THE LEARNING AREA LIFE ORIENTATION WITHIN OUTCOMES-BASED EDUCATION

By

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DECLARATION
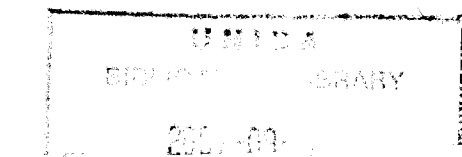
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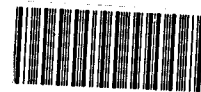
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THE LEARNING AREA LIFE ORIENTATION WITHIN OUTCOMES-BASED EDUCATION

SUMMARY

The introduction of Outcomes-Based Curriculum 2005, has meant that the learning area of Life Orientation has undergone significant changes. These changes encompass both the scope of the learning area of Life Orientation, and the implementation of Life Orientation.

The aim of this investigation has been to examine the implications of Outcomes-Based Curriculum 2005, for Life Orientation as well as to propose a method of assisting this implementation. The training of facilitators has met with mixed results and there is still confusion surrounding Curriculum 2005, and the learning area of Life Orientation.

The development of an implementation model was therefore proposed and developed to assist Life Orientation facilitators to make the transition from a theoretical understanding to the practical implementation. The results of the study determined that the facilitators were overwhelmingly in support of the implementation model. They found it provided a logical and comprehensive framework, which would be helpful in assisting them with planning their learning programmes. In order to understand more fully the effectiveness of the implementation model in the classroom reality, it will however be necessary to undertake a study over a longer term with participating facilitators.

A number of other issues also were investigated as part of this study. From this it was determined that facilitators feel they require more training to implement an Outcomes-Based approach particularly with regard to assessment. Facilitators have also not yet fully understood what constitutes the learning area of Life Orientation, nor their tasks as a facilitator.

KEY TERMS

Life Orientation, Life Orientation facilitator, Learning Area, Roles of the Life Orientation facilitator, Tasks of the Life Orientation facilitator, Outcomes-Based Education, Curriculum 2005, Implementation Model, specific outcomes, assessment, designing a learning programme.

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To My husband Bruce, and my children Gareth and Leigh, who have given me the freedom and the support to undertake a very selfish work of this nature.

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CHAPTER ONE

INTRODUCTION, ORIENTATION AND STATEMENT OF THE PROBLEM

"The one real object of education is to have a man in the condition of continually asking questions."
~Bishop Mandell Creighton

1.1. INTRODUCTION

As we move into the beginning of the twenty-first century, it is apparent that education in South Africa is being subjected to enormous pressures. It would appear however, that the increasing demands made on education are **not unique** to South Africa but rather are worldwide. The multitude of deep social changes taking place have also been recognised by Dalin and Rust (1996:4) who note that, "the world of today is in the middle of a dramatic transitional phase." Furthermore they stress the importance of educators becoming involved stating they, "must engage the institutions with which they work in framing the future, helping to define the norms and institutions of the coming era," Dalin and Rust (1996:4).

What is **unique** to the South African education system, is the fact that the system of education is undergoing tremendous changes not only with a view to educating the citizens of the future, but also to address the challenges of the legacy of the apartheid system (Report of the Review Committee 2000:vi). The education system developed for the South African context, is therefore required to "reflect the values and principles of our new democratic society," (Manganyi in Department of Education (B) 1997: 2).

A further factor adding to the maelstrom of change within the South African system of education during the final years of the twentieth century and into the 21st century, has been the introduction of Outcomes-Based Curriculum 2005. Introduced post 1994 the development of this curriculum framework is based on the principles of participation and ownership, accountability, transparency, life–long learning, integration, relevance and nation building (Department of Education (B) 1997: 7-8).

Educators, policy makers, senior ministers and other stakeholders are fully aware of the pivotal role that education, (and by implication Life Orientation) will be required to play, to ensure that learners are provided with relevant and appropriate life skills. The idea that learning should provide the learner with skills, which will equip him to be a productive member of society, is not a new one. What may well prove to be a new dimension within the South African context is the concept of "designing, delivering and documenting instruction in terms of its intended goals and outcomes," (Spady in Armstrong 1999:5).

The implementation of the Outcomes-Based system of education has not been a smooth one. Linda Chisholm Chairperson of the C2005 Review Committee, notes that, "C2005 was implemented before it was ready for presentation and without the foundations for good, inspired training, effective monitoring and a meaningful, ongoing support process being in place,"
(http://www.fm.co.za/00/0609/currents/dcurr.htm).

One of the aims of this study is therefore to investigate the status quo of Outcomes-Based Curriculum 2005 as it is currently being implemented within the South African system of education and in particular the implementation of Life Orientation as it is contained therein. What is apparent is that this study cannot examine Life Orientation in isolation without taking cognisance of developments within the system of education itself. For this reason the principles of Outcomes-Based Education and Curriculum 2005 will need to be examined as they have direct implications for the implementation of Life Orientation.

Of significance for this study is the fact that Life Orientation has been acknowledged as an officially recognised learning area. This recognition will assist in enabling Life Orientation to become an integral part of education no longer merely a learning area with a peripheral status. The expectations therefore are that Life Orientation will be enabled to establish itself "as a discrete force in the educational setting", Shaw (1973:6-8).

This study is conducted with the awareness that the finer details of implementation and accreditation of the revised Curriculum 2005 still require finalisation. As Van der Horst and McDonald (1997:17) note in respect of Curriculum 2005, "it is obvious that the statements still have to be 'translated' into learning programmes... to be useful for the planning and implementation of instruction".

What has been proven is the fact that it is not sufficient to provide educators and teachers with theoretically defined outcomes and expect a uniform and smooth transition. For the majority of educators and specialists currently within the education system the implementation of these theoretical constructs may well require significant changes. It is therefore suggested that the time is opportune to not only investigate the principles that the implementation of the Life Orientation programme endeavours to attain, as well as the role of the Life Orientation facilitator, but also to provide a model as to how this may be accomplished.

1.2.   AWARENESS OF THE PROBLEM

Having experienced Guidance (now a part of Life Orientation) as a pupil, teacher and educational psychologist within the education system, some concerns arose regarding a number of issues. From these initial concerns listed below, further investigation widened the final scope of the research.

1.2.1 Status afforded Guidance/Life Orientation

In the system of education prior to Curriculum 2005, for many teachers, pupils and indeed some headmasters, Guidance was accorded a secondary status. In some schools, Guidance lessons were used for a variety of other activities.

Reasons for this lack of the required focus, included the fact that there were innumerable other concerns more directly related to ensuring that the basic skills of numeracy and literacy were being taught (Van der Horst & McDonald: 1997:5).

As noted in the introduction, Life Orientation is now a recognised learning area within Outcomes-Based Curriculum 2005. A part of this investigation into Life Orientation will be to determine whether this will be sufficient to ensure that it receives the necessary recognition within the classroom itself.

1.2.2 Inadequately Trained Personnel

In the Christian National system of Education (and now within Curriculum 2005), educators who have not had the appropriate training have been given the task of providing Life Orientation.

The importance of appropriate training cannot be under estimated as Life Orientation facilitators are subject to specific demands due to the nature of this learning area. Life Orientation very often involves issues of an intimate and personal nature. For this reason although Life Orientation like all the other learning areas is directed at ensuring appropriate, responsible learner behaviour (Van der Horst & McDonald 1997:104), what is appropriate in Life Orientation classroom may not always be appropriate in that of the other learning areas.

Counselling is one of the tasks required of the Life Orientation facilitator that requires specific skills training. This study will therefore examine whether this shortage of skilled Life Orientation facilitators still exists within Curriculum 2005. If this is the case it will need to be addressed as a matter of priority particularly as the Outcomes-Based Curriculum 2005 emphasises that Life Orientation is ' an integral part of education, fundamental to empowering learners to live meaningful lives' (Department of Education (A) 1997:30).

1.2.3 Lack of resources within the education system

For many schools difficulties have been experienced in attaining access to the most rudimentary of resources, including the prescribed textbooks. In rural schools the lack of resources is not improved by their geographical isolation (Swart Interview: 1999).

Educators who themselves are inadequately trained have also been further hampered by the lack of resources. This has negative implications for all

learning areas including Life Orientation. Is this still a factor within Curriculum 2005, and if so what initiatives are being undertaken to address any lack of resources particularly as they effect Life Orientation?

1.2.4 Perceived irrelevance of the Guidance Curriculum and the relevance of the Life Orientation system

Under previous education systems, the curriculum was developed in consultation with a very small sector of the community. The importance of examinations was a primary focus of the education system rather than, "providing the learners with life long skills such as the ability to think logically, and to solve problems systematically," (Dobson 1999:1). For these reasons, amongst others, the curriculum was not always seen to be **relevant** for the learners.

The Life Orientation programme within Outcomes-Based Education will be required to ensure that for the programme to be relevant and meaningful, it reflects the needs of a wider community.

From the above expressed concerns, it became apparent that, an investigation into the status quo and theoretical constructs of Life Orientation within Outcomes-Based Curriculum 2005 was required. This would provide a theoretical understanding of Life Orientation within Curriculum 2005, however it would not be contributing in a meaningful way towards resolving any of the issues described above. The research will therefore be orientated towards contributing to Life Orientation in a practical manner.

1.3. EXPLORATION AND FORMULATION OF THE PROBLEM

The system of education within South Africa (and by implication Life Orientation) during the late 1990's has undergone profound introspection and change. This concern with education has been reflected in the daily press during the latter half of 1999 and the year 2000.

According to Barron (1999:10) "The situation facing South Africa's institutions of learning is so serious that the old methods of education have become inadequate". The methods of education prior to 1994 have also been revealed as inadequate as not all learners were provided with an education that enabled them to enter the job market.

A further factor, which has negatively impinged on the education system, has been the lack of the required **work ethic**, which has been a prevalent feature of some educators (and pupils). As Father Mkhatshwa (Van der Horst & McDonald 1997) writes, "A work ethic on the part of both teachers and learners should be regarded as a pre-condition for success (in OBE)".

Conversely, this crisis in education has in many ways had very positive effect. Education and Life Orientation as part of education, has been subjected to intense scrutiny, debate, strategic planning and even soul searching by many diverse parties. This in-depth examination has resulted in the development (and the continuing development) of an education system which strives to be relevant and which has as one of its core statements the aim to provide "creative and critical citizens leading productive, self-fulfilled lives," (Department of Education (G) 1997:1).

In order to understand some of the challenges facing the implementation of Life Orientation within an Outcomes- Based system of education, it is necessary to examine the theoretical foundations underlying Curriculum 2005. The principles underlying Curriculum 2005 are to be retained within the revised Curriculum 2005, as the "recommendations of the C2005 Review committee amount to a strengthening and streamlining of C2005 and not its phasing out", (www.fm.co.za/00/0609/currents/dcurr.htm 2000).

1.3.1 What are the theoretical constructs of Outcomes-Based Education underlying Curriculum 2005?

There are a number of theoretical constructs, which underlie the Outcomes-Based Education system as it is to be implemented within the South African context; initially in the form of Curriculum 2005, and later as the revised

Curriculum 2005. What are these theoretical constructs of Outcomes-Based Education? Is there only one form of Outcomes- Based Education? Are there any differences between Outcomes- Based Education and Curriculum 2005?

1.3.2 What is Life Orientation as defined within Outcomes-Based Curriculum 2005?

Once the theoretical constructs of Outcomes-Based Curriculum 2005 have been identified and delineated, the Life Orientation learning area itself will then be outlined with greater clarity.

What are the aims, goals, content and structure of the Life Orientation programme as it is proposed within Curriculum 2005?

What are the specific outcomes of the Life Orientation programme?

1.3.3 What are the implications of the theoretical constructs of Outcomes-Based Education on the Implementation of Life Orientation?

Do the fundamental principles of Outcomes-Based Education as they exist within Curriculum 2005, have a direct effect on the facilitation and implementation of the Life Orientation programme?

What are the implications of these principles for the Life Orientation facilitator?

Will these principles result in fundamental changes to the manner in which Life Orientation facilitators currently undertake their implementation?

1.3.4 What is the role of the Life Orientation facilitator?

What is the role that the Life Orientation facilitator/ educator is expected to fulfil within Curriculum 2005? Are there in fact multiple roles and tasks expected of the Life Orientation facilitator?

1.3.5 Is there a need for a pragmatic model to assist the move from theory to practice?

While there are undoubtedly many skilful practitioners within the system of education, for many others who have had inadequate training or lack resources, the leap from theory to practice is a quantum one.

The question therefore arises whether a pragmatic model assisting this transition will be useful? The rationale for the development of a model is to provide an additional tool for those who are capable of developing their own learning programmes.

1.4. STATEMENT OF THE PROBLEM

Some of the issues and concerns, which have given rise to this study, have been outlined in the preceding sectors of this chapter. With so many educators, policy makers and strategists already implementing, reviewing and revising the education system what additional value can there be in a study of this nature? It is clear by the recommendations made on 31 May 2000 by the Review Committee that the implementation of Curriculum 2005 has not been as effective as anticipated.

