p>5. Learners can write the found information in their own words.</p> <p>6. Learners can share this information through pictures, written work, teach-backs.</p> <p>7. Learners can obtain information from video material.</p>	<p>Learners will: Go to the library and find appropriate books. Find a specific book using a given location symbol.</p> <p>Complete worksheets.</p> <p>Look at pictures and discuss.</p> <p>Construct a class book made up of written information gleaned from the pictures.</p> <p>Watch videos on owls, both fiction and non-fiction.</p>

## LEARNERS USE TECHNOLOGY TO SOLVE GIVEN PROBLEMS

Evidence that aim has been achieved	Activities to achieve the aim
<p>1. Learners can design a cage to meet specific requirements.</p> <p>2. Learners can construct a cage in a group situation.</p> <p>3. Learners can select suitable material to build a cage.</p> <p>4. Learners can apply their knowledge of fastenings and flaps to their designs.</p> <p>5. Learners can co-operate as a team to complete a task.</p>	<p>Discuss various means of fastening 2 objects e.g. zips, laces, buttons, glue, hinge, screw.</p> <p>Move around the school to discover various openings in buildings and how they are joined.</p> <p>Discuss safety aspects of opening devices. Design a one-way flap using cardboard.</p> <p>As a team, plan, design and construct a cage to meet the specific requirements. The cage must have:</p> <ul style="list-style-type: none"> <li>* one way flap</li> <li>* protection from the elements</li> <li>* comfort</li> <li>* sleeping area</li> </ul>

**LEARNERS DEMONSTRATE THE ABILITY TO MANIPULATE CRAFT TOOLS.**

Evidence that aim has been achieved	Activities to achieve the aim
<p>1. Learners can use simple tools to score card.</p> <p>2. Learners can choose tools that will allow them to complete their task most effectively.</p> <p>3. Learners can select from a variety of materials those that most suit the design.</p> <p>4. Learners can construct a working model.</p>	<p>Make a one-way flap using cardboard, tape, craft knife and scissors.</p> <p>Construct a cage to meet specific requirements as stated in previous aims.</p>

**LEARNERS SHOW AN UNDERSTANDING OF A BASIC FOOD CHAIN.**

Evidence that aim has been achieved.	Activities to achieve the aim.
<p>1. Learners can understand a basic food chain.</p> <p>2. Learners can recognise and identify pests.</p> <p>3. Learners can justify farmers response to pests.</p> <p>4. Learners can draw and discuss a simple food chain.</p>	<p>Discuss what owls eat.</p> <p>Discuss these creatures from a farmers point of view.</p> <p>Discuss pest control - sprays, poisons and traps.</p> <p>Show food chain links. Draw food chain sequence. Explain their own food chains to other groups.</p>

**LEARNERS DISPLAY AN INCREASED KNOWLEDGE OF THE TOPIC.**

Evidence that aim has been achieved	Activities to achieve the aim.
<p>1. Learners can use simple wall charts to gather information.</p> <p>2. Learners can use study cards and answer questions on them.</p> <p>3. Learners can work independently in the resource centre on a topic related to nocturnal creatures.</p> <p>4. Learners can write up information in own words.</p> <p>5. Learners are able to report back to the group.</p>	<p>Use charts and books on display to gather information.</p> <p>Types of questions on study cards: true/false missing words</p> <p>Complete comprehension exercises.</p> <p>Choose a topic in library and do own research. Make a booklet of information about the chosen topic.</p> <p>Teach backs.</p>

Converting a "theme" to a Programme Organiser

Many educators erroneously believe they are already teaching the OBE approach in their classrooms. They will express the following concern quite openly - "I am already doing it so why should I change!"

The following workshop will highlight the similarities and differences between OBE and the thematic approach.

Introduction

Educational research recognises the thematic or integrated approach, currently used by many educators, (particularly those in ex-Model C schools and independent schools), as an optimal and vibrant way for children to learn. As has already been mentioned in this study, it would be unwise to suggest to educators that everything they have done in the past must be thrown away and that they should start afresh with OBE. Much good work was achieved through thematic teaching and learning, so it would be advisable in the present time to start initially by using good themes as a basis to develop OBE Programme Organisers. Certainly this would be a manner in which to build up self-confidence in the educators until they felt they could cope with developing Program Organisers from scratch.

## TASK 1

To show educators the similarities and differences between OBE / thematic approach

Requirements: A theme that the educators enjoyed working with and that was successful in the classroom.

### 1.1 How did you develop your old theme?

Possibly you did it this way:

- brainstormed your topic
- drew a mindmap grouping content into subjects
- added skills that you would like to develop
- planned activities that would incorporate those skills.

### 1.2 How can this theme now be changed into an OBE Programme Organiser?

The Programme Organiser has to be carefully planned. When planning the theme, more or less any topic which interested the educator could be chosen, but in Curriculum 2005 a Programme Organiser must fall under certain PHASE ORGANISERS.

The Phase Organisers for the Foundation Phase are as follows:

- personal development
- health and safety
- entrepreneurship
- communication
- environment
- society

The Phase Organisers for the Intermediate Phase are as follows:

- The learner as a communicator
- The learner as an enquirer
- The learners an active participator
- The learner in the environment
- The learner and his/her personal development

If a programme organiser like "Myself" is chosen for the Foundation Phase, that would be quite valid as it falls under the Phase Organiser "personal development", or if the Programme Organiser chosen for the Intermediate Phase was "Waste Management", that too would be valid as it falls under the Phase Organiser "environment".

THIS IS THE FIRST DIFFERENCE BETWEEN THEMES AND PROGRAMME ORGANISERS.

1.3 The next thing that has to be considered are the Learning Areas. The Foundation Phase has three Learning Areas i.e. Literacy, Numeracy and Life Skills.

Learning Programmes could be developed separately for each Learning Area, or the three Learning Areas could be integrated into one programme.

The Intermediate Phase has five Learning Areas, i.e.

Language, Literacy and Communication

Mathematical Literacy, Mathematics and Mathematical Sciences

Human and Social Sciences and Economic Management Sciences

Arts and Culture and Life Orientation

Natural Sciences and Technology

Once again, the Learning Programmes can be developed separately or two or more of the Learning Areas can be integrated.

1.4 The seven Critical Outcomes must next be closely examined to see what they require in terms of teaching practice.

THIS IS THE NEXT DIFFERENCE BETWEEN OBE AND THEMATIC  
TEACHING

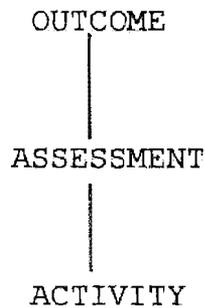
1.5 Once these considerations have been made then (here come the similarities), brainstorm the content or knowledge of the Programme Organiser, what you would like the learners to know about the Programme Organiser.

THIS IS THE STAGE WHERE THE THEMATIC AND OBE  
DIFFER RADICALLY.

1.6 In Curriculum 2005 the next step would be to look at the Specific Outcomes and their Assessment Criteria and choose relevant ones. Different Specific Outcomes can be selected for each Programme Organiser that is developed throughout the year. Some Specific Outcomes will be part of every Programme Organiser e.g. LLC SO# 6: "Learners use language for learning". Those that recur will not need to be assessed in every Programme Organiser.

Once the educator knows what outcomes the learners need to demonstrate at the end of the learning experience, the

assessment strategies need to be planned and only then the type of activity. eg.



These three steps are crucial in planning an outcomes based programme.

As the activities that will enable the critical cross-field outcomes and the specific outcome to be realised are planned, (consult the Range Statements for guidance) it is helpful to make a list of skills that are part of the learning area (See paragraph 4.5)

As the activities are planned it must be borne in mind that the best learning will take place when there is a great deal of practical application, self-discovery, group interaction, and field trips. Remember the OBE principles that every learner must be given the opportunity to succeed and the school is responsible for creating the conditions necessary for success (1.3.5 -1.3.6).

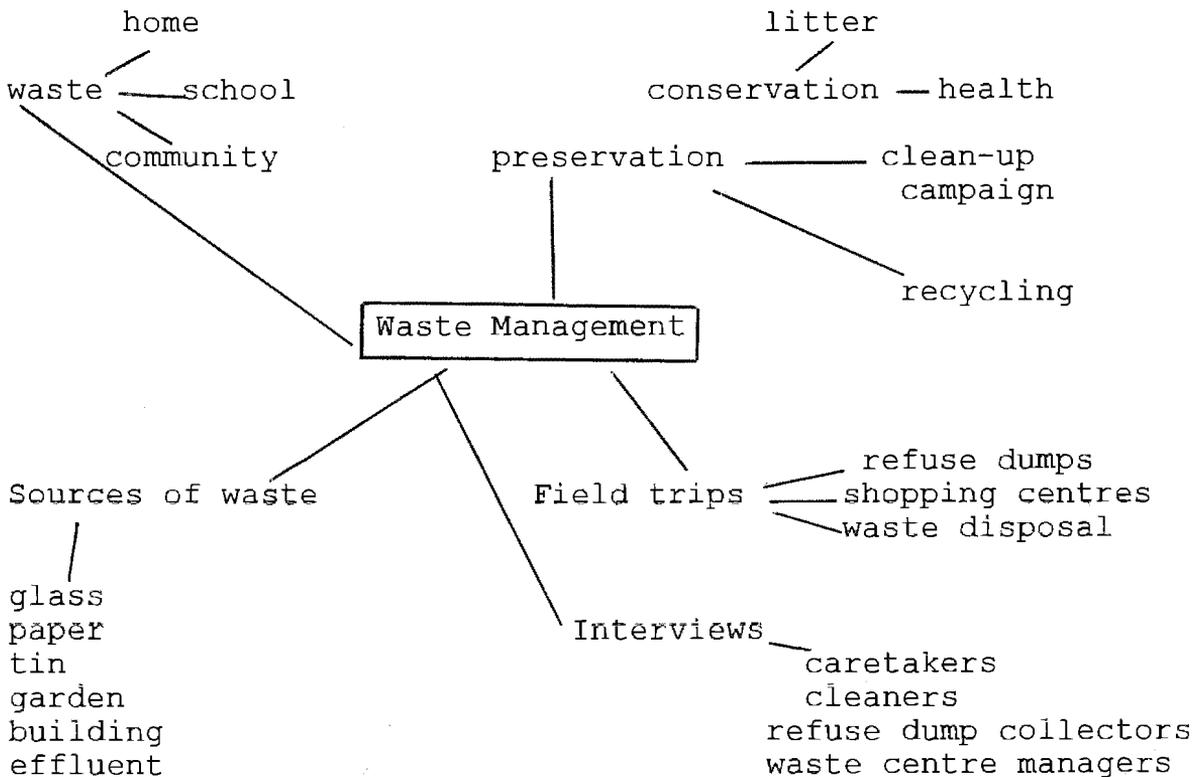
1.7 The next stage is to draw up a scheme of work that suits your own unique situation and needs.

A STEP-BY-STEP EXAMPLE FOR THE INTERMEDIATE PHASE USING THE PROGRAMME ORGANISER "WASTE MANAGEMENT"

1) Does this programme Organiser fall under the Phase Organisers?

Yes, it does. It falls under environment.

2) Brainstorm the content and knowledge of the Programme Organiser.



2) Are the seven critical cross-field outcomes catered for in the teaching practice of this Programme Organiser?

**1. problem-solving and decision-making using creative and critical thinking**

brainstorm  
comparisons  
organisation  
gathering data  
points of view  
categorising  
mindmapping  
problem-solving  
prioritising  
interpreting

**2. Work effectively as a group, team**

groupwork  
paired work  
co-operative learning  
assignments

**3. Organise and manage oneself**

planning  
individual tasks  
developing intrinsic motivation

**WASTE MANAGEMENT**

**4. Collect, analyse, organise and critically evaluate information**

projects  
research  
study skills  
interpret charts and graphs

**5. Communicate effectively**

interview  
discuss  
reading activities  
poetry  
report backs  
spontaneous talks  
planned talks  
vocabulary enrichment

**6. Use science and technology effectively**

community projects  
use of computer  
self-discovery tasks  
design

**7. Understand the world as a set of related systems**

integrated teaching

3) Select the Specific Outcomes and the related assessment criteria for the Programme Organizer. The focus of OBE is on what learners know and can do. OBE curriculum development processes will therefore have as their starting point the intended results of learning in terms of knowledge, skills and values rather than the prescription of content to be learnt (Gultig 1998:7).