By analysing responses from educators from governmental and non-governmental organisations, educators at grass roots level, and undertaking a literature study, the intention is to provide a clearer understanding of the principles underlying Life Orientation within Curriculum 2005 and the implementation of Life Orientation. A careful examination of the roles and tasks of the Life Orientation facilitator will be made in order to develop an implementation model. This model will then be subjected to analysis and development to ensure its relevance as a tool to the Life Orientation facilitator.

1.5. AIMS OF THE STUDY

As the Life Orientation programme has been developed in response to societal and educational needs, it is valuable to examine how it is to be implemented in an effort to meet those needs. A literature study together with information gathering interviews will be undertaken to:

1.5.1 Determine the theoretical constructs of Outcomes-Based Education underlying Curriculum 2005

Before undertaking an in-depth investigation into Life Orientation specifically, it will be necessary to briefly examine the underlying theoretical constructs of both Outcomes–Based Education and Curriculum 2005. These constructs will have an influence on the structure and content of the Life Orientation curriculum.

1.5.2 Describe Life Orientation as defined by Curriculum 2005.

Life Orientation is one of the eight learning areas of the General Education and Training phase of the General Education and Training Band (GET). The specific outcomes and expectations associated with Life Orientation will be outlined.

The existing specific outcomes as described in Curriculum 2005, will be replaced by learning area statements within the revised Curriculum 2005. An examination of the specific outcomes will however be included in this study, as they will continue to be utilised by Life Orientation facilitators until replaced by learning area statements within the revised Curriculum 2005. It is envisaged that the specific outcomes as they currently exist within Curriculum 2005, could inform the design of the learning area statement (Report of the Review Committee 2000:96).

The Life Orientation facilitator will be required to familiarise himself with these specific outcomes in order to develop his own learning programmes.

1.5.3 Examine the implications of Outcomes-Based Education for Life Orientation Implementation

The underlying principles of Outcomes-Based Curriculum 2005 will have an influence on the implementation of Life Orientation. Amongst others these include the emphasis on integrated learning, success orientation and co-operative learning (Van der Horst & McDonald 1997:20). Assessment and evaluation are further strategies with which the Life Orientation facilitator needs to become familiar.

The manner in which they impact the implementation of Life Orientation will be discussed.

1.5.4 Analyse the role of the Life Orientation Facilitator

An analysis of the theoretical components of Life Orientation will be incomplete without discussing the role of the facilitator. The tasks this role entails will also be detailed.

1.5.5 To develop an Implementation Model

The Life Orientation facilitator has to make sense of new terminology and lesson planning which is now orientated to skills, values and attitudes as well as knowledge. The facilitator also has to understand how to determine **suitable outcomes** for the learners, while meeting the requirements of the critical outcomes and ensuring that the necessary assessment standards are met.

Without an understanding of the implications of Outcomes-Based Curriculum 2005 for his learning area the facilitator will not be in a position to undertake the tasks expected of him, and will require assistance to gain the necessary competence in curriculum development and implementation.

In designing any form of implementation model, it will be necessary to take into account the fact that not only do facilitators utilise a body of knowledge when compiling their planned outcomes, but their own personal experience and

philosophical, political and ethical values are also incorporated (Handel & Lauvas: 1987:9).

The development of a implementation model which is of a generic nature and which aims at providing an additional resource *rather than the definitive source* may well prove useful in assisting facilitators undertaking the design of a Life Orientation programme for the first time. An assessment of the implementation model will then be undertaken to determine whether it is a useful additional tool to assist Life Orientation facilitators.

The intention of the study is thus twofold:

To provide a clear understanding of the roles and responsibilities of the Life Orientation facilitator and:

Secondly a further intention is:

> To provide a working implementation model to assist Life Orientation Facilitators when developing their own learning programmes.

There are a number of other indirect aims associated with this study, which will be outlined in detail within Chapter five.

1.6. METHOD OF RESEARCH

As Life Orientation is a relatively new programme, which is still in its developmental stages, a multi- phased approach will be utilised.

1. A literature study and interviews with an advisory group of educators will provide information on the following: the theoretical constructs of Outcomes-Based Education, Life Orientation within the Outcomes-Based Education programme, the role and tasks of the Life Orientation, and background information on Curriculum 2005.

2.   Information gathered from these interviews and the literature study, will be used to develop a **model for implementing Life Orientation** within the classroom.

3.   This implementation model together with a questionnaire will be piloted to a small selected group of individual educators currently implementing Curriculum 2005. These individual sessions will be directed at:

   - Providing a forum for discussion around the changing role and tasks of all facilitators including the Life Orientation facilitator.

   - Discussing the implications of Outcomes-Based Curriculum 2005 for the implementation of Life Orientation.

   - Gathering information regarding their current methods of implementing Curriculum 2005.

   - Providing an opportunity to make suggestions for the further improvement of the implementation model.

   - Completion of the supplied questionnaire.

   From their recommendations as well as those received from the initial advisory group, refinements will be made to the implementation model and questionnaire.

4.   Once the developmental model and questionnaire are completed, they will be presented to a large group of facilitators. From their responses it will be possible to determine whether the implementation model is seen as an effective tool to assist facilitators with the development of their learning programmes. A number of other issues pertaining to Life Orientation will also be researched.

1.7.   EXPLANATION OF TERMS

As can be expected when discussing theoretical precepts, there are a number of terms, which require an explanation to illustrate their specific meaning within the context of this work.

- **Adult Based Education and Training- (ABET)** A sector of the population who require education and training are those adults, who have experienced inadequate school education. The main principle of the ABET programme will be the building of partnerships with organised labour and business, and other stakeholders. Although ABET is an important part of the educational reforms, it falls outside the scope of this study.

- **Assessment** – This is the process of identifying, gathering and interpreting information about a learner's achievement, as measured against nationally agreed outcomes for a particular phase of learning. Assessment is made up of four activities, namely

  Generating and collecting evidence of achievement.

  Evaluating this evidence against the outcomes

  Recording the findings of this evaluation and

  Using this information to assist the learner's development and improve the process of learning and teaching (Department of Education (I) 1998:3).

  Within Outcomes-Based Curriculum 2005 assessment is continuous assessment (CASS).

- **Assessment Criteria-.** Assessment criteria are to be derived directly from the specific outcome and should form a logical set of statements of what achievement could or should look like (Department of Education (G) 1997:13). Assessment criteria will be used to indicate whether or not the learners have achieved the stated outcome.

  The assessment criteria provide a framework for assessment, while the range statement fleshes out the substance of what assessment will be applied to.

  Assessment criteria will **not** be maintained in their current form as part of the revised Curriculum 2005.

- **Critical Outcomes** - There are 12 Critical Outcomes, they are broad statements that indicate the knowledge, skills, values and attitudes all learners are expected to acquire. Critical cross-field outcomes are working principles, which should direct teaching, training and education

practices and the development of learning programmes and materials.

- **Curriculum Framework-** A curriculum framework is a set of principles and guidelines, which provide a philosophical base and a structure to utilise when organising curriculum development initiatives (Department of Education (A) 1997: 4). The philosophy, which underpins the development of Curriculum 2005, is based on the principles of participation, accountability, transparency, learner centeredness and relevance.

- **Curriculum 2005 -** Curriculum 2005 has been developed using an assessment, qualifications, competency and skills-based framework, which includes Outcomes-Based Education. Curriculum 2005 and Outcomes-Based Education are not one and the same thing. The particular form that Outcomes-Based Education has taken in South Africa is known as Curriculum 2005. That is, Curriculum 2005 is our homegrown version of Outcomes-Based Education (OBE), which provides the framework within which facilitators are expected to practise the principles of Outcomes-Based Education.

The main principles of OBE are that teachers:

- decide in advance what the outcomes are that learners should be able to achieve during a period of learning;
- design learning experiences to provide opportunities for learners to achieve these outcomes; and
- use different assessment strategies to assess to what extent learners have achieved the outcomes.

Curriculum 2005 includes these principles, but goes further by prescribing 12 critical outcomes, 66 specific outcomes, eight learning areas integrated into three learning programmes in the foundation phase, five learning programmes in the intermediate phase and eight learning programmes in the senior phase, etc. Curriculum 2005 is therefore more prescriptive than Outcomes-Based Education in terms of the design principles it incorporates (http://www.teacher.co.za).

- **Educator-** Within the context of this study, the term educator is used to refer to teachers in the classroom, heads of departments, Deputy-Principals and Principals, and education consultants as well as 'educators' who occupy positions such as education development officers, district and regional managers, and policy advisors.

- **Facilitator** - The use of the word facilitator has been used in preference to the word teacher. Within this study, the meaning of facilitator is in line with the description offered by Rowntree (1985:152) "Instead of acting as the fountain of all wisdom on whom all eyes and ears are turned, (the facilitator) can become more a provoker of self-discovery and peer-teaching, in which attitudes are liable to change as well as cognitive understanding."

The term 'facilitator' refers to the task of leading and guiding the learners in the process of self-discovery. The learners themselves however have the task of making the discovery personally (Potchefstroomse Universiteit : 1998:xii).

Although the term 'he' has been used when referring to the sex of the Life Orientation facilitator this decision was made purely for practical reasons. It is understood that Life Orientation Facilitators are of both male and female gender.

- **Further Education and Training (FET)** FET comprises Grades 10-12 of school education and training, out of school youths and adult learners. The focus of this study is aimed at the General Education and training band rather than the FET.

- **General Education and Training (GET)-**
The General Education and training band is divided into the Foundation Phase, Intermediate Phase and the Senior Phase. These three school phases correspond roughly to the developmental phases of children.

The Foundation Phase (Grades 1-3), forms part of Early Childhood Development (birth to 9 years).

Intermediate Phase (Grades 4 to 6)

Senior Phase (Grades 7 to 9)

- **Learners with Special Needs- (ELSEN)** Learners who have special educational needs (including those who are disabled, as well as those who are gifted) are to be integrated within the mainstream educational system. This inclusive approach is in line with the fact that special needs of all learners are inter-related. The implications are significant for all facilitators and the implementation of Curriculum 2005.

- **Learning Areas** – Within the **Senior Phase** of the General Education Phase of Education (GET) there are eight officially recognised learning areas as follows:

Language, Literacy and Communication, Technology,

Mathematical literacy, mathematics and mathematical sciences,

Arts & culture,

Natural sciences;

Economic and Management sciences,   Life Orientation;

Human and Social Sciences.

In the **Intermediate Phase** there are five learning areas

Language, Literacy and Communication;

Mathematical Literacy Mathematics and Mathematical Sciences;

Natural Sciences and Technology

Human, Social, Economic and Management Sciences

Arts, Culture and Life Orientation

The **Foundational Phase** has three learning areas

Literacy

Numeracy

Life Skills

- **Learning Programmes** –Learning programmes have the same names as the Learning areas. The difference is that learning programmes integrate aspects from other learning areas while learning areas focus on one learning area.

  Learning programmes include learning outcomes and assessment guidelines. They should also incorporate some key elements of the basic context identified at a national level to ensure that school learners follow a broadly similar programme in terms of general coverage of concepts and content. Provincial authorities are free to develop their own learning programmes according to nationally agreed outcomes to meet local and individual needs.

- **Life Orientation** – Is one of the recognised learning areas in all the phases of the General Education and training band. In the Senior and Intermediate Phases it is referred to as Life Orientation, while in the Primary Phase of Education, it is entitled Life Skills. Life Orientation is acknowledged as an integral part of education, which focuses on the holistic development of the learner, including the intellectual, physical, spiritual and emotional growth. In order to facilitate this holistic development, Life Orientation is broader than the previously known Guidance, and incorporates aspects of religious education, physical education as well as vocational guidance.

- **National Qualifications Framework (NQF)** - The National Qualifications Framework aims to unify qualifications in education and training, it is based on set standards and set assessment procedures that are nationally applicable.

- **Outcomes-Based Education (OBE)** – OBE is a term used to imply that everything (curriculum design, planning, teaching, assessing, writing support materials) will be designed and organised around the intended learning outcomes at the end of a learning programme. The educator thus starts with the intended outcomes as opposed to the inputs of traditional curriculum driven education, and designs down from these specified outcomes.

This focus on outcomes is aimed at providing a clarity of focus for all those parties involved in education including the learner, educator parents etc. Within Outcomes-Based Education, learner progress is measured against agreed transparent criteria. The learner is then provided with clear feedback and where necessary the support to try again. The four main principles of Outcomes-Based Education are therefore; designing back from the outcomes, a clarity of focus, success orientation for all learners, and the provision of expanded learning opportunities for learners.

- **Performance Indicators** -Performance indicators are tools "to indicate the amount and kind of evidence that would be required to show that the assessment criteria have been fulfilled" (Department of Education (J) 1998:viii). They therefore provide the **content and processes** that the learner should master and the details of the learning contexts in which the learner will be engaged (Department of Education (H) 1997:19).

  Performance Indicators will not be retained within the revised Curriculum 2005.