LLC SO # 1,4,5,6,7

Creative writing  
environmental poems  
letters to editor  
environmental newsletters  
read environmental stories  
write a script for a play  
interview  
brainstorm  
discussions

NS SO # 1,4,5,9

recycling of cans  
sources of waste  
classification of waste  
bio-degradable/non-biodegradable  
waste

A&C SO# 1,2

design environmental posters  
create collage from waste

EMS SO # 1,2,4

generate income from waste

WASTE MANAGEMENT

TECH SO #1,2,3,4

Types of waste  
create an article from waste  
examine different types of packaging  
design a recycling and waste programme for school

LO SO # 5,7

healthy environment  
clean-up campaigns

HSS SO 4,5,6,7

Environment day  
Green Peace                      Adopt-Spot  
Problems with refuse removal

Maths SO 1,2,4,6

Pie charts and graphs  
Litter maps  
Selling waste

Field trips  
petitions

4). Once this preliminary planning has been done, the Learning Programme can be completed in a form which is easiest to use by the educator. If correctly applied, the focus of the outcomes encourages the development of flexible, relevant programmes. An example follows:

<i>Critical Outcomes</i>	<i>Specific Outcomes</i>	<i>Activities</i>	<i>Assessment Criteria</i>	<i>Performance Indicators</i>	<i>Skills</i>	<i>Assessment Strategy</i>
Identify and solve problems  Groupwork  Organise and manage themselves  Collect, analyse and organise  Communication  Use science and technology  Understand world as a set of related systems	LO # 7  HSS # 4 HSS # 7	Global waste management: Investigate programmes such as world Environment Day, Adopt-a-spot, Green Peace, etc	* Participation in environment protection and rehabilitation is demonstrated  * Strategies to address issues are designed and evaluated	* analyse the contextual elements which influence a social or environmental issue * design a strategy to address a social or environmental issue * take action to address a social or environmental issue * reflect on effectiveness of actions taken	research decision-making design analyse reflect	rubric
	Tech # 1 Tech # 3	Design, plan and realise a recycling and waste programme for the school	* problems are identified and explained * possible and relevant solutions are considered * an informed choice is made * a design is developed * solutions are realised according to design	* investigate situations in their immediate environment * communicate findings * suggest ways forward * formulate a brief * work within given specifications * gather information * modify ideas * give reasons for selection of particular choices and solutions * complete task within specified time frame	design plan  creative thinking  gather information  decision-making	portfolio  peer assessment
	EMS # 1 EMS # 2 EMS # 4	Investigate entrepreneurship. Discuss your own ideas for waste management. Discuss ways to generate income from waste management	* Identify needs in society * Identify and develop skill of successful entrepreneurship * demonstrate entrepreneurial activities * managerial	* identify attitudes and skills needed to manage enterprise * discuss different ways in which they can practice entrepreneurial skills * engage in real or simulated business activity * understanding of	financial skills  problem-solving discussion investigation	

			<p>expertise is demonstrated</p> <ul style="list-style-type: none"> <li>* administrative proficiency is demonstrated</li> </ul>	<p>rights and responsibilities of consumers, employer, employees</p> <ul style="list-style-type: none"> <li>* accountability in completion of tasks</li> </ul>		
	LLC # 4	Research waste management in other countries	<ul style="list-style-type: none"> <li>* Identify aim of information search</li> <li>* locate, access and select information</li> <li>* ascertain reliability of information</li> <li>* apply organisational skills</li> <li>* present results of information search</li> </ul>	<ul style="list-style-type: none"> <li>* decide on type of information needed</li> <li>* plan time needed</li> <li>* show broad planning framework</li> <li>* know alphabetical and numerical classification systems</li> <li>* work with illustrations, pictures, maps, books, newspapers, pamphlets etc</li> <li>* interpret information visually</li> <li>* attention to clarity of presentation</li> <li>* apply new knowledge</li> </ul>	<p>reading keywords</p> <p>summaries</p> <p>note-making</p> <p>comparisons</p>	<p>projects</p> <p>exhibitions</p> <p>displays</p> <p>portfolio</p>
	NS # 3 NS # 8	How can health be affected by waste disposal?	<ul style="list-style-type: none"> <li>* Identify problems</li> <li>* gather relevant information</li> <li>* relevant scientific knowledge is selected</li> <li>* decisions are made</li> <li>* plan of action communicated</li> <li>* variety of viewpoints are acknowledged</li> </ul>	<ul style="list-style-type: none"> <li>* gather information related to identified problem</li> <li>* select scientific information appropriate to the solution of the problem</li> <li>* compare, review, reflect gathered information</li> <li>* communicate conclusions and recommendations in a variety of ways</li> <li>* present findings showing relations between science, technology and society</li> </ul>	<p>analyse</p> <p>select</p> <p>organise</p> <p>present</p>	<p>report</p> <p>backs</p> <p>rubrics</p>
	HSS # 4 HSS # 5 HSS # 6 HSS # 7	Identify problems with current systems for the collection and disposal of waste at home and school. Compile	<ul style="list-style-type: none"> <li>* Implement strategies to address particular issues</li> <li>* Ascertain the impact of human</li> </ul>	<ul style="list-style-type: none"> <li>* identify cause and effect relationships in social and environmental issues</li> <li>* identify the steps needed within a strategy to address</li> </ul>	<p>problem-solving</p>	<p>report</p> <p>backs</p>

		a report on the findings	activities on natural systems * Examine attitudes, values and perceptions regarding the environment * critical evaluation of application of technology in different contexts	the issue * predict possible outcomes		
	LO # 5 LO # 7	Plan a clean up campaign in the school or community			planning and executing a plan Value: cleanliness co-operation	group assessment
	NS # 4	Find out how aluminum or tin are recycled. Arguments for and against recycling.			research skills debate	rubrics
	LLC # 7	Role play an education training programme about litter awareness	* Choose appropriate medium of communication * identify purpose of interaction * register, tone and body language adapted for audience * Evidence of planning, drafting and checking	Correct communication medium is chosen * select appropriate tone and body language in a variety of contexts * understand and employ different communication strategies * produce short play appropriate to topic	drama	peer assessment

#### 4.7.1 CONCLUSION

In order to plan and develop the Learning Programmes, the educators were forced to deal directly with the Curriculum 2005 Document (Discussion Document, March 1997). Constant reference to this document enabled the educators to gain

sufficient knowledge of the Specific Outcomes, the Performance Indicators and the Assessment Criteria. This experience in turn, enabled them to plan lessons from a different perspective and to gradually "design-down" or "design-back", rather than plan activities and then only seek outcomes to match the activities. It was a process that developed through the simultaneous use of the Specific Outcomes Grid (Addendum A) and the Curriculum 2005 Document. It became apparent to the educators that without a thorough knowledge of these two documents the task of Learning Programme development was unattainable.

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## CHAPTER 5

### MOVING A SCHOOL FROM TRADITIONAL PRACTICE TO THE WORLD OF OUTCOMES-BASED EDUCATION: CONSIDERATIONS AND CONCLUSION

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#### 5.1 INTRODUCTION

Change has to be handled sensitively and with vision. Extensive staff development is required as well as ongoing monitoring of progress. Implementation of OBE generally requires a restructuring of the whole education system and consequently takes a significant period of time. In the South African context OBE should initially be implemented in experimental settings that are carefully monitored. Many experimental settings would be necessary because different methods and different techniques would be used in different sites. In South Africa the diverse cultural settings and the historically "disadvantaged" areas would require this. Implemented in small scale carefully monitored settings which prove successful, would then lead to implementation on a larger scale.

In an undated article which appeared on the Internet, Dr Donald Glendenning states: *"For most of us a little*

*knowledge of the outcomes architecture would pay great dividends".*

The educator is the starting point and until we address the starting point, we cannot talk about change. Many educators struggle to understand the theoretical framework within which a particular innovation is being located, so they try to apply a method not understanding where the method comes from. Hence the need for the workshops described in this research, to familiarise the educator with the background to OBE and Curriculum 2005. Although the committees at National level discussing the new curriculum were fairly representative of all stakeholders, in practice few educators are exposed to any basic theoretical understanding of the debates surrounding education development. Unless the educator really has an understanding of what he/she is doing, it is not really fundamental change.

The educators who had participated in the five workshops and had the newly acquired knowledge about the outcomes framework were interviewed (refer to 3.4) by the researcher approximately four weeks after developing and implementing their own Learning Programmes.

### 5.1.1 Educator's insights into the use of the outcomes framework.

Some educators who had attended the workshops formed cell groups and met on a weekly basis with educators from a different school, to develop a learning programme. Others grouped together as phase/grade educators, also meeting on a weekly basis to develop Learning Programmes collaboratively. Planning and delivery issues were discussed with some of the educators. The change did not happen overnight. It will be part of a continuing reform process in the schools.

Educators shared the following insights with the researcher:

- they had need to re-examine their teaching practices to ensure that they were planning and providing opportunities for all the learners to achieve the full range of outcomes described in the framework
- the framework was compatible with their teaching
- they needed to think about "learning"
- it forced the educator to interact constantly
- it was compatible with some of their teaching practices
- it had been necessary to change some aspects of their work
- it affected change in the way they had to assess and record

- it made them more aware of their vital role as providers of opportunities for learning
- educators with different philosophies could use the framework

#### 5.1.2 Educator's personal comments

These included:

"It was a useful structure which helped me to focus on what to teach".

"It left me with the choice to decide upon the most suitable and appropriate learning activities for my class".

"It helped us at our school to look at our programme and revamp it".

"It is just an extension of what I am doing anyway".

"It created lots of additional work this year".

"The teaching is more individual. I chose strategies best suited to my class's needs".

"There is greater emphasis on what they need to know and do".

"I have noticed that with the added choices and options the learners are performing at a higher level".

"The value of collaborative planning sessions, shared information and insights have helped us to develop a common understanding".

"I know so much more now".

The conclusions drawn by the group of educators in this study can be summed up by a statement by Brett Bixler "*OBE has the capacity to revolutionise the way we teach our learners and prepare them for the future*" (1996).

## 5.2 Considerations

Improving the quality of education, while not impossible, is hard and difficult work. There are no quick fixes to sort out the old methods and the decades old legacy of traditional fundamental pedagogics. The new approach to the curriculum requires educators with confidence and skills, underpinned by a teaching culture which supports experimentation and innovation.

Lewin, in discussing the quality of schooling and teaching states: "The quality of school experience is heavily dependent on the quality of staff, their motivation and the leadership they experience. Teacher morale and professional support and awareness of education possibility through adequate pre- and in-service training are critical determinants of curricular quality over and above the level of physical support " (Lewin 1985:130).

- Positive curriculum leaders

Once educators return to their schools after attending inservice development courses, they need to be met by positive curriculum leaders who can foster and promote a culture of growth. The educators have to be supported in a "safe environment" for opportunity to experiment with new ways of teaching, learning and assessing learner's efforts. Curriculum leaders (principals, superintendents) have to be committed to the new paradigm in order to help educators grow in confidence. If not, there will be setbacks in implementation of the new curriculum. Systemic change cannot take place within a context of fear, insecurity and mistrust.

- Professional development and support

To make the transition to learner-centered learning educators will require support and professional development. Support at the pre-implementation stage in particular, with continuing support during implementation. Unterhalter (1993) says that Inset is a right and a responsibility of all educators not just an occasional intervention. Support needs to be ongoing in order for implementation to be a success, to help educators understand OBE and the implications of outcomes for teaching practice at each phase of schooling. The co-operation of all service providers is essential with emphasis on networking, teacher collaboration, peer support and the assistance of Non Governmental Organisations (NGO'S).

Together the gradual shift towards attaching high stakes to the attainment of outcomes can be made.

- Guidelines and models

A wide range of quality practices designed by the networking groups should be developed and circulated for trial implementation in as many schools as possible. This will help schools to select or design implementation programs to meet their special needs.

- Time

Most educators found that they needed time to become familiar with the outcomes before they could plan programmes and feel confident about using the outcomes. They also needed time and opportunity to network and share good practices with other schools.

- Involvement

Educators need to be involved in order to understand the benefits of and the models that they implement. They should be motivated to improve what they do and to improve their learner's learning. The whole school approach is recommended rather than implementation grade by grade. The school should become a learning community for the educators who are implementing the new curriculum.

Educators are part of a society in which change is ubiquitous. Fullan (1993: vii) says that the secret of growth and development is learning how to contend with change. If reform is introduced in a situation which is not ready for it, it can only give reform a bad name. Educational reform in the form of Curriculum 2005 is a quantum leap for South African education and educators need to move into it with a changed mindset and zest to make a difference in the lives of learners in order to produce

citizens who can live and work productively in a complex society.

#### 5.2.1 The Specific Outcomes Framework and educator accountability

The primary purpose of accountability in education is to respond to the implicit social contract between society and the public school system. Individual educators are accountable for providing learners with as many opportunities to learn as possible within available funding, resources and structures. Educators in today's schools know that the learner population is the most diverse ever seen. More than at any other time, we need schools that are responsive to the needs of all learners.

Curriculum development is a dynamic process and it should be an accountable and transparent process open to public scrutiny. Schools are accountable for improved learning among learners. Educators using the Specific Outcomes Framework are able to describe what they are judging explicitly and make data publicly available. It is the explicitness of the framework that improves accountability. Because the learner's growth is plotted all the time, educators can make detailed information available to parents, learners, principals at any point in time.

Based on the premise that all learners can succeed, society is demanding that we succeed with every learner in order that he/she exits the school system with knowledge, skills, attitudes and processes necessary to function in an information and communication age. Expectations are much higher with OBE and schools must meet these demands. Educators have to ensure that every learner receives the necessary competencies to be employable. This requires a change in the paradigm of the teaching and learning process and a different form of accountability - one based on learner performance.

### 5.3 The Specific Outcomes Framework and assessment

Because outcomes are broad descriptors of learner achievement, the use of the Specific Outcomes Framework has encouraged educators to examine and reflect on their monitoring and assessment practices.

Current assessment practices focus on course content rather than process or conceptual understandings. Using the Specific Outcomes Framework, educators are encouraged to think more critically about assessment practices. Assessment is integral to the teaching and learning process. It is not a separate event. Less time should be spent on pencil and

paper tests as the results are insufficient to meet either the explicit or implicit criteria entailed by the notion of growing competence.

Quality assessment practice will contribute to quality information about the learner's achievement of the outcome. Invaluable sources of information can be gained through educators maintaining the use of a broad range of assessment methods:

- portfolios
- profiles
- journals
- self-assessment
- group-assessment
- peer-assessment
- exhibitions
- displays
- reportbacks
- rubrics

Ultimately the educator needs to be observing the learners while they are busy with activities in a variety of situations. Although OBE must involve administrators, parents, educators and learners, ultimately it is the

classroom educator who is the key to the success of the programme. One of the main objectives of OBE is met when learners and staff both take responsibility for successful learning.

#### 5.3.1 Development of shared understanding

In order to be able to make a sound assessment of the learner demonstration of an outcome, a knowledge of the Specific Outcomes Framework is vital for all educators. It was found (see paragraphs 4.3 -4.7) that an extended period of familiarisation was needed for educators to come to terms with the Outcomes for each learning area and to understand exactly what was required for each outcome.

Educators needed to think in terms of outcomes and to pay attention to what learners needed to show that they could do. The educator's confidence in making judgments could be enhanced by networking and developing a shared understanding of the criteria for successful monitoring and assessment. The Specific Outcomes Framework provides a common language that enables educators to come to a shared view and understanding. To ensure consistency of interpretation and comparability of standards being assessed, the Specific Outcomes Framework was recognised as the tool through which all parties should be familiar and prepared to talk about,

share and reach common understanding about. Discussion of the actual wording (see paragraph 4.4), and how the outcomes describe learner achievement together with shared interpretation improved understanding.

### 5.3.2 Co-assessors

Samples of work need to be shared in order to establish and maintain consistency in standards. Diagnosis of actual work samples from learners will assist in setting comparable assessment judgments for schools networking together.

Educators become co-assessors within a principle of moderation, not only at school level but the practice can be extended to phase level and district level as well.

Educators need to make time to meet to develop common understandings of what is required by the Outcomes Framework. Such an experience will prove to be a positive one for the educators. Where judgments are made on the basis of commonly agreed and interpreted outcome statements, such judgments have a high degree of reliability. This eliminates the subjectivity aspect which could otherwise prevail.

### 5.3.3 Frequency of assessment

A common problem with the introduction of a Specific Outcomes Framework such as Curriculum 2005 is the temptation

to over-assess. Initially educators may be over-burdened with assessment records expecting to assess everything that the learner does. This problem can be overcome by networking with other educators to develop strategies to prevent over-assessment. Familiarity with the outcomes framework lessens the tendency to over-assess as the educator becomes more focused on the learner's learning rather than on completion of units of work. A collective summary of the learner's potential is collected without being overwhelmed with unnecessary data. Holistic judgments, made using a wide variety of assessment tasks (see paragraph 5.3) which can later be refined, are more effective.

#### 5.4 FURTHER RECOMMENDATIONS

In the course of compiling this research, it became apparent to the researcher that the following educator-related issues need further research:

- building the capacity of schools to make the changes necessary for learners to master outcomes
- the need to learn how to handle scheduling problems that result from learners starting and ending outcomes at different times
- accountability of schools to society

- redesigning of learners assessment and reporting programmes.

#### 5.4.1 Capacity Building

Capacity building is an all-embracing term conjuring up the idea of the ability to tackle challenges with fervour and confidence. In the post *apartheid* era schools have more autonomy than ever before and management is now school based granting educators *carte blanche* to become curriculum designers.

Few schools have, however, reorganised their curriculum or overhauled their recording schemes to reflect the outcomes programmes. An over-riding inertia seems to be preventing schools from making changes necessary to implement the new curriculum.

Opportunities to extend the boundaries of the classroom abound in all educational settings, whether rural or urban. Educators have to be encouraged to relinquish their resistance to change from classroom bound activities to that of exploration and fieldwork in their environment and open themselves up to community influences.

An area where educators require the greatest assistance is primarily in the selection of functional and purposive learning which is contextually relevant. Paramount to this aim is the interpretation of Curriculum 2005 Document (April 1997) coupled with confidence and initiative on the part of the educators to choose what will be relevant to their unique situation. Educators exude a concern about allowing time for self-reflection or peer reflective strategies, for negotiated learning activities and for unbounded programmes. Shackled by past constraints these characteristics necessary for Learning Programme design become frightening attacks at the safe and secure paradigm the educators find themselves in. The questions that need further research are:

- How do we overcome the problem of educators remaining "paradigm people"? What strategies are necessary to change the *apartheid* mindset of educators?
- In assisting the learner to make sense of his/her world, what multi-modal, collaborative, exploratory, contextually supportive and purposive strategies can the educator employ and how is confidence in the use of these strategies inculcated in the educator?
- How do we move educators from the safe textbook bound zone to becoming autonomous, innovative thinkers designing their own learning materials which meet National standards?

#### 5.4.2 Scheduling problems

The acknowledgment and accommodation of different learning styles and different rates of learning is an issue facing all educators. Coping with learners working at their own pace and therefore at different levels to one another presents a difficult challenge for educators who are used to working to rigid timetables. Educators therefore find it difficult when boundaries between time and space become less distinct. Flexitime and freedom on the part of the learner to choose learning activities are a far cry from the traditional classroom. The security of timetabled periods and the simultaneous completion of tasks is easier to cope with. Educators expressed fear at coping in this area. The intrusion of comfort-zones exposed the educator's vulnerability and decreased self-confidence. Teaching methodology comes under scrutiny and collaborative methods, peer tutoring, group work and team teaching all have a vital role to play. Questions needing further research are:

- What are the benefits of multi-age classrooms?
- Are these type of classes more appropriate to Outcomes-Based Education?
- What organisational skills are required by the educator in order to engage and motivate learners to their fullest potential, in such a situation ?

- What impact does class size have on scheduling problems of this nature?

#### 5.4.3 Accountability of schools to society

Where schools are responsible for curriculum development and assessment of learners they are opening themselves up to a high level of accountability to parents and society at large. Educators should be responsive to community needs and a healthy partnership should be encouraged between parents, community and other stakeholders. The aim of education, to develop responsible thinking citizens, rest in their hands. Curriculum development is an onerous task for even experienced educators and being the dynamic process that it is, educators have to take cognisance of the continually changing demands of the curriculum. No longer can educators do the same thing year after year. The dynamic nature and transparency of the process requires constant change and updating of learning materials. This task has fallen into the hands of classroom educators. The questions that need to researched are:

- Research and pilot projects are crucial elements in curriculum development. What time frames are required to institute such changes and are such projects being sustained within the schools?

- Are educators being offered sufficient In-service training in order for them to fulfill the task?
- Is the quality of Inset initiatives commendable and practical enough to equip educators for the task of curriculum development?
- Are educators fully aware of their task as curriculum developers?
- How does one inculcate ownership of curriculum programmes in educators and sustain a positive contribution from educators towards the important and accountable task of curriculum design?

#### 5.4.4 Recording and reporting programmes

The educator's responsibility to plan assessment strategies simultaneously with lesson planning is not always done.

Teaching, learning and assessment are inextricably linked, yet so often assessment is simply tagged on at the end. The unfolding capabilities of the learners need to be observed, tracked, supported and reported at all stages of the learning process. Educators need to be able to report to learners, parents, education officials at any given time. New reporting, recording and assessment strategies have to be designed and used by educators for this purpose.

Questions needing research are:

- Are classroom educators able to design informative recording forms?
- What are the most user-friendly methods to record without becoming weighed down with paper work?
- Are educators equipped to report holistically about learners' achievements and progress?
- Why do educators fear continuous assessment?
- To what extent will subjectivity play a part in learner assessment?
- How will class size impact on quality assessment?

## 5.5 CONCLUSION

In using the Specific Outcomes grid, trial educators suggested that it actually assisted them in presenting the curriculum in a more integrated way, both within learning areas and across the curriculum. The educators exhibited a growing awareness of the potential for integration across learning areas. Evidence of this can be seen in the examples of Learning Programmes developed after attending workshops to explain the Specific Outcomes grid (see Addendum E). *Connected and relevant learning experiences in all learning areas is possible.*

Focusing on the outcomes grid and the sixty six Specific Outcomes forced educators to examine what they wanted learners to achieve from an activity. It became the framework for all lesson planning, providing the structure and direction that many educators long for. Educators were also made aware of the areas of the curriculum which they had in the past, not been addressing. This forces educators to come to terms with aspects of the curriculum they had previously been able to avoid. Using the Specific Outcomes Framework helped educators come to terms with the knowledge and skills of all Learning Areas and to check the coverage of their programmes. The Specific Outcomes Framework informed the planning and teaching and helped educators modify the delivery of existing programmes.

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## LIST OF SOURCES CONSULTED

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and	Mathematical Literacy, and Mathematics	Natural Sciences	Technology	Arts and Culture	Human and Social Sciences	Life Orientation	Economic Management Sciences
and	MLM SO# 1: demonstrate understanding of ways of working with numbers	NS SO# 1: use process skills to investigate phenomena related to Natural Science	T SO#1: understand and apply the technological process to solve problems and satisfy needs and wants	AC SO# 1: apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products	HSS SO # 1: demonstrate a critical understanding of how South African society has changed and developed	LO SO# 1: understand and accept themselves as unique and worthwhile human beings	FMS SO# 1: demonstrate understanding of entrepreneurship
f	MLM SO # 2: manipulate number patterns in different ways	NS SO # 2: demonstrate the acquisition of knowledge and an understanding of concepts and principles in Natural Science	T SO # 2: apply a range of technological knowledge and skills ethically and responsibly	AC SO # 2: use the creative processes of arts and culture to develop and apply social and interactive skills	HSS SO # 2: demonstrate a critical understanding of patterns of social development	LO SO# 2: use skills and display attitudes and values that improve relationships in family, group and community	FMS SO# 2: demonstrate understanding of personal and environmental management
and to ve. values	MLM SO# 3: demonstrate understanding of the historical development of maths in various social and cultural contexts	NS SO # 3: apply scientific knowledge and skills to problems in innovative ways	T SO # 3: access, process and use data for technological purposes	AC SO #3: reflect on and engage critically with arts experience and works	HSS SO # 3: participate actively in promoting just, democratic and equitable society	LO SO# 3: respect the rights of people to hold personal beliefs and values	FMS SO# 3: demonstrate understanding of the principles of demand and supply
variety	MLM SO # 4: critically analyse how mathematics relationships are used in social, political and economic relations	NS SO# 4: demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilisation of natural and other resources	T SO # 4: select and evaluate products and systems	AC SO # 4: demonstrate an understanding of the origins, functions and dynamic nature of culture	HSS SO # 4: make sound judgments about the development, utilisation and management of resources	LO SO # 4: demonstrate value and respect for human rights as reflected in <i>ubuntu</i> and other similar philosophies	FMS SO# 4: demonstrate understanding of management and administration
stand, language intentions	MLM SO # 5: measure with competence and confidence in a variety of ways	NS SO # 5: use scientific knowledge and skills to support decision-making	T SO # 5: demonstrate an understanding of how different societies create and adapt technological solutions to particular problems	AC SO # 5: experience and analyse the role of the mass media in popular culture and its impact on popular culture and its impact on multiple forms of communication and expression in the arts	HSS SO # 5: critically understand the role of technology in social development	LO SO # 5: practice acquired life and decision-making skills	FMS SO# 5: demonstrate understanding of financial analysis and decision-making
g	MLM SO # 6: use data from various contexts to make informed judgements	NS SO # 6: demonstrate knowledge and understanding of the relationship between science and culture	T SO # 6: demonstrate an understanding of the impact of technology	AC SO # 6: use art skills and cultural expressions to make an economic contribution to self and society	HSS SO# 6: demonstrate an understanding of interrelationships between society and the natural environment	LO SO # 6: access career and other opportunities and set goals that will enable them to make the best use of their potential and talents	FMS SO# 6: demonstrate understanding of different types of work and from work
ategies s and	MLM SO# 7: describe and represent experiences with shape, space, time and motion using all available senses	NS SO # 7: demonstrate an understanding of the changing and contested nature of the Natural Sciences	T SO# 7: demonstrate an understanding of how technology might reflect different biases and create responsible and ethical strategies to address them	AC SO # 7: demonstrate an ability to access creative arts and cultural processes to develop self-esteem and promote healing	HSS SO # 7: address social and environmental issues in order to promote development and social justice	LO SO # 7: demonstrate the values and attitudes necessary for a healthy and balanced lifestyle	FMS SO# 7: demonstrate understanding of action and sustainable economic development
	MLM SO# 8: analyse natural forms, cultural products and processes and representations of shape, space and time	NS SO # 8: demonstrate knowledge and understanding of ethical issues, bias and inequalities related to the Natural Sciences		AC SO # 8: acknowledge, understand and promote historically marginalised arts and culture forms and practices	HSS SO# 8: analyse forms and processes of organisations	LO SO # 8: evaluate and participate in activities that demonstrate effective human movement and development	FMS SO# 8: demonstrate understanding of international economic environment
	MLM SO# 9: use mathematical language to communicate mathematical ideas, concepts, generalisations and thought processes	NS SO # 9: demonstrate an understanding of the interaction between the Natural Sciences, technology and socio-economic development			HSS SO# 9: use a range of skills and techniques in the human and social sciences context		
	MLM SO# 10: use various logical processes to formulate, test and justify conjectures						

Questionnaire

Dear Colleague,

Your assistance in answering the following questions will be greatly appreciated. Please note that no names are necessary!