- **Phase Organisers**- Phase Organisers are used to encourage integration across Learning Areas, provide a balance and ensure that learning is phase appropriate. There are five prescribed Phase Organisers in the Senior Phase. They are Communication, Culture and Society, Environment, Economy and Development, and Personal Development and Empowerment. Programme Organisers:

- **Programme Organisers**- Programme Organisers are a wide variety of suitable and relevant themes utilised to integrate the learning areas. They are not prescribed, and educators/schools/publishers can decide on their own Programme Organisers depending on the development stage, needs and interests of the learners.

- **Range Statements**

  Range statements are used to indicate the **scope, depth and parameters** of the learner's achievement. They also provide details of

the critical areas of "content, processes and context, with which the learners should engage in order to achieve an acceptable level of achievement" (Department of Education (G) 1997:17).

Range statements provide direction but allow for multiple learning strategies, in the choice of content and process. Range Statements will not be included in the revised Curriculum 2005.

- **Revised Curriculum 2005** – The curriculum framework, which will replace Curriculum 2005. A revision of Curriculum 2005 it is aimed at simplifying the design features contained therein.

- **South African Qualifications Authority (SAQA)** This body registers national education training qualifications and provides guidelines for the establishment and accreditation of other regulatory structures e.g. the Education and Training Quality Assurers.

- **Specific Outcomes** - There are 66 Specific Outcomes grouped into eight Learning Areas. Specific Outcomes describe the knowledge, skills, values and attitudes that learners are expected to achieve within each Learning Area. Specific Outcomes are:
  - Context-specific (not phase specific) learning outcomes for individual learning areas.
  - Describe what learners should be able to demonstrate in specific contexts and learning areas:
  - Serve as criteria for assessing the effectiveness of the learning process.

- **Teacher** -There are instances where the term teacher has been used within this study. The teacher role is associated with that of a pedagogue who determines and controls the content on which the pupils are examined, rather than that of a facilitator who is a resource who encourages learners to take responsibility for themselves.

Throughout this study use is made of the terminology associated with Curriculum 2005. In all instances efforts have been made to ensure these have been adequately defined within the text itself.

1.8. PROGRAMME OF THE STUDY

Chapter One- As can be seen above, the focus in chapter one has been to provide a background against which to orientate this study as well as to define its aims and objectives. The awareness of the problem has been described as well as the scope of the literature study and the research design.

Chapter Two – Within chapter two the theoretical principles of Outcomes-Based Education and Curriculum 2005 will be described. This information will be obtained from both a literature study as well as from an advisory group.

Chapter Three- The focus of chapter three will be a description of the roles and tasks of the Life Orientation facilitator. The specific outcomes of Life Orientation as prescribed within official documentation will also be highlighted.

Chapter Four- The step-by-step process of developing a learning programme will be outlined in chapter four. As assessment is undertaken at different points in this planning and implementation process it will therefore also be included in this chapter.

Chapter Five- The research which will take place in a phased approach will be delineated in Chapter five. The hypotheses to guide the study will be formulated. These hypotheses will be either proved or disproved depending on the results of the study.

Chapter Six will provide a detailed overview of the results of the empirical research.

Chapter Seven- A summary of the recommendations and findings will be detailed in chapter seven, together with any suggestions that may arise for further investigation.

CHAPTER TWO

THE THEORETICAL CONSTRUCTS UNDERLYING OUTCOMES-BASED CURRICULUM 2005

"In theory, there is no difference between theory and practice. But, in practice, there is. "

Jan L.A. van de Snepscheut

2.1 INTRODUCTION

Stoll and Fink (1996:7), encapsulate the demands made on modern-day education stating, "this dilemma of educational purpose, between serving the needs of the market place and the requirements of democratic living, is but one of the many post-modern paradoxes facing schools".

Outcomes-Based Education has been implemented in South Africa, in an effort to meet some of these demands. The focus of Outcomes-Based Curriculum 2005 is therefore to develop citizens who "have a strong foundation of general education", but who also have the ability to learn to adapt to and develop new knowledge, skills and technology (Department of Education (B) 1997:5). Further requirements are that future citizens be educated in such a manner that they are able to move flexibly between occupations, take responsibility for their personal performance, set and achieve high standards and to be able to work co-operatively (Department of Education (B) 1997:5).

These principles are to be retained in the revised Curriculum 2005. For all educators and learners the implementation of Outcomes-Based Curriculum 2005 requires a paradigm shift from the previous system of education.

2.2 PARADIGM SHIFT

Spady (1997:1) describes paradigms as the patterns of thought that we use to understand and "make sense" of what we do and experience. Similarly Dalin and Rust (1996:31) describe a paradigm shift as being, "a major change in the way realities are thought about and explained". Shifts in the operating paradigm of large organisations, which affect their fundamental functioning, are of sufficient magnitude to be "transformational" (Spady 1997:3). Curriculum 2005, which is aimed at affecting the fundamental functioning of the existing of education, is thus a transformational form of Outcomes-Based Education.

Evans & King (in Armstrong 1999:6) emphasise the significance of transformational Outcomes-Based Education, noting that unlike traditional Outcomes-Based Education models, which utilise the existing curriculum on which to make changes, transformational Outcomes-Based Education requires the creation of a whole new school system. The choice of transformational Outcomes-Based Education for South Africa is not without its' critics. Armstrong (1999:13) is of the view that "it may be over-idealistic to opt for transformational OBE given the admission that for historical reasons the foundations on which to build on OBE policy are inadequate."

Whatever the form of Outcomes-Based Education adopted, the required paradigm shift may well be described as a change of focus from WHEN and HOW learners learn, to WHAT (outcome) and WHETHER the learners are learning (National Department of Education (E) Undated: 10). This shift in focus has also been subject to criticism. The Academy of Science South Africa states that, "assessable outcomes focussed on **what** qualifying scholars can do (their applied competence) are only a fraction of the real outcomes which have to do with **why** and **how** they will do things," (Report of the Review Committee 2000:13).

The paradigm shift from Christian National Education to Outcomes-Based Education cannot be overestimated, particularly if as Covey states (1994:32) "paradigms are inseparable from our own character ... We can't go very far to change our seeing without simultaneously *changing our being*, and vice versa." Olivier (2000:70) sees the paradigm shift required for the role of facilitator as being so significant that, "not anyone who can talk and chalk, direct the line of thinking of learners, convey information or demonstrate, qualifies to be a facilitator".

The manner of implementation is also significant for the resultant success of a paradigm shift. The implementation of Curriculum 2005 has been a "top-down" policy, which very often leads to a lack of teacher commitment to government-initiated reform Carter (in Halsall 1998:9). If however the paradigm shift is managed in such a way that teacher ownership occurs, then the chances of successful implementation are greatly increased as, "educators themselves, are the fundamental backbone of school improvement," (Stoll in Halsall 1998:4). This lends credibility to the concept of

engaging facilitators by developing and promoting the use of an implementation model. It may well be that for both the learners and educators of Curriculum 2005 further assistance is required in the form of an orientation or change management process to assist with this paradigm shift.

What exactly is this paradigm shift that is being referred to? For the teacher who has been the transmitter of information, within a Contents-Based Education system, their role within an Outcomes-Based system of education becomes that of a facilitator. The educator is thus tasked with aiding the learner to become actively involved by using a variety of approaches in the learning process (Giessen-Hood 1999:52).

The lecturing method to impart information will largely be replaced by engaging the learners in group, team or pair-work and inviting them to take responsibility for their learning. In order to do this, facilitators will be required to ensure their learners know exactly what outcomes they are expected to achieve. Furthermore the task of the facilitator will be to ensure that his learners are given the opportunity to develop the necessary skills of critical thinking, reasoning, research and questioning in order to be able to work independently (Giessen-Hood 1999:51).

No longer is the teaching teacher-centered, but rather learner-centered as a knowledge of syllabus content is replaced by learning which is relevant to real life situations, and to the experience of the learner (Giessen-Hood 1999:51). There are a number of other implications for both the educator and the learner in this change from Contents-Based Education to an Outcomes-Based approach and these are outlined in Appendix A.

That a paradigm shift is required is not in question even if the extent of the required shift is debatable. However, it is not the aim of this work to provide a definitive explanation of all aspects of the theory underlying Outcomes-Based Education and its implementation. Rather an explanation of those constructs necessary to enhance an understanding of the system will be undertaken.

2.3 PRINCIPLES UNDERLYING OUTCOMES-BASED EDUCATION

Outcomes-Based Curriculum 2005 is based on principles that "promote personal and social development". The findings of the Review Committee Report (2000:vi) have indicated that these principles have received overwhelming support, "generally, teachers have a positive attitude to the intent and purposes of Curriculum 2005", despite criticisms of the manner of their implementation (Report of the Review Committee 2000:76). As these principles are to be retained in revised Curriculum 2005, and will therefore continue to influence the content and manner of implementation of Life Orientation, they will be examined in some detail.

The South African Outcomes-Based Education system known as Curriculum 2005, is not the same as the Outcomes-Based Education systems implemented in Australia or America, although clearly there are common fundamentals (Department of Education (E) Undated: 10). This is because there is no single, authoritative model for Outcomes-Based Education (http://www.ed.gov/databases/Eric-Digests/ed), rather when educators consistently and simultaneously apply these principles in and across classrooms and schools, there is a distinctive character to the Outcome-Based practices (Spady 1996:5). As Spady states "OBE, is not a program but a way of designing, delivering and documenting instruction in terms of its intended goals and outcomes," (Spady in Van der Horst & McDonald: 1997:121).

The terms Outcomes-Based Education and Curriculum 2005 are often used interchangeably when in fact they are not exactly the same thing. In line with common usage, the title of this research has utilised the term Outcomes-Based Education, when referring to Curriculum 2005. Curriculum 2005 incorporates principles of Outcomes-Based Education but the philosophical framework, which underpins Curriculum 2005, is broader than that of Outcomes-Based Education. Curriculum 2005 is also far more prescriptive in terms of the design features, which it incorporates. Both the principles underlying Outcomes-Based Education as well as the broader principles underlying Curriculum 2005 will be discussed below.

2.3.1 Clarity of focus and defined outcomes

Within Outcomes-Based Education the focus on syllabus content is replaced by a concentration on achievement in terms of desired outcomes. Everyone involved in learning should, all the time, have a clear picture of what is wanted in the end (Department of Education (E) Undated: 11). This is achieved by having outcomes, which are clearly defined and which produce, "clear observable demonstrations of student learning," Spady (1996:3). The learner has his progress measured against agreed criteria. Outcomes are thus not "vague statements... (but) are the tangible application of what has been taught," (Spady in Gultig, Parker & Dedekind 1998:24). Learning is therefore carefully facilitated towards learner achievement of the outcomes. Curriculum 2005 goes further than demonstrations of learning and incorporates the holistic development of competence including knowledge, skills and attitudes (Department of Education (B) 1997:32).

The focus on outcomes will remain a feature of the revised Curriculum 2005. There has however been criticism that this emphasis on outcomes has resulted in a lack of prescribed content knowledge, which in turn has compromised the range, depth and quality of learning in all learning areas (Report of the Review Committee 2000:47). The inclusion of prescribed content within Outcomes-Based Education appears to be somewhat controversial. Killen (in Armstrong 1999:7) writes that, "content needs to be seen as a support base for addressing and facilitating students' achievement of the outcome rather than as an end in itself." Killen therefore sees the emphasis as being on the outcome with content playing a secondary role. Malcolm (in Report of the Review Committee 2000:29) also expresses opposition towards prescriptive curriculum content expressing the view that "the key input of what is taught and how it is taught should be as little prescribed as possible".

Jansen (1997:7) takes an opposing view and is critical of this *lack of emphasis* on curriculum content within Outcomes-Based Curriculum 2005, stating that, "OBE trivialises content." It appears that Jansen is not alone in his concern as the revision of Curriculum 2005 includes addressing the "under-specification of content," (Report of the Review Committee 2000:48).

It may well be that there is room for content prescription within the curriculum but as Spady (in Killen 1996:4) would caution, "you develop the curriculum **from** the outcomes you want students to demonstrate, rather than writing objectives for the curriculum you already have".

Whatever the extent of the prescription of curriculum content, the outcomes will need to be clarified in order to design back to these exit points.

2.3.2 Designing down

The outcome is the starting point, "the center-piece and the bottom line of all instructional efforts," (Spady & Schleubusch 1999:39). This close connection between intention and results is at the heart of Outcomes-Based Education. By ensuring the clear establishment of the desired outcomes it then becomes possible to align instruction, and assessment with the criteria and processes of the intended demonstration.

The design of training material is therefore done backward from the establishment of the culminating outcome (Van der Horst & McDonald 1997:21). In similar vein, Killen suggests that statements of intent drafted by the facilitator should focus on the *purpose* (or outcome) of instruction, "rather than on the content or learning experiences that are the vehicles of instruction (Killen 1996:1). By designing back from unambiguously specified intended outcomes, not only is there (ideally) a clear focus for the education process, but the outcomes serve as benchmarks against which student achievement can be judged (Killen 1996:1-2).