SECTION A:

1. Teaching experience: (tick the relevant boxes)

1-5 years	
6-10 years	
11-20 years	
20 + years	

2. Present rank:

Educator PL 1	
H O D	
Deputy principal	
Principal	

3. Type of school:

Public Junior Primary	
Public Primary	
Public Secondary	
Independent School	
Special school	

4. Have you attended any Inset for OBE?

YES / NO

5. Is your school implementing OBE this year?

YES / NO

SECTION B

1. As an educator, what are your fears and concerns about implementing Outcomes based education ?

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2. Rather than fight the system which is now non-negotiable, how do you intend to incorporate OBE goals into your classroom system?

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3. Why do you think that parents and the community at large are unimpressed with the OBE concept?

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4. How do you think the impact of OBE could have been softened for the community, parents and educators?

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5. Are there ( in your opinion), any merits to OBE and how can they be implemented in the light of so much opposition?

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6. When working with the Specific Outcomes Framework, did you find it:

easy to use	
very difficult to use	
the language too vague	
open to misinterpretation	
easy to cluster outcomes from different learning areas	
any other comment:	
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7. What are your comments regarding the feasibility of educators designing independent learning programmes for their own classes?

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8. If you have been involved in drawing up learning programmes, how have you gone about planning it?

alone	
with one other educator from the same school	
with one other educator from another school	
a group of educators from the same phase	
colleagues from different schools	
as a member of a learning area committee	

9. What was your group's division of work based upon?

1. <u>Learning Areas</u> : Each person planned a learning programme based on a different learning area	
2. <u>Programme Organisers</u> : Each person undertook to plan a different programme organiser	
3. <u>Specific Outcomes</u> : Each person decided on activities directed at different Specific Outcomes	
4. <u>Phase Organisers</u> : Each person chose different activities to suit the phase organisers	

Please comment on any other method that you might have used.....  
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10. Would you be able to cope with OBE if you had to work entirely alone?

YES /NO

11. Which area did you have the most difficulty coping with?

Specific Outcomes	
Assessment Criteria	
Performance Indicators	
Programme Organisers	
Phase Organisers	
Range Statements	
All of them	

Motivate:.....  
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12. Can educators in South Africa meet the challenges of implementing OBE?

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13. Do you think that OBE will lead us out of our discontent about schools?

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*THANK YOU SO MUCH FOR YOUR TIME AND HELP. I DO WISH YOU EVERY SUCCESS AS YOU IMPLEMENT OBE AT YOUR SCHOOL. IF I CAN BE OF ANY ASSISTANCE TO YOU PLEASE DO NOT HESITATE TO CONTACT ME.*

GLYNNIS PRINSLOO  
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## VRAELYS

GEAGTE KOLLEGA,

U HULP MET DIE BEANTWOORDING VAN DIE VOLGENDE VRAELYS WORD OPREG WAARDEER. LET ASSEBLIEF DAAROP DAT U NAAM NIE BENODIG WORD NIE.

## 1. Afdeling A

Onderwysondervinding (Merk slegs die blokkie wat op jou van toepassing is).

1-5 jaar	
6-10 jaar	
11-20 jaar	
20 + jare	

## 2. Huidige posvlak

Onderwyser posvlak 1	
Departements hoof	
Onderhoof	
Hoof	

## 3. Tipe Skool

Publieke Junior Primer	
Publieke Primer	
Publieke Sekonder	
Onafhanklike Skool	
Spesiale Skool	

## 4. Het u enige UGO vergaderings bygewoon?

JA / NEE

## 5. Implementeer u skool UGO vanjaar?

JA / NEE

2. Afdeling B

1. As 'n opvoeder, wat is u vrese en bekommernisse rondom die implementering van UGO?

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2. In plaas daarvan om te veg teen iets wat onafwendbaar is, hoe gaan u UGO implementeer in u klassituasie?

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3. Waarom dink u is die ouers asook die gemeenskap in die geheel, nie beindruk met die UGO konsep nie?

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4. Na u mening hoe kon die impak van UGO op 'n meer positiewe manier aan die gemeenskap, ouers en opvoeders oorgedra word.

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5. Het UGO (in u opinie), bestaansreg en hoe kan die owerheid voortgaan met die implementering daarvan in die lig van soveel teenstand?

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6. Toe u met die Raamwerk van 66 Spesifieke Uitkomste gewerk het, watter van die onderstaande het u ondervind ?

maklik om te gebruik	
moeilik om te gebruik	
die taal baie vaag/ onduidelik	
die taal misleidend	
maklik om uitkomste by verskillende leerareas te pas	
ander kommentaar.....	
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7. Wat is u kommentaar aangaande die uitvoerbaarheid daarvan dat sommige opvoeders hulle eie onafhanklike leerprogramme vir hulle eie klasse opstel/uitwerk?

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8. Indien u betrokke was by die opstel van 'n leerprogram, hoe het u te werk gegaan met die beplanning?

alleen	
saam met 1 ander personeellid van dieselfde skool	
saam met 1 ander personeellid van 'n ander skool	
saam met 'n groep opvoeders van dieselfde fase	
saam met kollegas van 'n ander skool	
as 'n lid van 'n leerarea komitee	

9. Waarop was u groep se werkverdeling gebaseer?

<u>Leerareas</u> : Elkeen het 'n leerplan beplan wat op 'n verskillende leerareas gebaseer was	
<u>Programorganiseerder</u> : Elkeen het 'n verskillende organiseerder gekies en daaraan gewerk	
<u>Spesifieke Uitkoms</u> : Elkeen het aan aktiwiteite gedink wat toepaslik was by sekere uitkomste	
<u>Fase Organiseerders</u> : Elkeen het aktiwiteite gekies wat aangesluit het by die verskillende fase organiseerders	

Lewer asseblief kommentaar oor enige ander metode wat u dalk gebruik het.

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10. Sal u instaat wees om reg te kom met UGO as jy op jou self aangewese moet wees?

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11. Watter afdeling was vir u die moeilikste?

Spesifieke uitkomste	
Evalueringkriteria	
Prestasieaanwysers	
Programorganiseerders	
Faseorganiseerders	
Domeinstellings	
Al bogenoemde	

Motiveer.....  
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12. Is opvoeders in Suid Afrika opgewasse om die implementering van UGO te hanteer?

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13. Dink u dalk UGO gaan ons meer positief ingestel maak teenoor ons skole?

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Baie dankie vir u tyd en hulp. Ek wens u alle sterkte toe met die implementering van UGO in u skole. Moet asseblief nie huiwer om my te kontak indien ek enigsins van hulp kan wees nie.

GLYNNIS PRINSLOO  
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**ADDENDUM D**

**CURRICULUM 2005: OBE WORKSHOP  
GROUP DISCUSSION**

**19 AUGUST 1997**

1. Should we work with outcomes from all learning areas or concentrate on introducing OBE gradually through one or two learning areas only?

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2. Do you think that outcomes are an effective tool for educators to use to monitor students' learning and to help them plan teaching to suit the development of all learners?

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3. Can you use outcomes with your existing programmes and teaching strategies?

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4. Do you find the outcomes framework flexible enough for teachers with quite different pedagogical practices to identify with it?

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5. What is a reasonable expectation of improvement in the next one, two or three years?

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6. How will we know the extent to which these target expectations are met?

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7. What are the key hindrances and aids in achieving these expectations?

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8. What level of resourcing and support is necessary?

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**GROUP ANSWERS:**

- 1.\* Through all Learning Areas ( **Grade One**)
  - \* Introduce gradually through one or two Learning Areas still developing basic skills e.g. numeracy, reading, writing ( **Grade Two** )
  - \* Introduce OBE through all Learning Areas as all Learning Areas are linked ( **Grade Three**)
  - \* All Learning Areas- but skills must be taught throughout e.g. reading skills ( **Grade Four**)
  - \* In the lower grades it may be beneficial to introduce OBE through one or two Learning Areas whereas the higher grades it may be better to introduce it through all Learning Areas ( **Grade Five** )
  - \* Try to work with all Learning Areas where possible ( **Grade Seven** )
  
- 2 \* Yes, if outcomes are relevant and attainable ( **Grade One** )
  - \* Definitely ( **Grade Two** )
  - \* Outcomes are an effective tool. We are concerned about the language and various interpretations of these outcomes ( **Grade Three** )
  - \* Yes ( **Grade Four** )
  - \* Yes it has merit and could be used as a guide to develop all learners ( **Grade Five** )
  - \* You need to assess skills first and then see whether the outcome has been demonstrated ( **Grade Seven** )
  
- 3.\* We can use the outcomes with our existing programmes but we need to be flexible and have a structured reading scheme and keep the basic structure of the Grade One day. We would like to keep our original themes as we feel they are good. JP teachers have always taught like this so methods of teaching and assessing are not new to us ( **Grade One** )
  - \* Yes, with some changes in teaching strategies in some schools ( **Grade Two** )
  - \* Certain outcomes may be used. At the same time it isn't always easy to implement these. Some outcomes will never be used. ( **Grade Three**)
  - \* Yes ( **Grade Four** )
  - \* Yes, definitely with language across the curriculum themes ( **Grade Five** )
  - \* Yes ( **Grade Seven** )
  
- 4.\* No ( **Grade One**)
  - \* Can be flexible enough but the whole concept will be difficult for rural schools ( **Grade Two** )

- \* It is far too prescriptive( Outcomes). Some of these outcomes are totally unsuitable. It is flexible in the sense that educators can develop their own programmes  
( **Grade Three** )
  - \* The framework itself is flexible provided that the educators have the ability to adapt and identify with it. i.e. this may be very problematic for conservative textbook teachers. ( **Grade Four** )
  - \* Yes it is flexible for those in the know ( **Grade Five** )
  - \* Yes ( **Grade Seven** )
- 5.\* Three years. Hopefully more user friendly materials will be developed. ( **Grade One** )
- \* Continuous improvement can be expected. Need for "user-friendly" language ( **Grade Two** )
  - \* Nationally, educators will start to become more progressive and flexible in their teaching. Need to improve on the jargon used, must be translated into simpler language. ( **Grade Four** )
  - \* Within three years we should see a difference in teaching ( **Grade Seven** )
- 6.\* When OBE is implemented throughout the country and there are visible results of improvement in education ( **Grade Three** )
- \* It will be very difficult, almost impossible ( **Grade Four** )
  - \* Unsure ( **Grade Seven** )
- 7.\* Time factor! Do we need to spend all this time with so much written organisation and coding? A need to simplify the language so that administration would be easier  
( **Grade One** )
- \* Lack of communication  
Poorly trained teachers  
Lack of motivation  
Lack of finance  
Lack of facilities ( **Grade Four** )
  - \* Lack of time  
Lack of Guidelines and workshops ( **Grade Seven** )
- 8.\* Assessment was a concern for all of us. Need to draw up a plan for our record books that includes all criteria on one sheet. User-friendly. ( **Grade One** )
- \* In-service courses  
Money to run courses, improve facilities, teaching aids and materials ( **Grade Four** )
  - \* Simpler terminology is needed for easier understanding  
Practical teaching examples. Regular meetings with other

schools to plan and critically evaluate programmes  
developed ( **Grade Five** )

\* Small group networking

Workshops ( **Grade Seven** )

## ADDENDUM E

LEARNING PROGRAMMES: PETS, CONSERVATION AND COLOUR

DEVELOPED BY : J RAUBENHEIMER, L PATRICK AND S HOUGHTING,

LADDSWORTH PRIMARY SCHOOL, HILTON, FOR A GRADE TWO CLASS.

The following Learning Programmes were developed by educators approximately nine months after workshops were attended. The insight and understanding of the Outcomes Framework is clearly evident in the integrated manner in which the programme has been designed.

The over-riding outcomes for these three interesting and well-thought out programmes developed for grade two learners seem to be to communicate effectively and to work collaboratively with each other. Good use is made of a variety of speaking, listening, reading, writing and comprehension activities. The list of performance indicators informs the assessment strategies used for the activities.

The Learning Programme lends itself to rubrics, self assessment and peer assessment, all of which the educator can use to consolidate an ongoing assessment of the learner throughout the programme.

The practical responsibility of caring for a pet at school for a two week period proved very valuable and taught many useful lifeskills, as did the creation of an indigenous

garden in the school grounds. The latter exercise utilised the assistance of parents and community who involved themselves fully with the learners. An important Outcomes-Based Education principle, that of accepting responsibility for their own learning, was very evident in the execution of these Learning Programmes.

Comprehensive planning of this nature allows for well facilitated , goal-directed lessons being implemented, only enabled by the fact that the educator had a sound knowledge of the Outcomes Framework.

## OVERVIEW PROGRAMME ORGANISER: PETS

GENERAL OUTCOMES	SPECIFIC OUTCOMES	ACTIVITIES	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	SKILLS
and solve problems	LLC#1 LLC#2 LLC#6 LLC#7	1. Discuss individual pets	Ability to communicate	Took part in group discussion	communicate
and manage es	LLC#2 LLC#4 LLC#5 LLC#6	2. Write a paragraph describing their own pet.	Ability to select appropriate words	Ability to put thoughts clearly onto paper Ability to construct sentences using appropriate language	paragraph writing sentence construction dictionary skills use of adjectives
analyse and organise cation	AC#1 AC#3 AC#7	3. Point a picture of their own pet	Ability to use appropriate colours Ability to draw in proportion	Painted a picture of their pet	sketching use of colour planning proportion
nce and technology nd world as set of ystems	MLM#1 MLM#2	4. Problem solving  5. Compile a graph of class pets 6. Compile a graph of pets at their table	Ability to solve problems relating to pets Ability to use appropriate methods systematically Ability to select appropriate operation Ability to use appropriate mathematical language Ability to compile data Ability to transfer information onto a graph Ability to analyse data and draw conclusions	Solved problems accurately Recorded methods used  Completed the graph having collected information Answered questions relating to the graph	strategising accuracy logical procedures reasoning  compiling data categorizing recording group work
	LLC#1 LLC#2 LLC#3 LLC#6 LLC#7	7. Read and discuss poetry on pets  8. Comprehension on a pet poem  9. Write individual poems in the shape of a pet animal	Show ability to determine mood Ability to read with expression Ability to read between the lines  Ability to read poem with understanding Ability to answer questions in full sentences Ability to use descriptive words Ability to construct sentences Ability to communicate ind. Ideas	Took part in group discussion Showed understanding of the poem  Was able to answer questions accurately  Completed a poem about a pet	interpretation appreciation interpret instructions read for meaning making judgements transcribing  communication expressing feelings use of adjectives

	<p>10.Object study of a pet ; Care of the pet</p> <p>Body structure Locomotion Feeding habits Sleeping habits</p>	<p>Ability to understand each pet type and their differences Ability to care appropriately for the different pets Show responsibility to another living creature</p>	<p>Successfully took care of 3 different kinds of pets for a 2 week period each</p>	<p>observation empathy drawing conclusions accumulating data labelling recording assessing</p>
AC#1	<p>11 Paper folding animals(appropriate to choice of pet)</p>	<p>Ability to cut out template of the pet Ability to fold correctly</p>	<p>Completed animal correctly</p>	<p>planning dexterity following instructions</p>
LLC#5	<p>12.Worksheet involving word matching Collective nouns, gender and Diminutives appropriate to each Animal family</p>	<p>Ability to match words according to the family Show an understanding of English language usage</p>	<p>Completed the worksheet successfully</p>	<p>matching word knowledge</p>
LO#7 LO#8	<p>13.Visit Celtis Mews Cattery and Dargle Dale Kennels</p> <p>14.Guest speaker from the S.P.C.A.</p>	<p>Ability to wait patiently for a turn to view the animals Ability to listen to information given by the expert Ability to ask appropriate questions Ability to follow instructions</p>	<p>Listened carefully and was able to recall information given</p>	<p>observation compare group skills listening questioning summarize</p>

EMS#5 MLM#1 MLM#2 MLM#4	15. Budgeting for a pet  16. Ways of making money to pay for the pet and all its needs	Ability to know the value of money Ability to itemize and analyse the costs of keeping a pet Ability to estimate the costs.	Successfully kept the pet with money raised.	compile data record information analyse compare calculating evaluating problem solving
AC#1 AC#3 AC#7	17. Collage	Ability to choose appropriate colours Ability to work in a group Ability to recognise colours	Was able to produce part of a class collage.	Dexterity composition planning sketching perseverance use of appropriate colours
LLC#1 AC#2 AC#3	18. Stitch around the shape of an animal.	Ability to persevere in a lengthy task Ability to make simple stitches in a neat way.	Successfully completed the article	determination sewing perseverance dexterity
LLC#1 AC#2 AC#3	19. Cat Day - dressing up	Ability to express themselves Ability to relate to own experiences Ability to work with imagination Ability to respond to rhythm and movement	Took part in all aspects of the day.	Interpretation communication expressing feelings

MLM #1	16. Estimating number of animals in a given picture.	Ability to estimate the number of animals in a picture at a glance Ability to work out the difference between estimate and actual number	Was able to estimate with success and satisfactory accuracy	observation estimation comparing recording
LLC #3 NS #2 NS #4	17a. Discuss carnivore animal group: habitat food types feeding habits protection family grouping 15b. Complete worksheet(9)	Ability to see relationship between habitat and feeding habits Ability to categorize animals according to given criteria	Was able to categorize according to given information Was able to see relationships in nature	categorizing apply knowledge
LLC #1 LLC #2 LLC #3 LLC #6 LLC #7	18a. Compile a wordbank of words appropriate for a predator hunting 16b. Creative writing - narrative a predator on a hunt	Ability to choose appropriate words Ability to plan a story Ability to write a narrative	Was able to plan & write a narrative successfully	brainstorming sentence making planning imagination originality
MLM #6 MLM #9	19. compile a graph of animals found in a game reserve	Ability to compile data Ability to transfer information on to a graph Ability to analyse data and draw conclusions	Completed the graph having collected the necessary information Answered questions relating to the graph	compiling data categorizing recording drawing conclusions
LLC #1 LLC #4	20. Complete an animal crossword puzzle	Ability to understand clues Ability to check spelling using a wordbank	Successfully completed the crossword	vocabulary spelling decoding sequencing
LLC #3 LLC #6 LLC #7 NS #2 NS #4	21a. Discuss insectivore animal group: habitat food types feeding habits protection family grouping 21b. Write a description of a spider	Ability to see relationship between habitat and feeding habits Ability to categorize animals according to given criteria Ability to find spiders in their habitat Ability to observe detail	Was able to categorize animals Was able to find spiders in appropriate habitats Was able to pick out details Was able to write a description of a spider	observation attention to detail use of adjectives use of dictionary
LO #7 LO #8	22. Guest speaker - birding enthusiast to tell learners how to bird watch	Ability to listen attentively Ability to formulate a strategy	Was able to listen attentively Was able to formulate a strategy	listening interpreting

HSS #6	23. Visit to Doreen Clark Nature Reserve to bird watch	Ability to sit quietly and listen to nature Ability to identify birds	Was able to apply knowledge acquired Was able to identify certain species of bird	listening patience identifying
MLM #1 MLM #2 MLM #6 MLM #9	24. Problem solving	Ability to solve problems relating to animals Ability to use appropriate methods systematically Ability to select appropriate operation Ability to use appropriate mathematical language	Solved problems accurately Recorded methods used	strategizing accuracy logical procedures reasoning
LLC #3 LLC #6 LLC #7 NS #2 NS #4	25. Discuss omnivore animal group : food type	Ability to determine feeding habits Ability to record findings	Was able to complete table successfully	categorizing
NS #2 NS #4	26. Discuss nocturnal and diurnal animals	Ability to categorize animals Ability to cut and paste under correct headings	Successfully cut and pasted into the correct categories	classifying use of scissors sticking skills
HSS #9	27. Visit a game park	Ability to apply acquired knowledge Ability to observe and identify animals and birds Ability to record what was seen	Was able to observe and identify animals and birds	observation identify comparison
AC #1 AC #2 AC #3 HSS #9	28. Paint a group picture of various habitats	Ability to be part of a group Ability to paint with detail Ability to choose appropriate colours	Successfully complete a group painting	recall observation planning presentation
LLC #7 HSS #9	29a. Project to become involved in the local wetland 29b. Write a letter of thanks	Ability to make decisions Ability to work as part of a group Ability to write a letter	Was able to work in a group Was able to become involved meaningfully in a project Was able to write a letter of thanks	group skills participation
LLC #4	30. Self study	Ability to retrieve information Ability to pick out the main idea Ability to present the information retrieved Ability to report back to the class	Was able to retrieve and present information in written and oral form	key words summarizing identify presentation clear speech

LLC #1 LLC #2 LLC #4	31. Listening skills	Ability to listen for information Ability to listen for enjoyment Ability to answer questions	Was able to listen carefully Was able to answer the questions easily	listening comprehension make judgements
AC #1 AC #2 AC #3	32. Ethnic style art	Ability to copy from a picture Ability to make a repetitive pattern Ability to plan the picture	Was able to create an aesthetically pleasing piece of art	planning presentation perspective sketching accuracy
LLC #3 LLC #7 AC #3	33. Dramatisation of African folk tales	Ability to read the story with understanding Ability to interpret the story Ability to act out the story as part of a group	Successfully took part in the group dramatisation	self confidence respect opinion creative thinking clear speech effective comm. interpretation team work
HSS #9	34. Adopt a spot in the community	Ability to share ideas Ability to work in a group Ability to persevere with a task	Was able to contribute meaningfully to the class project with ideas and physical effort	group skills respect opinion planning suggest alternatives
LLC #2 LLC #3 LLC #9	35. Comprehension on an African folk tale	Ability to read the story with understanding Ability to answer the questions in full sentences	Was able to answer questions accurately	read for meaning interpret questions transcribing
LLC #1	36. Writing workbook sheets - as individual activities	Ability to copy the sentence correctly Ability to write using correct spacing Ability to form letters correctly Ability to make appropriate colours	Was able to write the sentences correctly and neatly	transcribing letter formation spacing choices of colours
LLC #7 AC #1 AC #2	37. Make up a song with music	Ability to write words to an existing Ability to work out a rhythm	Was able to work in the group Was able to contribute to the words of the song Was able to keep a basic rhythm	creative thinking rhythm making sounds
LLC #7 AC #1 AC #2	38. Informal concert	Ability to perform to an audience with confidence	Took part readily and confidently	self confidence team work uses body to convey meaning makes sound with voice

ASSESSMENT SHEET  
PROGRAMME ORGANISER - PETS

ASSESSMENT SHEET  
PROGRAMME ORGANISER - PETS

LEARNER NAMES	SOS		SKILLS
	not achieved	achieved	
LLC#1			SKILLS 1 - achieved poorly 2 - nearly achieved 3 - achieved 4 - achieved well 5 - superior achievement
LLC#2			
LLC#3			
LLC#4			
LLC#5			
LLC#6			
LLC#7			
MLM#1			
MLM#2			
MLM#4			
MLM#6			
EMS#5			
LO#7			
LO#8			
AC#1			
AC#2			
AC#3			
AC#7			
LEARNER INITIALS			
Build sentences			
Paragraph writing			
Dictionary skills			
Compile data			
Record information			
Planning			
Drawing conclusions			
Empathy			
Counting			
Estimating			
Interpretation			
Brainstorming			
Dexterity			
Observation			
Group skills			
Listening			
Questioning			
Comprehending			
Composition			
Sketching			

SPECIFIC OUTCOMES

SKILLS

# OVERVIEW : PROGRAMME ORGANISER - CONSERVATION

CRITICAL OUTCOMES	SPECIFIC OUTCOMES	ACTIVITIES	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	SKILLS
Identify and solve problems Groupwork Organise and manage themselves	LLC #1 LLC #2 LLC #3	Read Genesis, ch.1 Discuss the relevance of the text	Ability to listen and extract relevant information Ability to interpret meaning through drawing Ability to construct a sentence to sum up the meaning of their interpretation	Was able to interpret and convey meaning through drawing Was able to interpret and convey meaning in written form	listening interpretation communication respect opin
Collect, analyse and organise Communication Use science and technology Understand world as a set of related systems	LO #2 LO #3 LO #5 NS #3 HSS #4 HSS #6 HSS #7	1. Guest speaker from the Natal Parks Board to speak on the need for conservation	Ability to listen attentively Ability to ask appropriate questions Ability to contribute to discussion	Listened carefully and engaged in appropriate discussion	listening assessing make judgements suggest alter
	NS #3 HSS #4 HSS #6 HSS #7 LLC #1	2a. Discuss the meaning of the word conservation 2b. Choose a class meaning of the word conservation 2c. Worksheet(1) showing areas of conservation	Ability to see that things in the environment need attention Ability to recognise specific areas of concern Ability to see the needs of the environment as a whole	Was able to consider all the facts and decide as part of a group on a statement of relevance	brainstorm listen to analyse question suggest alter make a choice key words an
	NS #1	3. Design a poster on a conservation issue	Ability to choose an issue to depict Ability to plan a poster Ability to complete a task	Designed and made a poster	planning attention to organisation imagination key words
	NS #1 NS #2	4a. Discuss the need for oxygen in the world 4b. Worksheet(2)	Ability to see the interrelationship of plant and animal in the environment	Successfully completed the diagram	observation labelling
	NS #1 NS #2	5a. Watch a video showing the causes and effects of erosion on the environment. 5b. Conduct a set of experiments to show the effects of rain water on the environment.	Ability to concentrate and draw conclusions from information given. Ability to predict what may happen Ability to draw conclusions Ability to see the relevance of the outcome of the experiment for the world	Watched the video and drew conclusions  Was able to conduct the experiment successfully Was able to draw conclusions	observation critical thinking listening drawing conclusions working together
	NS #1 LLC #1 LLC #7	6. Find a spot and sit and observe life and movement.	Ability to sit quietly Ability to observe in a meaningful way Ability to record what they see by drawing Ability to tell others what they have seen	Was able to sit quietly and observe Was able to record what was seen Was able to report back meaningfully	observation drawing selecting listen to others
	NS #2 HSS #6	7. Design a food chain that would exist in our gardens Worksheet (3 & 4)	Ability to see interrelationship between living organisms in the environment Ability to design an appropriate food chain	Successfully designed a possible food chain	experimental applying