Designing down may not always be a simple procedure as Jansen (1997:5) makes the valid point that not all subjects lend themselves to specifying instrumental outcomes. Life Orientation, which deals with complex issues of values, cultural issues and sexuality amongst others, may very well fall into this category. A further difficulty for facilitators when designing down from the General Education and Training Certificate is the current lack of clarity regarding the exit point of the GET within Curriculum 2005. As stated within the **Report of the Review Committee** (2000:48), "without a clear exit outcome statement, curricula cannot be systematically 'designed down', which affects all levels of the GET. For this reason the specifying of the

General Education and Training certificate qualification is currently being addressed.

In this process of designing facilitators need to be aware that standards of performance should not be lowered. Spady (1996:5) specifies that High Expectations are an important principle of Outcomes-Based Education. Educators are required to establish high, challenging standards of performance for students, which encourage successful demonstration by the individual learner. Whether this is practicable in large classes of learners at different grade and skills level remains to be seen.

The aim of designing training towards a specific outcome, is to assist learners to understand and succeed at what it is that is required of them (Killian 1996:2). This success orientation, which is described below, is a further principle of Outcomes-Based Education.

2.3.3 Success Orientation

Success orientation is an important component of this method of learning (Van der Horst & McDonald 1997:12). Within Outcomes-Based Education, all students are expected to be successful. Facilitators are therefore encouraged to "find ways for the students to succeed" (Killen 1996:2).

The implications of the Life Orientation facilitator are that he is responsible for creating a positive learning environment, which provides learners with sufficient opportunities to practice using the new knowledge and skills that they have gained. The Life Orientation facilitator will be required to use a variety of methods of instruction to help learners to learn, and ensure that they are adequately prepared to succeed. By reviewing "essential prerequisites at the start of each lesson, and providing additional time or assistance to those students who need it, " (Killen 1996:6) the Life Orientation facilitator will be assisting his learners to succeed.

Outcomes-Based Education supports the view that all students can learn and succeed. One of the ways in which facilitators are able to assist their learners is by providing expanded learning opportunities.

2.3.4 Expanded Opportunity

In line with the emphasis on successful learning, the educators within Outcomes-Based Education are required to consider **alternative** ways of helping learners to achieve the outcomes. Not all learners will learn at the same rate or learn equally well from the same experiences (Killen 1996:9). Should learners not be able to successfully attain the outcome on the initial attempt, school staff must provide opportunities for the learners to improve upon his efforts (Spady 1996:5). For the Life Orientation facilitator this will provide a challenge.

Advancement is based on achievement of the outcome rather than on seat time in the classroom. Expanded opportunities are therefore developed to ensure that learner's needs are accommodated through multiple instructional strategies (i.e. problem-based learning, group work etc.) and multiple assessment tools (i.e. presentations, debates, interviews, portfolios, self and peer assessments, etc) Armstrong (1999:10). Providing expanded opportunities for the learner also implies that each learner is provided with *time* and assistance to realise their potential. Of significance here is the fact that the facilitator should not see this as an instance of *'dumbing down'* (Spady 1996:13) the required learning, a criticism levelled at OBE, but should always maintain high expectations of the learner and learner achievement of the selected outcomes. It is precisely because success is expected for all learners that multiple learning opportunities are required.

These then are the fundamental concepts of Outcomes-Based Education, which are the concepts, included in Curriculum 2005. The Curriculum 2005 framework is broader than this and includes a number of additional principles. The following discussion outlines those principles most relevant for the learners and Life Orientation facilitators.

2.4 PRINCIPLES ADVISING CURRICULUM DEVELOPMENT

2.4.1 Nation-Building and Non-Discrimination

The move towards Outcomes-Based Education "takes place in a context of transforming South African society from one based on major inequities to one which is fundamentally egalitarian," (Report of the Consultative Forum on Curriculum in Armstrong 1999:12). In order to equalise educational opportunities, nation-building and non-discrimination are contained within the principles of the curriculum framework.

Further aims of Outcomes-Based Curriculum 2005 include the accommodating and development of respect for diverse religious and value systems amongst learners. Multi-lingualism, co-operation and the ability to participate in all aspects of society also have a strong emphasis (Department of Education (B) 1997: 9). In order to become more than useful principles, commitment and 'buy-in' will be required from all stakeholders in education. For this reason participation and ownership are encouraged within Curriculum 2005.

2.4.2 Participation and ownership

2.4.2.1 *Community*

Under the Christian National system of Education, parents and the community were distanced from the education of their children. The schools and the teaching staff educated learners virtually independently of parents or the surrounding community, and educators for the most were almost solely responsible for the education of the learners. One of the aims of Curriculum 2005 has been to endeavour to develop a consultative approach to education, (some would argue not always successfully). To this end key stakeholders are encouraged to become involved in the process of education. The state, the community and the private sector are all encouraged to accept responsibility for education. As Bengu (1999:4) notes, "our parents must expect and demand greater performances from our school management's teachers and learners".

Halsall (1998:46) supports this view stating that educational sociologists, "have repeatedly demonstrated that parental attitudes have a significant impact on student attitudes and achievement".

The importance of community participation is revealed if one examines the matriculation results of 1999. Although the overall pass rate was 48,9% (Business Day 4 January 2000) schools such as the Leshata Secondary School in Orange Farm had a one hundred percent pass rate. The Principal emphasised the fact that the school authorities had "internal arrangements" with the community to ensure that pupils stayed in classes, and that there was no question of teacher absenteeism.

Spady (in Gultig, et al 1998:35) notes that, "districts that take great pains to nurture community connections both initiate and sustain Outcomes-Based Education implementation with greater success". Participation and ownership is therefore not limited to the facilitator but is also shared between other stakeholders in the education process, namely the learner and the community.

2.4.2.2 Learners

The importance placed on learner ownership and participation is clearly evidenced within the Specific Outcome, which states "Learners will...organise and manage oneself and one's activities responsibly and effectively (Department of Education (H) 1997:15). Similarly Olivier (1999:20) sees the role of the learner within Outcomes-Based Education as resulting in learners who, "accomplish more than just producing or delivering outcomes ...(but) become involved in managing their own learning process."

Learner participation and inclusion is fundamental to the process of Outcomes-Based Education and as Halsall (1998:45) notes that there is a particular need to work with students in school improvement efforts, "because they are major participants in the change process, not simply 'end users' ". By including the different stakeholders within the education process, the principle of accountability within Outcomes-Based Curriculum 2005 is greatly enhanced.

2.4.3 Accountability

The Outcomes-Based Curriculum 2005 advocates transparency, participation and accountability. Stoll and Fink (1996:168) underscore the importance of accountability, "when school improvement activities fail, it is often because insufficient time was taken to determine how the initiative was progressing and whether it made any difference." The Outcomes-Based Education emphasis on evaluation, transparent assessment criteria and the feedback of this assessment provides in part the theoretical commitment to accountability and transparency.

A number of measures taken by the Minister of Education during 2000 have indicated that this ethic of accountability and transparency is being adhered to. Newspapers have contained numerous reports of these measures including:

- Publishing lists of all the best and worst schools in terms of matriculation results (Pretorius in Sunday Times January 16, 2000:2).

- The termination of service of educators who falsified qualification claims (The Star January 27:2000).

- The appointment of a task team under the leadership of Dr Linda Chisholm to investigate Outcomes-Based Curriculum 2005.

- Demoting principals and officials in the Northern Province Department of Education in order to turn schooling around (Pretorius in Sunday Times February 13, 2000:2).

- The announcement of the principal recommendations of the Review Committee on Curriculum 2005, in June 2000.

It would therefore appear that accountability for both learners and educators is to be accorded the status and support it requires.

This emphasis on accountability is also aimed at moving away from teacher-centered programmes of education, and developing responsible learners. A further change brought about as a result of the introduction of the Outcomes-Based approach is the emphasis on critical thinking detailed below.

2.4.3.1 Critical and creative thinking

Previously within Christian National Education learners were not encouraged to question (Giessen-Hood 1999:52). This resulted in learners who were not always able to apply their knowledge. The emphasis within learner centered Curriculum 2005 is now to encourage learners to engage in critical and creative thinking. Thus the learner should not be encouraged to embrace one single method of thinking but should rather acknowledge and be exposed to different types of thinking. These include logical, analytical, holistic and lateral thinking (Department of Education (B) 1997:10). Olivier (2000:73) supports this connection between creative thinking and Outcomes-Based Education, noting that, "when learning outcomes-based, creative thinking becomes a lifestyle ... diverting from conventional limits and using both sides of the brain".

Dalin and Rust (1996:134) stress the importance of critical reflection, stating that learners must be assisted to "reflect critically on the outcomes, significance and consequences of their behaviour." This critical thinking and reflection applies to the Life Orientation facilitator himself, as it is by doing so that he can examine his own methods of facilitating to ensure maximum effectiveness.

By encouraging learners to think critically and creatively some degree of responsibility for learning is transferred to the learner. These learners can then become independent of the educator because they have acquired the appropriate skills for learning (Giessen Hood 1999:52). Accordingly they are encouraged to continue to learn throughout their lives, this emphasis on life long learning and learner-centredness is a further principle of the Outcomes-Based Curriculum 2005.

2.4.5 Learner centredness and lifelong learning

Learner-centred education systems such as Curriculum 2005 acknowledge the importance of building on the learners' knowledge and experience, as well as recognising and accommodating different learning styles and rates of learning (Department of Education (B) 1997:8). Acknowledging individual

differences, and accommodating these assists the learner to learn successfully. This emphasis on successful achievement is aimed at encouraging learners to continue to broaden their educational experience through lifelong learning.

Lifelong learning emphasises the need for the learner to continue "learning and developing new skills, and acquiring new competencies" throughout their lifetime (Department of Education (B) 1997:8). This is in response to the tremendous increase in knowledge, which continues to develop in nearly every area of study (Van der Horst & McDonald 1997:240).

This principle of lifelong learning extends not only to learners, but will affect many of the Life Orientation facilitators themselves. All psychometrists and psychologists in South Africa will be required to undertake Continued Professional Development (CPD) (although a 'relevant CPD model' was still under development late in 2000). This is aimed at ensuring lifelong learning is enforced, as accreditation and permission to practice is to be dependent on the attainment of credits (Psytalk Issue 1:2000). Halsall (1998:30) also notes the importance of continued learning, stating that teachers are also learners and that "maximisation of student learning is dependent on this".

In order to encourage life-long learning, the relevance of the learning for the learner should not be underestimated. For this reason relevance is a further principle advising curriculum design.

2.4.6 Relevance and integration

Few would dispute that the emphasis on the relevance of education is pedagogically sound. Previous systems of education have not always **sufficiently aligned** the relevance and appropriateness of learning programmes in relation to the "current and anticipated future needs of the individual, society, commerce and industry" (Department of Education (A) 1997:8). Economic and Management Sciences is one learning area aimed at addressing this shortcoming. This alignment and resultant relevance for the learner is important not only for the development of a well-educated society, but is an essential component for ensuring the attentiveness and engagement of all learners.

What is perhaps disputed are the claims of economic growth associated with Outcomes-Based Curriculum 2005, Jansen (1997:3) argues that "there is not a shred of evidence to suggest that altering the curriculum of schools leads to...changes in national economies." Whether economic growth is brought about by an Outcomes- Based approach to education remains to be determined.

Relevance for the learner is greatly enhanced by integration, that is, combining "two or more traditional subjects or areas of learning into one," (Gultig et al 1998:6). The learner is thus able to look beyond the rigid divisions imposed between academic and applied knowledge. Furthermore by integrating aspects of learning and understanding the "integration of all the brain functions in the learning process," are enhanced (Van der Horst & McDonald 1997:240). The Life Orientation facilitator will be required to ensure integration takes place by being aware of and incorporating outcomes from a number of different learning areas during the planning of learning programmes.

2.4.7 Progression and Credibility

In line with the principle of learner support within Outcomes-Based Education, the learner will be allowed to progress to higher levels of achievement by the mastering of learning outcomes, rather than through age or course cohorts (Department of Education (A) 1997:10). The learner is thus encouraged to obtain the necessary credits for National Qualifications (awarded by the National Qualifications Framework (NQF)) at his own pace.

Progression has been an area, which lacks clarity within Curriculum 2005. For this reason clearer guidelines with regard to both conceptual and learner progression are to be introduced in the revised Curriculum 2005. This will be done by means of determining grade-by-grade learning outcomes and assessment standards (Report of the Review Committee 2000:95). What is likely is that learners will continue to be enabled to achieve their qualifications and credits in a manner suited to their individual strengths and skills.

The importance of international recognition for the South African Education system has not been disregarded. For reasons of international compatibility amongst others, quality assurance is an area of focus.

This chapter has thus far included a discussion on the principles of Outcomes-Based Education and in particular those principles, which guide the delivery and development of Curriculum 2005. The new learning areas and the structure of education and training within Curriculum 2005 merit discussion, as they will also influence the implementation of Life Orientation.