NS #1 NS #2 NS #3 HSS #6	8. Plan and establish an indigenous garden in the school grounds	Ability to work as part of a group Ability to use acquired information to make appropriate choices Ability to see a lengthy task to completion	Successfully worked as a group to design and plant an indigenous garden	listening respect opinion make choices planning work with others perseverance
T #1	9. Design and build a bird bath	Ability to share ideas Ability to draw their idea Ability to select the most appropriate design	Was able to work in a group Was able to communicate ideas Was able to make a choice	group skills respect opinion planning perseverance decision making modelling suggest alternatives
NS #1 HSS #6	10. Discuss and complete an ecological pyramid Worksheet(5)	Ability to see the relationships in nature Ability to answer in sentences Ability to answer pictorially	Completed the pyramid	applying knowledge
EMS #5 HSS #4 HSS #6 HSS #7	11. Discuss pollution Organise a litter drive in the school. Monitor the progress of the drive	Ability to determine a pollution problem in the school Ability to suggest appropriate strategies to overcome the problem Ability to see the project through for a reasonable period of time	Was able to identify a problem Was able to contribute effectively to class discussions Was able to see a project through to completion	identify problem strategize respect opinion planning initiative decision making make suggestions
LLC #1 LLC #2 LLC #3	12. Word search on wildlife Worksheet(6)	Ability to discriminate letters Ability to find the hidden words	Successfully completed the Word search	identification discrimination
NS #2 NS #4 LLC #3	13. Discuss herbivore animal group: habitat food type feeding habits protection family grouping Complete worksheet(7)	Ability to draw conclusions from information given Ability to see relationship between habitat and feeding Ability to categorize animals according to food type	Was able to see the relationship between animals and their habitats Was able to categorize according to given information	identify categorize apply knowledge
AC #1	14. Copy house banner	Ability to copy from the banner Ability to pay attention to detail	Made a detailed reproduction of the house banner	observation copying sizing perspective sketching
LLC #1 LLC #5	15. Place a list of animal names into alphabetical order.	Show a knowledge of the alphabet Ability to alphabetise a list of words	Was able to place the words in alphabetical order	sequencing



	17. Worksheet to arrange colour names in alphabetical order	Ability to recognise the alphabet Ability to place in order	Successfully placed words in order	ordering sequencing
LLC#1 AC#2 AC#3	18. Straw blowing	Ability to control flow of paint Ability to choose appropriate colours	Completed a well planned picture	planning choice of colour
LLC#5	19. Worksheet involving word matching	Ability to match colour with appropriate noun	Completed the worksheet successful	matching
LLC#1 LLC#5	20. Phonic worksheet colour by sound	Ability to recognise both the colour and the sound Ability to interpret instructions	Successful matched the colour with the sound	matching
MLM#1 MLM#6	21. Draw up a graph showing the classes favourite colours	Ability to compile data and transfer information onto a graph Ability to analyse data and draw conclusions	Completed the graph	compile data record information analyse compare
LLC#1 LLC#2 LLC#5	22. Worksheet on plurals	Ability to change words from singular to plural Ability to follow instructions Ability to recognise colours		plurals following instructions reading for information
LLC#1 AC#2 AC#3	23. "Black magic"	Ability to persevere in a lengthy task Ability to sketch a picture using a sharp object		determination sketching perseverance perspective
LLC#1 AC#2 AC#3	24. Black and white mirror image	Ability to cut and stick black and white paper in mirror image		planning dexterity use of scissors sticking skills
LLC#1 AC#2 AC#3	25. Make a laminated tie dyed placemat	Ability to successfully tie knots Ability to work carefully with materials Ability to make appropriate choice of colours	Made a place mat	patience care planning following instruction
LLC#1 LLC#2	26. Listen to music and respond with coloured marks	Ability to respond to the mood of the music Ability to express their feelings with colours	Listened to the music and responded	listening interpretation expression

The following Learning Programme, The Circus, was developed by a student educator, who under the guidance of the researcher, was able to compile a programme focussing on the Outcomes Framework. The importance of considering assessment techniques alongside the planning of the activities is clearly evident and the easy to follow programme lends itself to implementation in a Grade 4 class. Mindmapping of the outcomes is initially done and this exercise in itself is a good springboard to sound planning.

THE SEVEN CRITICAL CROSS-FIELD OUTCOMES ARE ACCOMMODATED IN THIS LEARNING PROGRAMME IN THE FOLLOWING WAY:

1. PROBLEM SOLVING AND DECISION MAKING USING CRITICAL THINKING

- \* BRAINSTORM
- \* COMPARISONS
- \* MINDMAPPING
- \* GATHERING DATA
- \* PRIORITISING
- \* POINTS OF VIEW
- \* INTERPRETING

2. WORK EFFECTIVELY AS A AS A GROUP OR TEAM

- \* GROUPWORK
- \* PAIRED WORK
- \* COLLABORATIVE LEARNING

3. ORGANISE AND MANAGE ONESELF

- \* PLANNING
- \* INDIVIDUAL TASKS
- \* DEVELOPING INTRINSIC MOTIVATION
- \* ASSIGNMENTS

4. COLLECT, ANALYSE, ORGANISE AND EVALUATE DATA AND INFORMATION

- \* PROJECTS & ASSIGNMENTS
- \* RESEARCH
- \* STUDY SKILLS
- \* INTERPRET CHARTS AND GRAPHS

**THE CIRCUS**

5. COMMUNICATE EFFECTIVELY

- \* INTERVIEWS
- \* DISCUSSIONS
- \* READING ACTIVITIES
- \* POETRY
- \* REPORTBACKS
- \* DEBATE
- \* CHORAL VERSE

6. USE SCIENCE AND TECHNOLOGY EFFECTIVELY

- \* BUILDING OF MODELS
- \* USE OF COMPUTER
- \* COMMUNITY PROJECTS
- \* SELF-DISCOVERY TASKS
- \* DESIGN MODELS

7. UNDERSTAND THE WORLD AS A SET OF RELATED SYSTEMS

- \* INTEGRATED TEACHING

ALTHOUGH THIS LEARNING PROGRAMME IS BASED IN THE LANGUAGE, LITERACY AND COMMUNICATION AREA, IT DOES INCLUDE OUTCOMES FROM OTHER LEARNING AREAS. IT BECOMES AN INTEGRATED PROGRAMME IN THE FOLLOWING WAY. THE SPECIFIC OUTCOMES FOR THIS PROGRAMME ORGANISER ARE:

**LLC SO: # 1,2,4,6,7**

- \* INTERVIEW THE RINGMASTER, CLOWN, LIONTAMER
- \* DRAMA/ROLEPLAY A CIRCUS ACT
- \* CREATIVE WRITING -SCRIPT
- \* CHORAL VERSE - CIRCUS POEMS
- \* ADVERTISING - CIRCUS MEDIA ADS
- \* REPORTBACK - AFTER INTERVIEWS
- \* DEBATES- SHOULD ANIMALS BE USED IN CIRCUSES?

**A & C SO: # 1,2,4,5,6**

- \* DRAW POSTERS TO ADVERTISE
- \* DANCING & MUSIC OF CIRCUS
- \* COSTUME DESIGNING
- \* MAKE-UP ARTISTS

**TECH SO: # 1**

- \* PAPER MACHE ANIMALS
- \* ANIMAL MOBILES
- \* MAKE A BIG TOP AND TRAILERS FOR ANIMALS

**MML SO:# 1,2,9**

- \* PROBLEM-SOLVING USING USING THE FOUR BASIC OPERATIONS IN PUZZLE FORM

**THE CIRCUS**

**LO SO: # 1,5,6,8**

- \* CAREER OPPORTUNITIES
- \* SOCIAL RELATIONSHIPS SWEETS ETC (DIFFERENT CULTURES, CONFINED SPACES)
- \* RESPECT FOR OTHER CULTURES
- \* MOVEMENT, HEALTH AND HYGIENE

**EMS SO:# 1,5**

- \* GENERATING INCOME SALE OF TICKETS,
- \* DEVLOP OWN CIRCUS ENTREPRENEURSHIP

## MATHEMATICS, MATHEMATICAL SCIENCES AND MATHEMATICAL LITERACY

THIS LEARNING PROGRAMME LENDS ITSELF TO REVISION OF THE FOUR BASIC OPERATIONS WITH EMPHASIS ON NUMBER COMBINATIONS AND WORKING WITH NUMBERS TO INCREASE SPEED AND EFFICIENCY. TABLES AND BONDS CAN BE REVISED IN THIS FUN WAY.

**SO: # 1 DEMONSTRATE AN UNDERSTANDING ABOUT WAYS OF WORKING WITH NUMBERS**

### ASSESSMENT CRITERIA:

1. Evidence of the use of heuristics to understand number concepts
3. Evidence of estimation approaches
4. Performance of basic operations
5. Solving of real life problems

### PERFORMANCE INDICATORS:

THE LEARNER WILL BE ABLE TO

- \* use own methods to solve large and small number problems
- \* select appropriate methods to work with large and small number concepts
- \* apply different methods in dealing with and verifying number problems
- \* talk, develop and use mathematical vocabulary such as more than, less than, fewer than etc
- \* solve complex problems which deal with performance of basic operations

ACTIVITIES: WORKSHEET NUMBER TRICK  
WORKSHEET NUMBER MAGIC  
WORKSHEET MULTIPLYING DIGITS

**SO: # 2. MANIPULATE NUMBER PATTERNS IN DIFFERENT WAYS**

### ASSESSMENT CRITERIA:

2. Evidence that number patterns and geometric patterns are used and recognised.
3. Completion and generation of patterns
4. Exploration of patterns in abstract contexts using mathematical processes

### PERFORMANCE INDICATORS:

The learner will be able to:

- \* display knowledge of number patterns found in the number system
- \* recognise, identify a variety of patterns from various contexts
- \* extend and create a variety of patterns from various contexts
- \* find a rule that describes a pattern
- \* describe a rule for a pattern

ACTIVITIES: WORKSHEET MULTIPLYING DIGITS  
WORKSHEET LINE ADDITION 1 AND 2  
WORKSHEET TRIANGLE ADDITION 1, 2, 3  
WORKSHEET MAGIC CROSS  
WORKSHEET WHAT IS THE RULE?

**SO : # 9 USE MATHEMATICAL LANGUAGE TO COMMUNICATE  
MATHEMATICAL IDEAS, CONCEPTS, GENERALISATIONS AND  
THOUGHT PROCESSES**

### ASSESSMENT CRITERIA:

1. Use language to express mathematical ideas
2. Use mathematical notation and symbols
3. Use mathematical conventions and terminology

### PERFORMANCE INDICATORS:

The learner will be able to:

- \* relate symbolic mathematical expressions in linguistic forms
- \* write simple equations with numbers only
- \* provide an oral description of a calculation
- \* clarify rules that describe the relationship between two or more quantities

ACTIVITIES: ALL THE ABOVE MENTIONED ACTIVITIES ARE INCLUDED.

## TECHNOLOGY

SO:# 1 UNDERSTAND AND APPLY THE TECHNOLOGICAL PROCESS TO SOLVE PROBLEMS AND TO SATISFY NEEDS AND WANTS

### ASSESSMENT CRITERIA:

1. Problems ,needs and wants are identified and explained
2. A range of possible solutions are considered
3. An informed choice is made
4. A design is developed
5. Solutions are realised according to design
6. realize solutions are evaluated
7. Process is recorded and communicated

### PERFORMANCE INDICATORS:

Learners will be able to:

- \* reflect on a task and suggest ways forward by conducting investigations with accuracy, thoroughness and persistence
- \* formulate a brief
- \* work within given specifications
- \* gather relevant information
- \* modify ideas
- \* give reasons for selection of particular choices
- \* build and extend models
- \* indicate and sequence the stages to be followed in making designs
- \* complete a task within the planned time frame and cost limit
- \* suggest improvements to the development of their designs and their making of their solutions

ACTIVITIES: 1. Make a trapeze mobile  
2. Make a crazy clown car  
3. Make a bear wagon an parade

## LIFE ORIENTATION

### **SO: # 1 UNDERSTAND AND ACCEPT THEMSELVES AS UNIQUE AND WORTHWHILE HUMANS**

#### **ASSESSMENT CRITERIA:**

1. Attributes and values that make unique individuals are identified
2. A positive self concept is reflected
3. Confidence in facing unfamiliar situations and challenges is expressed
4. An understanding of the integrated nature of the whole person is demonstrated

#### **PERFORMANCE INDICATORS:**

The learner will be able to:

- \* identify attributes which make them unique individuals
- \* share differences and similarities between their own values and attributes and those of others
- \* demonstrate an awareness of factors which influence self-esteem
- \* approach new challenges and difficulties with confidence

#### **ACTIVITIES:**

1. Brainstorm differences between people.
2. Discuss the different groups of people one finds at the circus; the nationalities, the cultures, the age discrepancies, the type of work done by each type.

### **SO: # 5 PRACTICE ACQUIRED LIFE AND DECISION MAKING SKILLS**

#### **ASSESSMENT CRITERIA:**

1. The ability to make independent decisions for which the learners are accountable, is demonstrated
2. The application of safety procedures as the combined responsibility of individuals and the community
3. The prevention of stress from becoming detrimental to effective functioning
5. The use of a variety of techniques to gather information is demonstrated

#### **PERFORMANCE INDICATORS:**

- \* identify problems in different contexts
- \* identify different decisions that can be made to solve a

problem

- \* identify positive and negative influences on decision making
- \* apply safety guidelines in the community in general
- \* recognise areas of conflict which arise in relationships and identify behaviour which leads to types of conflict
- \* discuss alternative ways of avoiding conflict
- \* Use various techniques to gather information e.g. library, research, questionnaires, interviews etc.
- \* analyse the information,
- \* interpret the information
- \* evaluate the information
- \* present the data effectively

#### **ACTIVITIES:**

1. Brainstorm areas of danger and stress in the circus. Discuss safety measures to be employed in circus life.
2. Debate: Circus life is a dangerous and unhealthy way of life
3. Interview the trapeze artist, the lion tamer, the clown to find out their perspectives on this topic
4. Discussion: What areas could lead to stressful situations arising among the circus residents

**SO: # 6 ASSESS CAREER AND OTHER OPPORTUNITIES AND SET GOALS THAT WILL ENABLE THEM TO MAKE BEST USE OF THEIR TALENTS AND POTENTIAL.**

#### **ASSESSMENT CRITERIA:**

1. Career opportunities and occupational roles are identified
2. Knowledge of the self is expressed
3. Different occupations are observed.
4. Knowledge that career choices are informed by personal, community and cultural values

#### **PERFORMANCE INDICATORS:**

The learners will be able to:

- \* identify occupational roles in the world of work
- \* research categories of jobs
- \* identify the skills and abilities required in different careers
- \* assess personal attributes
- \* describe the characteristics of different careers
- \* compile a portfolio on different careers
- \* identify role models from a variety of occupations
- \* demonstrate an awareness of equal opportunities within the workplace
- \* describe how family, peers and community contribute to

## ACTIVITIES

1. Make a mindmap of all the different occupations in the circus.
2. Choose three of these occupations and research them using books in the library, interview if possible.
3. Make a list of the attributes necessary for the jobs and compare them with a list of your personal attributes. Would you be able to do that job? Discuss.
4. What career interests you most? Make a detailed portfolio on this career and report back to the class.

**SO: # 8 EVALUATE AND PARTICIPATE IN ACTIVITIES THAT DEMONSTRATE EFFECTIVE HUMAN MOVEMENT AND DEVELOPMENT**

## ASSESSMENT CRITERIA:

1. The benefits of regular human movement and activities are demonstrated
2. Competence in specialised movement skill is demonstrated.
3. Body awareness and control in movement performance is demonstrated.
5. Skill and accuracy in performance are displayed
6. Movement that has been produced in conjunction with others is demonstrated

## PERFORMANCE INDICATORS:

The learners will be able to:

- \* participate in activities that promote fitness
- \* recognise the short term effects of exercise on the body
- \* sustain energetic activity over varying periods of time
- \* make simple judgments about the effectiveness of the performance of themselves and others
- \* create and perform a series of skills such as running, jumping or throwing
- \* create and perform a series of skills such as locomotion, balance, rotation, elevation, transference of body mass
- \* demonstrate the awareness of safety factors applicable in various situations
- \* devise a sequence of movements to achieve a goal
- \* practice different movement patterns and modify actions of the body to improve body movement in space
- \* create and perform movement patterns that demonstrate a

- coordinated response to a stimulus such as music
- \* demonstrate with a partner or group a sequence of skills leading to the attainment of group activities
  - \* perform a dance sequence in small groups using a variety of styles

**ACTIVITIES:**

1. Movement studies in groups: mime, gymnastics, dance
2. Choose a form of movement to demonstrate to the class
3. Move to the rhythm of different types of "circus" music - slow heavy beat, quick staccato movement, wild rapid movement, to cymbals, drums, trumpets etc.

**ECONOMIC MANAGEMENT SCIENCES**

**SO :# 1 ENGAGE IN ENTREPRENEURIAL ACTIVITIES**

**ASSESSMENT CRITERIA:**

2. Essential characteristics of successful entrepreneurs are identified and developed
3. Entrepreneurial activities will be demonstrated

**PERFORMANCE INDICATORS:**

Learners will be able to:

- \* demonstrate ways in which personal and community needs are satisfied
- \* identify the characteristics of an entrepreneur
- \* report on ways to develop skills and attitudes of an entrepreneur
- \* discuss different ways in which they can practice entrepreneurial skills in their personal lives
- \* engage in real life and simulated business activities

**ACTIVITIES:**

1. Have a face painting activity whereby the learners invite other classes to have their faces painted like clowns, for a small fee.
2. Compile a circus programme from all the group activities undertaken ( music and movement, tricks, dance, gymnastics etc.) and charge a small entrance fee to produce a class circus.

3. Have a refreshment stall at the class circus and sell popcorn, fudge, candy floss, toffee apples etc. These items must all be made by the learners. Keep accurate books of costs and profits.

## ARTS AND CULTURE

**SO: # 1 APPLY KNOWLEDGE ,TECHNIQUES AND SKILLS TO CREATE AND BE CRITICALLY INVOLVED IN ARTS AND CULTURE PROCESSES AND PRODUCTS**

### ASSESSMENT CRITERIA:

- 1.The application of appropriate knowledge and skills in the process and product
- 2 Involvement, commitment, participation and enjoyment

### PERFORMANCE INDICATORS:

The learner will be able to:

- \* display an ability to concentrate and be task-focused
- \* display increasing control over instrument of choice e.g. painting/drawing equipment
- \* display increasing accuracy and skill in various art forms
- \* display increasing fine and gross motor coordination
- \* display an awareness of self as a resource
- \* display organisational skills
- \* participate with enthusiasm, commitment and enjoyment

### ACTIVITIES:

- 1.In a group design a colourful and informative poster advertising the coming of the circus to town. Break into pairs and draw the poster. Display the posters around the school.
- 2.In pairs design flyers to be distributed in the community advertising the circus.
- 3.Design an advertisement that will be inserted in the media advertising the circus.
4. Design a circus ticket. Remember to include date and time of performance, seat number, row number, price and any other important information.

**SO: # 2 USE THE CREATIVE PROCESSES OF ARTS AND CULTURE  
TO DEVELOP AND APPLY SOCIAL AND INTERACTIVE SKILLS**

**ASSESSMENT CRITERIA:**

1. Social and affective skills such as acknowledgement, acceptance and mutual responsibility are demonstrated
2. Interactive skills such as communicating, listening and sharing are demonstrated

**PERFORMANCE INDICATORS:**

Learners will be able to:

- \* participate in group processes
- \* share space and resources
- \* improvise, negotiate the sharing of tasks and roles and the taking of turns
- \* initiate ideas
- \* recognise and acknowledge the contribution of others
- \* show willingness to cooperate in creative activities
- \* show ability to observe, listen, interpret in a socially and a culturally sensitive way
- \* display sensitivity and respect for others customs and cultural conventions

**ACTIVITIES:**

1. Costume designing
2. Making of masks
3. Make-up artists
4. Drama and roleplay
5. Dancing and music as forms of interactive skills.

**SO: # 5 EXPERIENCE AND ANALYSE THE USE OF MULTIPLE  
FORMS OF COMMUNICATION AND EXPRESSION**

**ASSESSMENT CRITERIA:**

1. Knowledge and use of various forms of communication including mass media

**PERFORMANCE INDICATORS:**

The learners will be able to:

- \* understand and use different forms of communication
- \* describe how technology has changed the availability of information
- \* discuss the importance of media in society
- \* apply imagination and critical thinking to assess different forms of communication and mass media
- \* apply the skills of media production e.g. newsletters and posters etc.

**ACTIVITIES:**

1. POSTERS
2. FLYERS AND LEAFLETS

**SO:# 6 USE ART SKILLS AND CULTURAL EXPRESSION TO  
MAKE AN ECONOMIC CONTRIBUTION TO SELF AND  
SOCIETY**

**ASSESSMENT CRITERIA:**

1. An ability to take initiative and to innovate and be productive
2. An ability to critically analyse forms of mass communication

**PERFORMANCE INDICATORS:**

The learners will be able to:

- \* design and make usable objects
- \* roleplay occupations in the arts
- \* identify ways in which businesses get consumers to notice their products eg adverts

**ACTIVITIES:**

1. ROLEPLAY
2. ADVERTS
3. MASK MAKING

**LANGUAGE, LITERACY AND COMMUNICATION**

**SO: # 1 MAKE AND NEGOTIATE MEANING AND UNDERSTANDING**

**ASSESSMENT CRITERIA:**

1. Original meaning is created through personal texts
2. A key message is identified and clarified
3. Meaning is created through reading and inferences are made from texts
4. Meaning is constructed through interaction with other language users
7. Speaker's point of view is critically reflected upon
8. Reasoned arguments about interpretation and meaning are developed
9. Discourse is sustained

**PERFORMANCE INDICATORS:**

The learners will be able to:

- \* tell of experiences
- \* form and express opinions
- \* write descriptive paragraphs
- \* identify key messages
- \* present and explain their point of view
- \* arrive at meaning through synthesising their own point of view with other's viewpoints
- \* develop arguments from their interaction
- \* give reasons for their arguments in oral, written or any other written form
- \* ask questions
- \* develop stories

**ACTIVITIES:**

1. A picture is given to each group for discussion e.g. a sad clown / an injured liontamer, and the learners must discuss, negotiate and come up with a reasonable story.
2. Debate:  
It is cruel to expect wild animals to perform in the circus.  
Children should not be allowed to perform in circuses  
Circus life is very exciting and glamorous
3. Reading: For pleasure, stories about the circus which are

in the class library or from the local library  
For information: different occupations in the circus  
For comprehension: questions set and cloze procedure  
activities set by the educator

**SO:# 4 LEARNERS ACCESS PROCESS AND USE INFORMATION  
FROM A VARIETY OF SOURCES AND SITUATIONS**

**ASSESSMENT CRITERIA:**

1. The information need is defined
2. The aim of the information search is defined
3. Information is located , accessed and selected
9. Results of the information search and processing are presented
10. The ability to integrate new information into existing knowledge is shown.

**PERFORMANCE INDICATORS:**

Learners will be able to:

- \* Identify the theme of the information needed
- \* Decide on the type of information needed
- \* decide on how much is already known by self-identify the gaps
- \* show broad framework planning
- \* plan time needed
- \* know alphabetical order
- \* work with pictures, newspapers, pamphlets, maps etc
- \* select and organise illustrative material
- \* interact with others during the working process
- \* judge own product on basis of criteria.

**ACTIVITIES:**

1. Research the history of the circus
2. Research a chosen circus occupation
3. Research the making of masks

**SO: # 6 USE LANGUAGE FOR LEARNING**

**ASSESSMENT CRITERIA:**

3. Language is used in order to refine ideas and solve problems
4. Language to talk about learning is used

**PERFORMANCE INDICATORS:**

Learners will be able to:

- \* use short clear sentences to express ideas
- \* ask higher order questions
- \* give evidence of process writing
- \* use "compare", "describe", "explain" correctly

**ACTIVITIES:**

1. Conduct interviews with circus personnel
2. Write creative stories, paragraphs, poems
3. Word search puzzles

**SO :# 7 LEARNERS USE APPROPRIATE COMMUNICATION STRATEGIES FOR SPECIFIC PURPOSES AND SITUATIONS**

**ASSESSMENT CRITERIA:**

1. Appropriate medium of communication is chosen
2. Register tone and body language are adapted for audience and situation
3. Purpose and interaction is identified and achieved
5. Planning, drafting and checking will be evident when learners can produce final copies of examples of written work

**PERFORMANCE INDICATORS:**

Learners will be able to:

- \* use formal and informal speech
- \* question and answer where appropriate

- \* roleplay of telephone talk and messages
- \* roleplay of giving directions, asking permission
- \* use persuasive language to influence others
- \* write short stories, friendly letters, short reports, informal speeches

**ACTIVITIES:**

1. Telephone conversation to a friend inviting her/him to go to the circus with you.
2. Telephone conversation to a friend explaining directions on how to get to the circus grounds to meet you.
3. Conversation with your mother convincing her that you and your friend are old enough to go to the circus alone.
4. Letter to your grandmother describing the fun you and your friend had at the circus
5. Role play numbers 1-3 above



# GROUP ASSESSMENT

DATE .....

MEMBERS OF OUR GROUP

.....  
.....  
.....

	SOMETIMES	ALWAYS	NEVER
EVERYONE HAD A CHANCE TO SPEAK			
ALL POINTS OF VIEW WERE CONSIDERED			
TASKS WERE SHARED FAIRLY			
ALL MEMBERS COOPERATED WELL			
WE REACHED CONSENSUS ON ALL TASKS			

We could improve on

.....  
.....  
.....

What we did really well was.....

.....  
.....

## PEER ASSESSMENT

Name of speaker:.....

Date:.....

Topic:.....