2.5 ORGANISATION OF CURRICULUM

One common curriculum framework has been used to develop, early childhood development, the remainder of compulsory schooling as well as Adult Based Education and Training. This is because they are not seen as separate entities, but as part of the entire process of education and learning (Department of Education (A) 1997:16).

Eight learning areas have been demarcated to form the basis of all education up to the Further Education and Training Certificate. Although these eight learning areas may feature differently in the various phases, they will be included in all the phases. The eight learning areas are illustrated in diagram 2.1 below.

DIAGRAM 2.1 THE LEARNING AREAS OF THE SENIOR PHASE OF THE GET
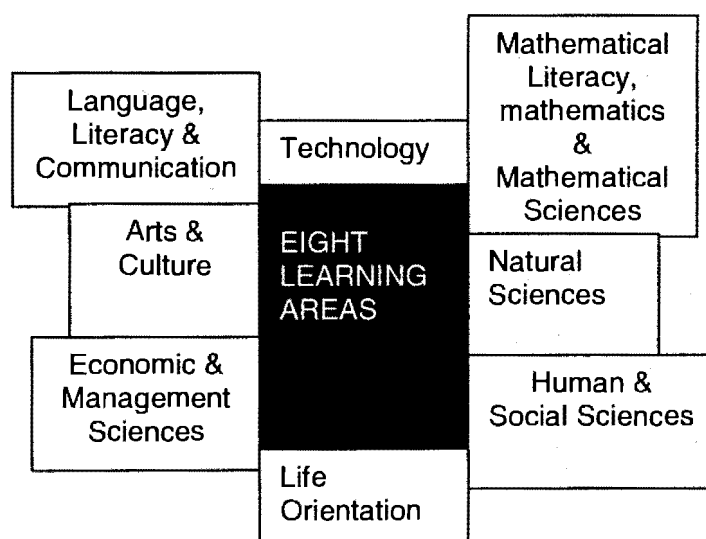
Although the Review Committee recommended that the number of learning areas be reduced to six, within the General Education and training phase, (Report of the Review Committee 2000:21) this recommendation has subsequently been overruled.

2.6   ORGANISATION OF TEACHING AND LEARNING

Changes to the structure of the education phases have also been incorporated into the new system of schooling.   There are three training bands know as the General Education and Training Band (GET), the Further Education and Training band as well as the Higher Education and Training band. Within the GET there are three main phases known as the Foundation phase, Intermediate Phase and Senior Phase.   Details of the structure are outlined below.

2.6.1 General Education and Training (GET)

This training band (GET) incorporates the three school phases namely the Foundation Phase (Grades 1-3), the Intermediate Phase (Grades 4-6) and the Senior Phase (Grades 7-9).   A departure from the previous system of education is the recognition of four levels of Adult Basic Education and Training (ABET).   ABET is to be done in conjunction with all constituencies who have an interest in the ABET enterprise (Department of Education (A) 1997:21).

Table 2.2 below clearly illustrates the proposed structure.

TABLE 2.2: STRUCTURE OF EDUCATION

LEVEL	BAND	TYPES OF QUALIFICATIONS AND CERTIFICATES		LOCATION OF LEARNING
8	Higher Education and Training	Doctorates, Further Research Degrees		Tertiary/Research/Professional Institutions
7		Higher Degrees, Professional Qualifications		Tertiary/Research/Professional Institutions
6		First Degrees, Higher Diplomas		Universities/Technikons/Colleges/Prof essional Institutions/Workplace
5		Diplomas, Occupational Certificates		Universities/Technikons/Colleges/Prof essional Institutions/Workplace
FURTHER EDUCATION AND TRAINING CERTIFICATE				
4	Further Education and Training	School/College/Trade Certificates/Mix from all		Formal High School/Private/State Schools/Technical/Community/Nursing /Private Colleges/RDP and Labour Market Schemes/Industry Training/Boards/Unions/Workplace etc.
3		School/College/Trade Certificates/Mix from all		
2		School/College/Trade Certificates/Mix from all		
GENERAL EDUCATION AND TRAINING CERTIFICATE				
1	General Education and Training Certificate	Senior Phase	ABET Level 4	Formal Schools/Occupation/Work Based Training/RDP/Labour Market Schemes/Upliftment/Community Programmes NGO's/Churches/Night Schools/ABET programmes/Private Providers etc
		Intermediate Phase	ABET Level 3	
		Foundation Phase	ABET Level 2	
		Pre-School	ABET Level 1	

Rhodes University (http://www.ru.ac.za/adc/obe.htm)

2.6.2 Foundation, Intermediate and Senior Phases

It is clear from table 2.2 above that there are a number of exit points from the formal schooling system. Whereas previously standard ten (now known as grade twelve) was formally acknowledged as the single most important school leaving qualification, this is no longer the case. The Life Orientation facilitator will therefore need to design their learning programme in such a manner that learners will be given sufficient exposure to careers, vocational orientation, decision-making skills and accountability, prior to the exit point either grade nine or Level four.

There are numerous other design features of Curriculum 2005 some of which are discussed below:

2.7   CRITICAL AND SPECIFIC OUTCOMES

2.7.1 Critical Outcomes

These are the broad, generic cross- curricular outcomes, which have been adopted by the South African Qualifications Authority (SAQA). There are twelve critical outcomes, which indicate the range of knowledge, skills and values required of the South African citizen of the 21st century (Review of the Report Committee 2000:95). Olivier (2000:33) sees these critical outcomes as encompassing, "the personal, thinking and life skills which people need to be active, responsible and successful members of society."

The critical outcomes have been included here as they are to be retained within the revised Curriculum 2005. This inclusion stems from the fact that there is widespread agreement that these twelve statements provide, "a more than reasonable agenda for education," (Report of the Review Committee 2000:95)(Department of Education (H) 1997:15). The twelve critical outcomes are as follows:

- Identify and solve problems using critical and creative thinking.
- Work effectively with others as members of a team.
- Organise and manage oneself and one's activities responsibly and effectively.

- Collect, analyse, organise and critically evaluate information
- Communicate effectively
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Recognising that problem-solving contexts do not happen in isolation.

Furthermore, the learner must be aware of the importance of the following:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as a responsible citizen in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring education and career opportunities, and
- Developing entrepreneurial opportunities.
  (Department of Education (H) 1997:15)

These critical outcomes are therefore aimed at ensuring learners are able to gain the skills, knowledge and values to contribute to not only their own success, but to that of their community (Department of Education (H) 1997:14).

These outcomes are working principles, which are not only applicable to a specific learning area, but should be directed at the development of **all** learning programmes and materials (Department of Education (A) 1997:34). It is therefore necessary for all facilitators and educators to familiarise themselves with these critical outcomes.

2.7.2 Specific Outcomes

The sixty-six specific outcomes designed for implementation under Curriculum 2005, extend across all eight learning areas. These outcomes, which are context specific and derived from the different learning areas, specify what the learners are able to do "at the end of a learning experience," (Report of the Review Committee 2000:98). That is, the specific outcomes detail the knowledge, skills and values contained within the different learning areas (Olivier 2000:36). These sixty-six specific outcomes have been

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detailed in Appendix B while the eight specific outcomes for Life Orientation in the senior phase will be discussed in some detail in Chapter Three.

These specific outcomes will **not be retained** within the revised Curriculum 2005 in their present form. This is because submissions to the Review Committee indicated that basing assessment on all these specific outcomes is "beyond the capacity of the most dedicated primary teacher," (Report of the Review Committee 2000:49). Rather, specific outcomes are to be replaced by learning area statements, which demonstrate with sufficient clarity the cognitive distinctiveness of each learning area learning area (Report of the Review Committee 2000:96). The sixty-six specific outcomes may however be used to guide the development of the learning area statements.

Content concept and skills for each grade will be far more clearly delineated within the revised Curriculum 2005 by means of learning outcomes and assessment standards (Report of the Review Committee 2000:96). These Learning outcomes, which will replace specific outcomes, should be seen as the minimum or core concepts, content and values, to be covered in each grade within each learning programme (Report of the Review Committee 2000:97).

Life Orientation facilitators need to familiarise themselves with the developed learning outcomes and assessment standards in order to be effective implementers of Curriculum 2005

2.8 ASSESSMENT

Once outcomes have been determined it will be necessary to assess whether the learner is able to demonstrate the required competence. The Department of Education describes assessment as the process through which the applied competence of learners is determined. This assessment should be carried out over a range of assessment practices over a length of time and in diverse contexts (Department of Education (J) 1998: vi).

The Life Orientation facilitator will be required to ensure learning activities are undertaken in such a manner, so as to enhance the process of assessment. In many instances this will be a relatively new task for Life Orientation facilitators. As Dasroo (Undated: 1) writes," assessment has generally regarded as an addition to teaching rather than as a part of it."

Van der Horst and McDonald (1997:175) are in accordance with stated policy when they specify that assessment should be done in a holistic and integrated manner taking into account the cognitive, affective and the psychomotor domain. The Life Orientation facilitator, who undertakes assessment in this holistic and integrated manner, will be required to clearly state the determined outcomes as well as the manner in which they are to be attained. It is only by undertaking this preparation that assessment will become more authentic.

Assessment of the learners' progress will generally utilise criterion referencing, which should be **transparent**. Any learner who is experiencing difficulty in attaining the appropriate credit/s must receive clear feedback to assist him when he tries again (Department of Education (B) 1997:32). This assessment can take a number of forms including teacher, peer or self-driven assessment (Curriculum Framework for General and Further Education and Training in Gultig 1998:12). Learners are thus provided with a broad range of opportunities in order to demonstrate what they are able to do. Assessment results are also required to contribute to improved learner learning.

The recommendation is that while many of these concepts such as transparency, continuous feedback to the learner and an integrated assessment will remain within the revised Curriculum 2005, mechanisms will need to be included which explicitly promote integration as well as sequence and progression (Report of the Review Committee 2000:51). Thus assessment standards need to be developed to describe more effectively the expected level and range of performance for each of the learning outcomes for each grade level.

2.8.1 Units of measurement

Stoll and Fink (1996:66) feel that the role of evaluation is so significant that, "to describe it (evaluation) as the final stage does not do it justice because, in reality it plays a major role in every phase of development planning."

Unlike the previous system of education when Guidance was a non-examinable subject, Life Orientation as one of the eight learning areas is to be assessed. Life Orientation facilitators are therefore still required to utilise performance criteria, range statements and the other recommended assessment criteria as detailed within Curriculum 2005 until they are removed from the revised Curriculum 2005 (Report of the Review Committee 2000:98). Until such time as the revised Curriculum 2005 has been piloted and is ready for implementation, the following assessment standards will still be utilised.

2.8.2 Performance Indicators

Performance indicators provide the **content and processes** that the learner should master and the details of the learning contexts in which the learner will be engaged (Department of Education (H) 1997:19). They are therefore tools "to indicate the amount and kind of evidence that would be required to show that the assessment criteria have been fulfilled," (Department of Education (J) 1998:viii). Performance indicators can be used to provide practitioners and learners with a breakdown of the essential stages to reach in the process of achieving the outcome.

An example of a Performance indicator for the Life Orientation Specific Outcome two – Using skills and displaying attitudes and values that improve relationships in family, group and community- could be to critically evaluate qualities of relationships. By utilising the Performance indicators the Life Orientation facilitators is able to determine the quality of the learners' achievement. Performance Indicators will **not** be retained within the revised Curriculum 2005.

2.8.3 Range Statements

Range statements indicate the scope, depth, level of complexity and parameters of the achievement on the part of the learner. They include indications of the critical areas of content, processes and context in which the learner should engage with in order to reach an acceptable level of achievement (Department of Education (G) 1997:7). The range statement provides direction but allows for multiple learning strategies, and flexibility in the choice of specific content and process (http://www.shuter.co.za) (http://www.teacher.co.za).

The range statement is therefore an expansion and explanation of the critical terms and categories of the assessment criteria. They are used to describe the increasing complexity and sophistication required from learners as they progress to higher grades (http:// www.shuter.co.za). For the Life Orientation specific outcome four-namely to demonstrate value and respect for human rights as reflected in *ubuntu* and other similar philosophies, the range statement could be: Universal Human Rights Code.

2.8.4 Assessment criteria

Assessment criteria are derived directly from the specific outcome and form a logical set of statements of what achievement could or should look like (Department of Education (G) 1997:12). The assessment criteria would be developed in such a way that they indicate whether or not the learners have achieved this stated outcome. These criteria indicate therefore, in broad terms, the observable processes and products of learning which serve as culminating demonstrations of the learner's achievements (Report of the Review Committee 2000:98). The assessment criteria do not themselves provide sufficient details of exactly what and how much learning marks an acceptable level of achievement of the outcome. For this reason the assessment criteria are explained and detailed in the range statement (http://www.shuter.co.za).

The above design features, namely performance indicators, range statements and assessment criteria are not supported by a common understanding. Furthermore as they have proved inconsistent, vague and confusing to the educators who are to implement them, the recommendations have been that they are excluded from the revised Curriculum 2005 (Report of the Review Committee 2000:37).