	YES	NO
The speaker made eye contact with the audience		
The speaker was audible at all times		
The speaker kept to the topic		
The speaker used clear, easy to understand language		
The speaker was confident and relaxed		
The speaker had planned and prepared well		
The speaker spoke clearly		
The speaker was able to answer questions		
I enjoyed the talk/ speech/report back		

CIFIC COMES	ACTIVITY	ASSESSMENT CRITERIA	PERFORMANCE INDICATORS	ASSESSMENT STRATEGIES	SKILLS
L SO:# 1	1. Number tricks 2. Number magic 3. Multiplying digits	1,4,5	* use own methods to solve number problems * select appropriate methods to work with large and small numbers * talk, develop and use maths vocab * solve complex problems which deal with 4 basic operations	1. peer assessment 2. formal summative assessment	computational skills problem-solving
L SO:# 2	1. Multiplying digits 2. Line addition 1&2 3. Triangle addition 1,2,3 4. Magic cross 5. What is the rule? 6. Dot to Dot	2,3,4	* display knowledge of number patterns * recognise, identify a variety of patterns from various contexts * extend and create patterns * find a rule that describes the pattern	1. group assessment 2. peer assessment 3. formal summative assessment	thinking skills problem-solving group skills collaborative skills computational skills
L SO: # 9	as in exercises above	1,2,3	* write simple equations with numbers only * provide oral description of calculation * clarify rules	portfolio assessment	discussion recording
L SO:# 1	1. Make a trapeze mobile 2. Make a crazy clown car 3. Make a bear wagon on parade	1,2,3,4,5,6,7	* reflect on task * formulate a brief * work within given specs * gather relevant info * modify ideas * build and extend models * complete task within time frame * suggest improvements	exhibition	groupwork paired work design planning creativity
O: # 1	1. Brainstorm differences between people 2. Discussion about different peoples found at circus	1,2,3,4	* identify attributes which make them unique * share differences and similarities between their own values and others * approach new challenges with confidence	1. self-assessment 2. portfolio	listening skills speaking skills
O:# 5	1. Brainstorm areas of danger and stress in the circus 2. Debate 3. Interview 4. Discussion 5. Phonic worksheet 6. Alphabetical order 7. Plurals	1,2,3,5	* identify problems in different contexts * identify decisions to solve problems * apply safety guidelines in community * recognise areas of conflict * discuss alternative ways of avoiding conflict * use various techniques to gather info * analyse info * interpret info	rubrics	discussion questioning listening negotiating problem-solving brainstorm

8. Sentence construction 9. Punctuation		<ul style="list-style-type: none"> <li>* evaluate info</li> <li>* present data effectively</li> </ul>		
1. Make a mindmap of different circus occupations 2. Research three different occupations 3. List attributes need for different jobs 4. Make a career portfolio 5. Comprehension 6. Colour in Clown according to instructions	1,2,3,4	<ul style="list-style-type: none"> <li>* identify categories of occupations</li> <li>* research categories of jobs</li> <li>* identify skills &amp; abilities needed in different careers</li> <li>* assess personal attributes</li> <li>* compile a portfolio</li> <li>* identify role models</li> </ul>	portfolio	research skills reading interview questioning mindmapping classifying categorising comprehension
1. mime 2. gymnastics 3. the elephant remembers game 4. movement to music 5. dance 6. produce own activity to demonstrate to the class	1,2,3,5,6	<ul style="list-style-type: none"> <li>* Participate in activities for fitness</li> <li>* recognise short term effects of exercise</li> <li>* sustain energetic activity</li> <li>* make simple judgments about self and others</li> <li>* create and perform a series of skills</li> <li>* demonstrate an awareness of safety factors</li> <li>* devise a sequence of movements</li> <li>* practice a sequence of movements and modify actions</li> </ul>	1. self assessment 2. group assessment	physical movement skills  groupwork tolerance cooperation
1. Poster 2. Flyers 3. Adverts 4. Design a circus ticket	1,2	<ul style="list-style-type: none"> <li>* ability to concentrate and be task-focused</li> <li>* control over drawing instruments</li> <li>* fine and gross motor coordination</li> <li>* organisational skills</li> <li>* participate with enthusiasm, commitment and enjoyment</li> <li>* display awareness of self as a resource</li> </ul>	1. exhibition 2. group assessment	creative skills design planning time -management group work
1. Costume designing 2. making of masks 3. make-up artists 4. drama and role-play 5. dancing and music from circus	1,2	<ul style="list-style-type: none"> <li>* Participate in group processes</li> <li>* share space and resources</li> <li>* improvise, negotiate the tasks and roles</li> <li>* recognise contribution of others</li> <li>* willingness to cooperate</li> <li>* ability to observe, listen interpret in a socially and culturally sensitive way</li> <li>* display sensitivity and respect for others</li> </ul>	1. group assessment 2. self assessment 3. portfolio 4. rubrics	creative skills groupwork design movement
1. Posters 2. Flyers	1	<ul style="list-style-type: none"> <li>* Use different forms of communication</li> <li>* discuss importance of media in society</li> <li>* apply imagination and critical thinking</li> </ul>	1. exhibition 2. group assessment	recording reporting drawing

			* apply skills of media production		designing critical thinking discussion
SO: # 6	1. role-play 2. adverts 3. mask making	1,2	* design and make usable objects * role-play occupations in the arts * identify ways in which business gets consumers to notice their goods	rubrics	dramatisation skills  design and creativity
SO:# 1	1. discuss pictures in groups 2. debate 3. reading activities	1,2,3,4,7,8,9	* tell of experiences * form and express opinions * write descriptive passages * identify key messages * present and explain their point of view * develop arguments * give reasons for arguments * ask questions * develop stories	self assessment	reading skills listening skills comprehension skills writing skills negotiation skills reporting skills
SO:# 4	1. Research the history of the circus 2. Research a chosen circus occupation 3. Research the making of masks	1,2,3,9,10	* identify theme of info needed * decide on type of info needed * plan time needed * know alphabetical order * work with pictures, newspapers, books, technology * select and organise material * interact with others * judge own product based on criteria	1. rubric 2. portfolio 3. self assessment	research skills keywords summarizing note-making recording skills time-management dictionary skills planning organisational skills
SO:# 6	1. Interview circus personnel 2. Creative writing 3. Poetry 4. Choral verse 5. Word search puzzles 5. Dictionary work	3,4	* Use short, clear sentences to express ideas * ask higher order questions * use dictionary * give evidence of process writing *	1. group assessment 2 formal summative assessment	dictionary skills thinking skills questioning writing skills
SO:# 7	1. Telephone conversations 2. Explain directions 3. Role-play 4. Letter writing	1,2,3,5	* use formal and informal speech * question and answer * role-play * give adequate directions * use persuasive language to influence others * write short stories, letters , reports and formal speeches	1. rubrics 2. self assessment 3. peer assessment	telephone skills creative writing skills questioning drama skills

## LEARNING PROGRAMME: BEARS

The following programme was developed by Mrs S Kelly, Mrs C Varty and Mrs W Line of Laddsworth Primary School, Hilton, for Grade 1 learners. It is a vast improvement on their first attempt, namely "Homes", (given as an example on page 127) having been developed approximately six months after the first one. There are, however a few areas which need to be corrected and these were pointed out to the educators concerned.

CORRECTIONS: BLOCK 3: "Dramatise in groups", lends itself to LLC SO 3: AC 1, rather than LLC SO #4.

BLOCK 4: "Play dough bears", is rather an Arts and Culture outcome i.e. A&C SO # 1: AC 1,2 and not LLC SO# 4.

BLOCK 11: "Draw Teddy", is also A&C SO#1: AC 1,2 rather than LLC SO#4.

BLOCK 17: "Baking Teddy biscuits" also lends itself to LO SO # 1 : AC 3 and SO # 7: AC 7.

BLOCK 20: "Teddy Bears Picnic" also covers LO SO#2: AC 1,2. This particular activity was a great success and involved the whole family spending an evening having a picnic with the children in the school hall, before taking them home "as they were tired little teddy bears!"

BLOCK 32: NG should read NS SO# 2: AC 1; NS SO# 4: AC1-4 and NS SO# 5: AC 1-3.

Based in the Language, Literacy and Communication Learning Area, it becomes fully integrated and provides for many listening, speaking and sharing activities.

Learning programme: Bears.

Aug. 1998

CRITICAL OUTCOMES	SO	ACT	P.I.	A.C.
IDENTIFY AND SOLVE PROBLEMS	LLC 1	1. Goldilocks and 3 Bears - Puppet show (teachers) - Story	2. Listen with understanding in order to identify, clarify and respond to a key message.	1. A Key message is identified and clarified.
GROUP WORK	LLC 2 LLC 3 LLC 5	- Question time - Sequence w. sheet with sentences to read + pics.	Learners show an understanding of story. Can express opinions and preferences. Learner can create texts and record in writing.	1 - 4 Responses to the artistic effects of texts are demonstrated. Opinions on texts are given.
ORGANISE AND MANAGE THEMSELVES				
COLLECT. ANALYSE AND ORGANISE	LLC 4	- Dramatise in groups	Dramatise events of the story	8 - 9 Reasoned arguments are developed in the course of applying information
COMMUNICATION				
USE SCIENCE AND TECHNOLOGY	LLC 4	- Play dough bears	Portray characters of story	The results of the info search and processing are presented
UNDERSTAND WORLD AS A SET OF RELATED SYSTEMS		2. Collection of pupils' Bears		
	LLC 1	- Discuss/Describe	Tell/express themselves clearly and correctly	1. Original meaning is created through personal text.
	LLC 4	- History of bears (toys)	Know the location of information sources	3. Information need is located, accessed and selected.
	MLH 5	- Comparing sizes, sorting (measuring)	Comparison of different heights; sizes of bears	Evidence of knowledge of the concepts used in measurement
	MLH 3	- Estimation	To be able to estimate height	3. Estimation as a skill
	MLH 3 MLH 1	- Counting - eyes, ears, paws etc. (Estimate)	Count collection of objects	3. 1.1. - 1.2.
	LLC 5	- Creative Writing - 'My Teddy'	Learner can create texts and record in writing	1. Knowledge of grammatical structure and conventions is applied to structure text.
	LLC 4	- Draw 'Teddy'	Can portray character	8 - 9
	LLC 3	3. Comprehension - Listening Skills - Winnie the Pooh and the Blustery Day (tape)	1. the learners can listen actively and attentively to a variety of texts	1. Responses to the artistic effects of texts are demonstrated.

	LLC 2	(Questions) - Buzz Bears Journey (Tape children's lines)	Learners should identify and interpret verbal and non-verbal features in order to understand that texts are produced for a particular person and audience.	1 - 5 Purpose, audience and texts are identified. Visual and other non-verbal features of texts are identified and analyzed.
	LLC 1	Listening to other tape stories	Listen with understanding in order to identify, clarify and respond to a key message	2. A key message is identified and clarified
	AC 1	4. Maths activities - 10 Little Teddies sitting on the wall -  Pupils draw teddies		
	MLM 2	- No: line activities	Arrange nos. in a logical sequence	3. Completion and generation of pattern.
	MLM 2	- Ordination	Arrange nos. in a logical sequence	3. Completion and generation of patterns.
	MLM 2	- Cardinal value	Express nos in words and symbols	1. Use personal experiences to show the significance of no.
	MLM 1	- Plus/Minus operations	Use no. knowledge to develop strategies to solve problems	1. "
	MLH 1	- Double Half	"	1. "
	MLH 1	- Even Odd	"	1. "
	MLH 1	- Counting	Count - maintaining order in numbers	1. "
	LLC 3  N.G.2  N.G.4	5. Introduce Bear Facts with <u>Poem</u> 'If I were a bear' and other poems. - Characteristics of different types of bears - Habitat - Food and Feeding Habits - Description - Movement Panda, Grizzly, Brown, Black, Polar - Koala * * Marsupial not a bear. Discuss.	Listen to and understand poems  When learners can recognise and appreciate the literary effects of texts  Was able to categorise according to given info.  Was able to see relationship in nature.	1. Responses to the artistic effects of texts are demonstrated.  2. Literacy effects of texts are recognised.  Ability to see relationship between habitat and feeding habits  Ability to categorise animals according to given criteria

	LLC 5	- Close procedure w. sheets	Learners can create texts and record in writing	1. Knowledge of grammatical structure and conventions is applied to structure text.
	"	- Matching " "	"	"
	LLC 3	- Comparing " " - Comprehension " "	Compare pictures	6. Response to text is linked to personal life and the lives of others
	LLC 3	6. Songs - Teddy Bears Picnic - Teddy Bears Teddy Bears turn around - Bear went over mountain - I know a teddy bear	Listen to and understand songs and rhymes	1 - 2 Responses to the artistic effects of texts are recognised and demonstrated.
	AC 1 2 3	7. HANDWORK / ART - Paper bag bear puppets	Planning, designing	Ability to be part of a group Ability to paint with detail Ability to choose appropriate colours
	AC 1 AC 2 AC 3	- Teddy Bears Picnic Frieze (Group work) - Paint 'My teddy'	Planning, observation and successfully completing a group picture	
	LLC 1 LLC 7	Baking teddy biscuits	Use senses to recognise quality of food, e.g. fresh, bitter, sweet Identify food groups	7. Interpretation and meaning are discussed 2. Sound nutritional values are identified
	LLC 1	8. Bear writing patterns	Develop directionality and orientation.	1. Original meaning is created through text.
	LLC 7	9. Bear Assembly - Poems, songs, etc.	To engage in activities such as drama, dramatising, reciting poetry, songs.	1 - 5 Appropriate medium of communication is chosen. Register tone and body language are adapted for audience and situation. Purpose of interaction is identified and achieved.
	LLC 7	10. Teddy Bears Picnic Evening	"	"
	LLC 4	11. Introduce Bear Books - Fiction / Non-fiction - Winnie the Pooh - Rupert the Bear - Paddington - Barenstein Bears, etc. - Jungle Book	Interpret pictures Predict possible theme Recognise/Identify characters / situation in fiction.  Know how to handle a book	1. The information need is formed.  3. Information is