2.9 CONCLUSION

The aim of this chapter has been to provide a brief overview of some of the principles, which underlie the Outcomes-Based Education and Curriculum 2005. Although these will remain and form the basis of the revised Curriculum 2005, a number of the design features of Curriculum 2005 are to be dropped. It is clear that there are numerous constructs and terminology to which facilitators will require introduction and assistance.

Life Orientation facilitators will need to ensure that they emphasise activity based learning, which provides the learners with a chance to practice their skills. To ensure that the learning moves from the domain of what the teacher will teach to what the learner will learn, will require much initial preparation and initiative on the part of the educator.

Assessment is a further fundamental concept of Outcomes-Based Education. There are many types of assessment and the facilitator should be sufficiently familiar with these to choose the method most suited to the type of learning being undertaken. The following chapter, chapter three will focus on the specific outcomes of Life Orientation within Outcomes-Based Curriculum 2005 as well as the different roles that the Life Orientation facilitator fulfills.

CHAPTER THREE

THE ROLE OF THE LIFE ORIENTATION FACILITATOR AND THE SPECIFIC OUTCOMES OF LIFE ORIENTATION

"The object of education is to prepare the young to educate themselves throughout their lives."

-Robert Maynard Hutchins-

3.1 INTRODUCTION

The focus of chapter two was to provide a description of the theoretical concepts of Outcomes-Based Education, as well as those principles underlying the curriculum framework for Curriculum 2005. Chapter three is directed at detailing the roles and competencies, which the Life Orientation facilitators are required to demonstrate. Once these roles and competencies have been described, the specific outcomes that the learners are required to attain within Life Orientation will then be examined. In this way a clearer understanding will be gleaned of the applied and integrated competencies expected of both the educator and the learner.

3.2 THE ROLES OF THE LIFE ORIENTATION FACILITATOR

Although Outcomes-Based Education is far less teacher-directed than the Christian National system of education, there are a number of different roles that the facilitator will be required to perform. There will also be many tasks that the Life Orientation facilitator will be required to assist learners with (Olivier 1999:40,41) which will be further elaborated. Some of the Life Orientation facilitators' roles are detailed below they include:

3.2.1 Facilitator as a Learning area Specialist

In order to fulfil the requirements of being a learning area specialist, the Life Orientation facilitator will need to be well grounded in the knowledge, skills, values, principles, methods and procedures of his learning area, in this instance Life Orientation (Government Gazette in Lepan 2000:15). This role of learning area specialist is an overarching role into which the other roles are integrated (Department of Education (J) 1998:50).

The Life Orientation facilitator will need to understand the different approaches to learning as well as how to utilise these in ways which are appropriate for both his learners and the learning context. That is the Life Orientation facilitator will need to be able to

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identify the requirements for a specific context of learning (Department of Education (J) 1998:67). In order to do this he must be aware of the specific and critical outcomes contained within the policy documents, which are detailed in this chapter.

As well as this theoretical understanding the Life Orientation facilitator will also be required to develop an awareness and understanding of the outcomes required by his learners at a local level. By selecting outcomes which are particularly applicable to his learners own level of development as well as local conditions, the Life Orientation facilitator will ensure not only relevance for his learners, but in this way will be enhancing a success orientation. The Life Orientation facilitator will thus be involved in selecting methodologies and content appropriate for his learners and the context in which teaching will occur (Government Gazette in Lepan 2000:15,21). The selected outcomes utilised by the Life Orientation facilitator will not necessarily be solely those, which are taken from the Life Orientation specific outcomes, but in accordance with the philosophy of integration, an integrative learning programme will also contain learning outcomes from the other learning areas.

Incorporated within this role of learning area specialist is the requirement that the Life Orientation facilitator analyses his own practices, and ensures that he continually aligns his own practices with best educational practices. The Life Orientation facilitator as a learning area specialist is therefore a researcher within broader professional and educational matters and in other related fields (Department of Education (J) 1998:67).

3.2.2 Interpreter and designer of learning programmes (Designing Appropriate learning Activities)

The Life Orientation facilitator will be required to design learning activities and materials appropriate for his learners, which will support the learning experience. This may incorporate the use of active and experiential learning strategies and the development of skills that are required for more autonomous learning (Halsall 1998:45).

Within Outcomes-Based Education the emphasis is on engaging the learner rather than a teacher-centered transmission of information (Giessen-Hood 1999:51). Learning materials should therefore engage pupils in critical thinking, reasoning, reflection and action.

The learning resources designed for these activities need to be appropriate for the subject, the age of the learner, language competence and take cognisance of any barriers to learning that may exist (Department of Education (J) 1998:71). Learning materials can be compiled from any number of **resources including material contained within previous curricula**, providing they develop the applied competencies and appropriate methods of assessment are used (Department of Education (J) 1998:50). Mohamed (in Mphalele, Sokopo, Mhlobo, Laawen & Liebowitz 2000:21) reinforces this idea when he states "teachers need not only be able to prepare learning material themselves, but ....make use of old materials in new and appropriate ways." However learning materials are developed, in order to assist learners, as far as possible instruction styles should be varied (Killen 1996:6) and "allow our learners more and different opportunities to demonstrate what they are able to do," (Dasroo Undated: 1).

In order to enhance his learners' engagement the Life Orientation facilitator activities, which have been planned for the learners should be interesting, clearly defined, sequenced, well paced and properly participative (Department of Education (E) Undated: 42).

It is perhaps fair to say that the emphasis for the Life Orientation Facilitator is now greatly increased in terms of pre-planning, as opposed to directing all activities while in the classroom. The Life Orientation facilitator will therefore need to be a capable of designing original learning resources and evaluating and adapting these through the use of learner assessment and feedback (Government Gazette in Lepan 2000:16). The practicality of this requirement remains a red flag issue as highlighted by the Review committee who recommend that a dedicated unit or institute should take care of this function in the short term until such time that educators are in a position to undertake this function (Report of the Review Committee 2000:102).

3.2.3 Facilitator as Learning Mediator
(Communicating the required outcomes and Assessment criteria)

A further task will be to guide the learners as to the knowledge, skills, values and attitudes contained within the outcomes, which are to be utilised and acquired. The Life Orientation facilitator may even demonstrate them where necessary as in his prior planning he will have identified the most appropriate course of action required to achieve

the outcome (Olivier 2000:104). By modelling the attainment of the required outcome, the learner is given some guidelines as to how to process and interpret information, as well as how to progress towards achieving the outcome.

Communication is thus a crucial component of Outcomes-Based Education. This will require using the language of instruction appropriately to explain, describe and discuss key concepts to the learners. (Department of Education (J) 1998; 69).

The Life Orientation facilitator may also need to adjust his strategies to cater for different learning styles and to mainstream learners with barriers to learning (Department of Education (J) 1998:69). A host of alternative instructional methods and approaches in order will need to be explored "to assist the learners to cope with demanding performance standards at their own pace," (Department of Education (B) 1997: 9) so that they may strive towards the attainment of similar learning outcomes. This is because all learners are encouraged to " become active participants in the learning process and to take more responsibility for their own learning,' (EDUCFAC-N 301:2000:4).

This emphasis on the integrating of all learners including those with disabilities will be significant for the designing and implementation of Life Orientation.

3.2.3.1 Assisting learners To Access Information

One of the first learner tasks is often accessing information. The Life Orientation facilitator will be required to provide the learners assistance with where and how to get information on obtaining the knowledge, skills, values and critical outcomes which are to be mastered (Olivier 2000:105). Assessing information on the Internet for example, which is becoming an increasing more available option for learners, will require that the learners have the appropriate assistance in order to do so.

Assisting the learners to understand the information he has accessed will be a further task of the Life Orientation facilitator. The Life Orientation facilitator's role is therefore aimed at encouraging the learner to be active within the learning process by communicating and interacting with the learners by and providing a learning environment that is appropriately contextualised (Department of Education (J) 1998:66).

3.2.3.2 Assisting learners To Utilise existing Knowledge

In most instances, with the possible exception of the foundation phase, most learners will already have a number of the required skills and existing knowledge to perform the tasks required of them. The facilitator will need to direct the learners to utilise their existing skills to attain the required outcomes (Olivier 2000:105). Some of the learning processes, which may be applicable to achieving these outcomes, include analysis, synthesising and evaluation of information (Olivier 1999:36).

Learners who have utilised inappropriate learning styles will need to be assisted by the Life Orientation facilitator to use those more appropriate to the context of learning. The Life Orientation facilitator will therefore need to be sensitive to the diverse needs of the learner.

3.2.3.3 Assisting learners To Problem Solve

The facilitator is not as dependent on the 'talk and chalk' style of teaching, but is able to engage the learners in problem solving activities by providing relevant opportunities. Learners are encouraged to interpret and process information rather than rote learning.

The Life Orientation needs to be available to assist learners in the placing of outcomes in context, and revisiting strategies where required. Wherever possible the facilitator should also ensure learners are aware of the relevance of their learning and its alignment with the world around them, in particular the world of work (Olivier 1999: 40). In this way the facilitator becomes a resource who encourages the learner to contextualise the outcomes into broader contexts (Olivier 2000:105). By modelling lateral thinking, the learners can be guided to make use of different types of thinking themselves.

A further positive benefit is that the learner, who understands why he is learning something, and is able to see the value in what it is they are learning is a more motivated learner (Killen 1996:5).

3.2.3.4   *Facilitating Learning*

The Life Orientation facilitator will periodically confirm with the learners that they are progressing towards the required outcomes He is able to do this by giving the learners positive feedback in those areas where they have been successful, and making meaning clearer by asking process questions and probing for understanding (Department of Education (E) Undated: 38).

The Life Orientation facilitator should also ensure learners are made aware of assessment criteria. In this way they will be able to focus on the necessary requirements. Oliver (1999:67) notes that to, "facilitate fair assessment, it is essential that prior to learning, learners have a clear view, perspective and understanding of the outcomes they are expected to achieve."

This is in line with the emphasis on transparency and the involvement of the learner in their own learning.

3.2.4 Facilitator as Leader, Administrator and manager (Ensuring Equitable Grouping-)

Learners will need to be grouped into suitable subgroups particularly where there are very large classes. An effective system of organisation to facilitate the engagement of the learners is to arrange them in functional groups where everyone is given a responsibility and a role. In this way the learners will work collaboratively, and the individual strengths of the learners in the group are utilised (Department of Education (E) Undated: 41). If groups are carefully compiled then it is more likely that learners will be in a position to handle conflict through debate and argument.

Group work is also most effective for developing social interaction and providing a context in which to develop value systems by exploring the values of others. It is worth noting however that, "group-work, contrary to popular opinion, is not synonymous with co-operative learning," (Gibbon in Mphahlele 1999:29). Rather it is one method amongst numerous others, which may be utilised for implementation.

Further management of learners is the developing of an environment where they are encouraged to become challenging, problem solving and risk taking. It is only in an environment where learners receive active encouragement and respect for their ideas and are free from fear of chastisement that they will venture to become risk takers. The Life Orientation facilitator will therefore be aiming at constructing a classroom atmosphere, which is democratic but disciplined, and which is also sensitive to culture, race and gender differences, as well as disabilities (Government Gazette in Lepan 2000:16).

A facilitator who is effective will not only be engaging his learners, but will also arouse their curiosity and provide challenges. The most critical difference between that of teaching and facilitating is the active participation of the learner in the learning process. This learner engagement requires a mindset change from the facilitator. A classroom full of active learners who are engaged in talking, moving from one workstation to another, perhaps engaged in a fierce exchange of ideas will not be a quiet place and the educator will no longer totally control all the learning taking place.

3.2.5. Facilitator as Scholar, Researcher and Llifelong learner.

Once the facilitator has completed the learning programme and the associated activities with the learners, his task is then to undertake his own reflective research and assess the learning programme itself. By undertaking this exercise the learning experience of both the facilitator and learner will be enhanced. The Life Orientation facilitator who keeps comprehensive records, accounts and assessments of his learning programmes, will ensure that the gradient of his own learning curve and that of his learners is greatly reduced.

Thorough monitoring of learning programmes will ensure that the facilitator continues not only to be a researcher, but also a lifelong learner.

Some of the questions he may ask include:

- What were the activities, which proved most beneficial to the learners?

- Were there any activities, which proved to be unsuitable or too complex?

- What could be changed or improved upon for the next time?

- Were the learners able to demonstrate the required skills effectively?

- Were the assessment techniques appropriate etc.

Naturally if these successes are then shared with the other educators this will lead to a growing of expertise. As Mphalele (in Mphalele et al, 2000: 13) notes teachers cannot expect co-operative learning if they do not practise it themselves. Gallie (in Mphalele 1999:22) underscores the importance of the need to pool resources, stating that educators should 'establish links with resource persons and agencies.'

Further recommended tasks which form part of the lifelong learning role of the Life Orientation facilitator will be to keep up to date with regard to academic and professional texts, current affairs and media literacies (Department of Education (J) 1998:76). Certainly in the early years of the twenty first century, this will present something of a challenge with the rapid pace of change surrounding educational developments. By keeping abreast of educational changes, the Life Orientation facilitator will be aware that there is a further role which is required of him namely that of a mentoring, supportive guide.

3.2.6 Facilitator demonstrating pastoral, community, citizenship Role (Mentoring assisting, facilitating and guiding)

The role of the facilitator is not that of an authoritarian pedagogue, but rather that of mentor. As a role model the Life Orientation facilitator should pay particular attention to demonstrating a sense of respect and responsibility towards others. Within Life Orientation, the facilitator has the opportunity to guide learners with regard to issues such as:

- Social interaction

- Self- Learning and self-development

- Extracurricular thinking and interaction

- Social interrelationships

- Focusing on the development of higher order thinking, communication and decision-making.

    (Olivier 1999 40:41)

A further manner in which the Life Orientation facilitator may assist his learners is by developing supportive relations with the parents of the learner and other key persons (Department of Education (J) 1998:67).

These then are the roles and tasks expected of the Life Orientation facilitator. The remainder of this chapter will be directed at explaining the expectations made of the learners as contained within the specific outcomes.

3.3   LIFE ORIENTATION AS DEFINED BY THE DEPARTMENT OF EDUCATION

"Education worthy of the name is essentially education of character" (Kohn in Stoller & Fink 1996:191). This sentiment is congruent with the rationale of Life Orientation expressed as "empowering learners to live meaningful lives" (Department of Education (G) 1997:LO-2). In line with this holistic approach to education, the task of Life Orientation is to concentrate, "on those formative aspects of school teaching that ought to lead to the all-embracing development of the learner as a complete person" (Potchefstroomse Universiteit 1998:xiv).

In order to assist with this comprehensive mandate, Life Orientation as a recognised learning area has been designed to integrate such options as Health education; careers guidance; Lifelong learning skills; inter and intra-personal development; religious studies; physical education etcetera (Gultig et al 1998:20). Furthermore, it will be the task of all educators not solely Life Orientation facilitators, to ensure that the learning which takes place, is directed not only at knowledge, but also at acquiring skills, attitudes and values. It will be no small feat to ensure that all these learning areas are addressed, but also to ensure that the learning material remains relevant for the learner. Although it has been

suggested that no single education model can adequately cater for all the varying cultural and social contexts in a manner, which will ensure **relevance** for all learners, it is incumbent on all educators to strive to achieve this. This is necessary, because it has been found that if relevance in learning programmes is extended to "needs, quality, practicality and complexity"; the readiness of the educators (and the learners themselves) to become involved is greatly increased (Stoll & Fink 1996:44).

Life Orientation has been accorded an integral role within the Outcomes-Based Curriculum 2005, as it has been acknowledged as the learning area within which positive values, attitudes, behaviour and skills are developed and strengthened. These attributes are prerequisite for the development of an "egalitarian society free of all unjust discrimination" (Department of Education (G) 1997:LO-2).

Dalin and Rust (1996:58) make an interesting point regarding values as they note that the state can only support the emergence of *shared* understandings, moral practices, and the common aspirations of its citizenry, "the coming era will likely never be guided by a state of value homogeneity," (Dalin & Rust 1996: 58). This is particularly relevant for the Life Orientation facilitators within the South African context who will be required to take into account the different values of the learners with whom they interact.

Life Orientation is a conduit by means of which the individual and the community can be assisted to reach their full potential (Department of Education (A) 1997:30). For this reason not only are emotional and social development included within Life Orientation, but also such practical issues as basic banking and accounting procedures, design, entrepreneurship, health education (Report of the Review Committee 2000:139).

3.4   SPECIFIC OUTCOMES OF LIFE ORIENTATION

The specific outcomes for Life Orientation contained within Curriculum 2005 are as follows:

3.4.1 Understand and accept themselves as unique and worthwhile human beings (SO1)

There can be few other instances where an understanding of the relevance of the different types of cultural structures and social contexts is as necessary as when dealing with values, attitudes and the self-concept. In order to ensure enhanced learning and attainment of the recognition of uniqueness, the Life Orientation facilitator would find it beneficial to consult with the **stakeholders** in this learning. By involving the learners not only are they able to "participate in their own development" (Olivier 1999:12, 21), but the facilitator will also be assisted in choosing and developing *appropriate* learning programmes.

The rationale, which underpins this specific outcome, is that by creating this understanding, the individual will be encouraged to realise the following:

(1)   A strengthened and integrated self-concept.

(2)   To celebrate, care for and take responsibility towards the self.

(3)   To strengthen and independent, critical and creative thinking.
        (Department of Education (G) 1997:LO-2, LO3)

The Life Orientation facilitator will be required to ensure the following measurements are met:

(1)   Learners will be required to demonstrate an understanding of the ways in which their own cultural traditions have shaped them.

(2)   They will also be required to demonstrate an appreciation of their own uniqueness and that of others.

(3)   Objective assessments of their abilities and attitudes are displayed.

(4)   Analysis of the integrated nature of the whole person is demonstrated.
         (Department of Education (D) Undated: 25).

3.4.2 Use skills and display attitudes and values that improve relationships in family, group and community- (SO 2)

Specific outcome two effectively underscores one of the twelve critical outcomes designated by SAQA, namely the ability of the learner to "work effectively with others in a team, group, organisation and community" (Olivier 1999:22).

This specific outcome for Life Orientation may well be retained within the revised Curriculum 2005, as the aim of Life Orientation as described by the Review committee is to include issues important for the emotional and social development of learners (Report of the Review Committee 2000:139).

Essentially if the learner's capacity to develop healthy relationships is enhanced, then his ability to become an effective team player is greatly assisted. Table 3.1 below illustrates how this specific outcome may be addressed within the various education phases (Van der Horst & McDonald: 1997).

TABLE 3.1 ADDRESSING SPECIFIC OUTCOME TWO

ADDRESSING SPECIFIC OUTCOME TWO THROUGH THE EDUCATION PHASES		
Foundation phase	The nature of various relation-ships, families, friends, groups, qualities of relationships and communication is expressed.	Care for and co-operate with others in family, group and community, e.g. making and valuing friends, caring and sharing
Intermediate Phase	Knowledge of changes in relationships, families, friends and groups is demonstrated. Skills in assessing qualities of relationships and effective com-munication are demonstrated.	A range of skills required to develop and maintain changes in relationships, e.g. making and braking friendships, family changes (adolescence, death, divorce, etc.).
Senior Phase	A critical analysis of various relationships in families, friends and groups is demonstrated. Qualities of relationships and communication are evaluated.	A number of roles and responsibilities to develop and maintain positive relationships and sound communication, e.g. strengthening networks, mutual dependence, rights

(Department of Education (K) 1999:9)

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3.4.3 Respect the Rights of people to hold personal beliefs and values – (SO 3)

This specific outcome follows on logically from the previous outcomes. If the individual learner is able to understand and accept himself and others, and has developed **positive attitudes** towards individual differences, he will then be greatly assisted in his efforts to respect the rights of people to hold personal beliefs and values.

The Life Orientation facilitator would be required to ensure that his learners are equipped to:

(1)   demonstrate a knowledge of, and respect for people's rights to hold different beliefs and values.

(2)   illustrate the interaction between beliefs and values.

(3)   demonstrate an understanding of the relationship between national unity and cultural diversity in South Africa.

(4)   evaluate the role of values and beliefs in socialisation.
        (Department of Education (D) Undated: 25).

The Life Orientation facilitator in his community, citizenship and pastoral role would be required to demonstrate caring, committed and ethical professional behaviour and in doing so would act as a role model for this specific outcome.

3.4.4 Demonstrate value and respect for human rights as reflected in ubuntu and other similar philosophies – (SO 4)

The concept of *Ubuntu* relates to communality, humanness, equity and social justice. Solidarity (people who stand together) and collective unity (the group is stronger than its members) are seen as core values of Ubuntu (Potchefstroomse Universiteit: 1998:83). This emphasis on unity and respect is a reflection of the democratic constitution adopted for South Africa.

For the learner the following assessment criteria requirements are deemed appropriate (Department of Education (D) Undated: 25).

(1)   to display the evidence of the value of human rights and the practising thereof.

(2)   to analyse the history and struggle for human rights.

(3)   to display and practice an understanding of the relationship between rights and responsibility.

(4)   to analyse the practise of Ubuntu within the South African diversity.

(5)   to appraise the work of individuals, groups, private and public institutions with regard to human rights.

In order to assist his learners with this specific outcome, the Life Orientation facilitator would be required have an understanding of:

"the principles and practices of the main religions of South Africa, the customs, values and beliefs of the main cultures of South Africa, the Constitution and the Bill of Rights," (Government Gazette in Lepan 2000:10). From this statement, the enormity of the Life Orientation facilitator's task can be understood.

3.4.5 Practise acquired life and decision-making skills – (SO 5)

The development and acquisition of life skills is in fact the essence of Life Orientation. In order to be effective in society, learners have to be equipped with, understand and be able to apply life skills. One example of a necessary life skill in the 21st century is that of effective strategies of **information gathering and analysis**. An important feature of Outcomes-Based Education is that it is not considered sufficient for the learner to have a theoretical grasp of these concepts, but he will be required to demonstrate that he is able to transfer this information to cope in a real-life situation (Department of Education (H) 1997: LO13). Thus the learner may well be required to demonstrate his competence in information gathering and analysis amongst others.

The individual learner will not only be required to demonstrate his knowledge, skills and social relationships but will also be required to balance these with the ability to manage risk and any concerns for safety (Department of Education (H) 1997: LO 13). The assessment criteria to determine whether the defined specific and learning outcomes have been achieved are as follows:

(1)   The ability to take responsibility for oneself and others is demonstrated.

(2)   Acceptance of responsibility for ones own choices in terms of personal and community well being is demonstrated.

(3)   The responsibility to promote safety-awareness, the management of life changes, stresses management, and conflict resolution.

(3)   The effective accessing and use of resources is displayed.

        (Department of Education (D) Undated: 4).

3.4.6   Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents – (SO 6)

Education in the school environment will be required to prepare learners for their future working lives and life-long learning prospects. The world of work and the system of education will thus be required to forge close co-operation. This requirement is necessary to ensure that those changes, which occur within the world of work, are reflected within the system of education. One need only look at the myriad of job opportunities created by the development of the Internet and 'e-commerce' to get some understanding of how technological advances are accelerating the rate of newly created career options.

Life Orientation in particular is required to make learners aware of these and other developing opportunities, to equip learners with the necessary problem solving abilities as well as to ensure learners have the flexibility to adapt to the changes required of them.

The assessment criteria of SO6 (specific Outcome 6) are as follows:

(1)   To demonstrate the ability to research career opportunities using various resources.

(2)   To analyse the requirements for careers.

(3)   Analyse career opportunities.

(4)   Evaluate first-hand experience garnered in the work place.

(5)   To demonstrate career planning processes and procedures.

(6)   The ability to market themselves is demonstrated.

(7)   To demonstrate an understanding that career choices are informed by personal and cultural values.

(8)   To identify role models.

(9)   To demonstrate knowledge of ones own skills, ability, interests, and personality.

(10)   To display the necessary skills for job seeking.

The Life Orientation facilitator would thus need to have an understanding of the possibilities for life skill and work-skill education and training within their local communities, organisations and businesses (Government Gazette in Lepan 2000:10). The practicalities of this may be in question with regard to educators who have not been exposed to a business environment, or who are situated in rural areas.

3.4.7   Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle – (SO 7)

Like any other society South Africa and her future prosperity depend upon the health and welfare of its population. The significant impact of HIV and an increasingly Westernised diet are having a seriously negative effect on the workforce and society within South Africa. According to a report by KPMG (a worldwide auditing company) (1999:2), the UNAIDS Global Update reports that South Africa accounted for nearly 1:10 new infections estimated to have occurred world-wide during 1998. An estimated 3,5 to four million South Africans are already infected with an average of 1,500 more infections per day.

Clearly this will have an impact on the school going population as according to the Doyle Model of the South African Actuarial society, around half of new HIV infections occur in people aged 15-24, the range in which most people start their sexual lives. Learners, who do not him or herself become infected by the virus, may be left without parental support or indeed without a teacher. According to the UN progress of Nations Report, (The Star 13 July 2000:5) an estimated 13,2 million children have lost their parents to aids.

The South African Government is focusing their attention on the devastating pandemic of Aids. Relevant exerts have been extracted from the National Policy Act, 1996 (Act No. 27 of 1996).

- "2.10 Learners and students must receive education about HIV/AIDS and abstinence in the context of life-skills education on an ongoing basis. Life-skills and HIV/AIDS education should not be presented as isolated learning content, but should be integrated in the whole curriculum. It should be presented in a scientific but understandable way.

  "Appropriate course content should be available for the pre-service and in-service training of educators to cope with HIV/AIDS in schools. Enough educators to educate learners about the epidemic should also be provided.

- "2.10.2 In the primary grades, the regular educator should provide education about HIV/AIDS, while in secondary grades the guidance counsellor. (Life Orientation Facilitator) would ideally be the appropriate educator. Because of the sensitive nature of the learning content, the educators selected to offer this education should be specifically trained and supported by the support staff responsible for life-skills and HIV/AIDS education in the school and province. The educators should feel at ease with the content and should be a role model with whom learners and students can easily identify. Educators should also be informed by the principal and educator unions of courses for educators to improve their knowledge of, and skills to deal with, HIV/AIDS.

- "2.10.3 All educators should be trained to give guidance on HIV/AIDS. Educators should respect their position of trust and the constitutional rights of all learners and students in the context of HIV/AIDS."

Outcomes-Based Curriculum 2005 therefore has as one of its central requirements a responsibility to ensure that all learners are provided with a sound knowledge of the **benefits of healthy living.** The Minister of Education reinforces the importance of the facilitator as the role model when he states that, "(Teachers) have the utmost responsibility to set an example of disciplined and respectful sexual practice," Naidu (in The Star January 14 2000:8).

Assessment criteria for specific outcome seven are as follows:

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(1)   Various lifestyles in terms of a healthy and balanced approach are appraised.

(2)   Knowledge and prevention of sexually transmitted diseases and AIDS is demonstrated.

(3)   Learners demonstrate goal setting for a healthy and balanced lifestyle.

3.4.8 Evaluate and participate in activities that demonstrate effective human movement and development (SO 8)

Specific outcome eight is an extension of specific outcome seven above. Namely an intention to ensure the population is encouraged and educated to live healthy lifestyles including appropriate levels of physical activity. Human movement practices can make a contribution preventing health-related problems as well as improving the quality of life of learners. The Life Orientation facilitator will need to work closely with specialists in this area to ensure that this outcome is attained.

The assessment criteria of specific outcome eight are thus:

(1)   To demonstrate an appraisal of movement concepts and movement skills.

(2)   To demonstrate possession of a repertoire of movements that involves manipulation and object control.

(3)   The formation of movement compositions to communicate ideas is demonstrated.

(4)   The learner is required to demonstrate their strengths as well as recognise their development needs (Department of Education (H) 1997:LO 19)

The World Summit on Physical Education reinforces the importance of the inclusion of physical education and movement stating that quality physical education helps children to "develop the patterns of and interest in physical activity, which are essential for healthy development and which lay the foundations for healthy adult lifestyles," (International Council of Sport Science and Education Berlin Agenda 1999).

3.5 INTEGRATION OF OUTCOMES ACROSS LEARNING AREAS

Any planning of learning programmes will require not only careful consideration of the twelve critical outcomes and the specific outcomes for each learning area, but also an understanding of the interrelationship between all the other learning areas. Life Orientation planning can no longer be done in isolation, but to be most effective will be undertaken in an integrated manner with the other learning areas. Language as well as Arts and Culture are two learning areas, which lend themselves to a close association with Life Orientation.

3.6 CONCLUSION

The focus of chapter three has been to examine the various roles expected of the Life Orientation facilitator within Outcomes-Based Curriculum 2005. There are a number of roles including those of Learning area specialist; Interpreter and designer of learning programmes; Learning mediator; Leader, manager and administrator; Community, citizenship and Pastoral Role. It may well be worth noting at this point that these seven roles are used to describe the competencies of a competent educator, they are not meant to serve the function of a checklist but rather as a guideline.

The specific outcomes of Life Orientation were also delineated in Chapter three. Each specific outcome was described as well as the assessment criteria, which are to be utilized to determine whether the learners are developing towards attaining the necessary skills, knowledge, attitudes and values contained within these outcomes. These specific outcomes have been designed for all learners who will be at different levels of learning. Specific outcome two was used to illustrate how these outcomes can be developed for implementation throughout the various learning levels.
The importance of integrating the outcomes from the different learning areas was noted.

Life Orientation facilitators should take cognisance of the fact that meaningful learning could be negatively impacted if facilitators emphasise nationally delineated specific outcomes over relevance for their own learners. Therefore although Life Orientation facilitators will need to aim towards his learners' achievement of the specific outcomes, this should not be at the expense of the inclusion of **appropriate** and relevant local outcomes. If facilitators consult with their learners when designing learning programmes

and ensure they always maintain clarity of focus, the quality of the learning experience will be greatly enhanced.

The theoretical concepts of Outcomes-Based Education were examined in Chapter two. Chapter three contained a description of the roles of the Life Orientation facilitator as well as the specific outcomes of Life Orientation. Chapter four will examine how Life Orientation facilitators design their own learning programmes and translate curriculum principles into "specific teaching programmes of sufficient detail to guide their (own) day-to-day activities" (Van der Horst & McDonald: 1997:144).

CHAPTER FOUR

PLANNING A LEARNING PROGRAMME AND ASSESSING THE LIFE ORIENTATION LEARNER

"I will prepare, and some day my chance will come. "
--Abraham Lincoln---

4.1   INTRODUCTION

The previous two chapters have dealt with an explanation of the principles and concepts, underlying Outcomes-Based Education, the specific outcomes of Life Orientation within the South African context and the roles of the Life Orientation facilitator.   The aim of chapter four will be to examine how the Life Orientation facilitator moves from an understanding of these theoretical concepts to their practical implementation within the classroom.

As has already been noted this implementation under the auspices of Curriculum 2005 has been problematic.   There are a number of reasons for this. Even a cursory glance at the policy documents issued by the Department of Education reveals a rather daunting range of terminology associated with the implementation of Outcomes-Based Curriculum 2005.   As Jansen (Jansen & Christie: 1999:9) writes, Curriculum 2005 "has generated the most extensive vocabulary to accompany a curriculum reform initiative in the twentieth century". The impact of this is to confuse the educators and as Jansen (in Mphahlele 1999: 10) notes "you can't build a policy if nobody understands what one is saying that is, unless it makes sense to the practitioner, then it is not useful."

Apart from the difficulty the Life Orientation facilitator may experience with the over 100 new words "introduced onto the curriculum landscape," Jansen (Jansen & Christie: 1999:9), the facilitators of Curriculum 2005, are not given clear outlines with regard to curriculum design Malcolm (in Jansen & Christie: 1999: 105).   While the revised Curriculum 2005 is being introduced in a simplified format, currently this is still a stumbling block for facilitators.   For this reason Malcolm notes that teachers will look to published learning programmes for help.

The development of learner support materials has also not been trouble free. The standard of developed learner support material has not been consistent, and problems of distribution have limited their usefulness (Review of the Report

Committee 2000:66,69). The development of learning materials by the Life Orientation facilitator himself is a matter of some controversy. Arguments against facilitators producing their own learning programmes and materials purport that this requires the facilitator to understand the curriculum framework, be an expert in the content, concept and skills outcomes for each level and have access to substantial resource material (Review of the Report Committee 2000:67).

While there is truth in this viewpoint, it is the view of some educators that it is in the interests of the Life Orientation facilitator to understand the policies and terminology of Outcomes-Based Curriculum 2005 in order to develop their own learning programmes. If they are not in a position to do so and learning programmes continue to be externally developed, this will ensure that the teacher remains a transmitter rather than a curriculum developer Gallie (in Mphahlele 1999:22). Research by Giessen-Hood supports the value of providing facilitators with practical tools to assist with the development of learning programmes finding that, "inadequate and insufficient training courses for teachers **are hindering the implementation of Outcomes-Based Education,** " (1999:40).

This view is in line with the guidelines being developed with regard to educator qualifications. One of the roles the Life Orientation facilitator will be required to become competent in, is that of interpreter and designer of learning programmes and materials (Department of Education (J) 1998: 67).

By becoming involved in developing his own learning programmes, and curriculum design, the Life Orientation facilitator will be able to ensure that not only is he engaged in his own development, but the quality of the training material is not compromised. A further advantage of undertaking some responsibility for learning programme development, is the fact that the outcomes the Life Orientation facilitator selects are the ones most appropriate for his learners and the local conditions in which the learning takes place. Furthermore it must be recognised that previous experience of the Life Orientation facilitator is useful in the development of learning programmes.

4.2 RECOGNITION OF EXISTING FACILITATOR KNOWLEDGE

Facilitators need to be engaged in the process of developing new material and 'buying-in' to the new system of education, but not at the expense of negating their previous experience. By negating previous experience, a situation is created "in which teachers doubt their own learning schemas and knowledge," Green (in Mphahlele 1999:26). The importance of previous experience is attested to by the educators at Sun Valley school, "although it was difficult initially, the teacher found the switch to OBE more successful because of previous experience," Keller (in Mphahlele 1999:29).

Recognition of existing facilitator knowledge also serves to encourage their engagement of facilitators in their own future development. Green (in Mphahlele 1999:25) acknowledges the importance of the facilitators' engagement as she notes, "in order to mediate new ideas to teachers, we need to be constructing new knowledge with teachers," otherwise the situation arises where, " change is decided by experts and derailed by teachers." This pivotal role of the facilitator or teacher is further emphasised by the National department of education as they state ultimately, "it is the classroom teacher who is the key to the success of the programme," (http://www.ed.gov/databases/Eric-Digests/ed).

While acknowledging this experience, undoubtedly the role of the facilitator is to undergo some significant changes within Outcomes-Based Curriculum 2005.

4.3 THE CHANGING ROLE OF THE FACILITATOR

Previously the facilitator was the main source of information with the prime focus being on his activities rather than those of the learner. The facilitator was thus virtually in complete control of "the methodology, direction and pace of passing information on to the learners," (Olivier 1999:50). While this is in contrast to the term facilitator, in reality this was an accurate reflection of the situation within the classroom.

For the facilitator of Life Orientation the paradigm shift should not prove as momentous as it may be in other learning areas which are more content driven, syllabus focused, assessment orientated and less concerned with values and attitudes. Facilitators of Life Orientation have worked and continue to work, with

issues, which very often do not have a right or wrong answer and have a **emotional, moral and social** development component. This does not mean however that the shift to Outcomes-Based Education will not result in any changes for the Life Orientation facilitator. Some of these changes, which include designing assessment criteria, will be illustrated below.

The over-concentration of design features (Report of the Review Committee 2000:37,46) will be addressed in the revised Curriculum 2005 in order to simplify the task of the facilitator. For this reason these tasks will not be retained in their current form.

4.4 DESIGNING A LEARNING PROGRAMME

4.4.1 Understanding the terms and outcomes

12 Critical Outcomes

What do we want learners to do in life?
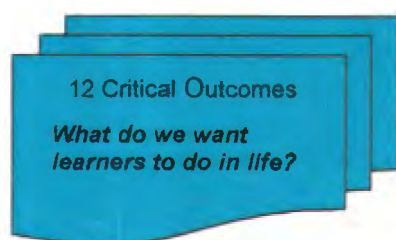
In Chapter Two the importance of working back towards the selected outcomes was stated. The Life Orientation facilitator will therefore need to understand and have an awareness of the twelve critical outcomes. That is those outcomes, which determine "what it is we want our learners to be able to do or be like in life," (Department of Education (L) Undated: 4). Facilitators will also need to be conversant with the specific outcomes for Life Orientation as well as those specific outcomes of the other learning areas.

Life Orientation is not taught in isolation, (although for the purposes of this work it has been discussed in this manner), but rather is required to be integrated with the other learning areas. It is only once the educator is familiar with these outcomes that he can begin his planning and preparation.

5 Phase Organisers to cluster specific outcomes around.
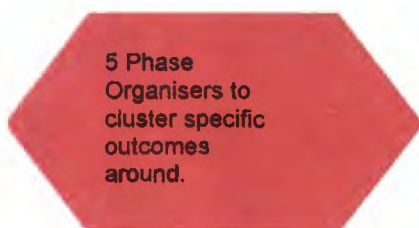
4.4.2 Programme Organisers and Phase Organisers

An understanding of the design concepts of Curriculum 2005 by the facilitators in each school will be required for integrated planning to take place. Given that "there is not a common understanding even among DOE officials of these terms," (Report of the Review Committee 2000:37) this will be no

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mean feat. This understanding is necessary as the design features are the building blocks upon which the planning is undertaken.

The Life Orientation facilitator also needs to be aware of the components of the learning programme which include

- Assessment Criteria

- Range Statements

- Performance Indicators

(Department of Education (G) 1997:15)

The initial stages of planning do however stem from the outcomes. Working from the outcomes all the educators involved in the same phase of education cluster the selected outcomes, from all the learning areas, around the phase organisers to, which they are most suited.

These phase organisers, which are national organising principles, have been developed for the various phases, they are:

- Communication

- Culture and Society

- Environment

- Economy and Development

- Personal Development and Empowerment

(Department of Education (L) Undated: 5)

By planning in this integrated manner, this ensures that as many outcomes as feasible are incorporated under the various phase organisers.

OUTCOMES ANALYSIS

4.4.3 Understanding local needs

The educators in the school will then need to look at this grid in terms of their own local conditions. Do their learners have the necessary levels of development to attain these outcomes? If this is not the case, what actions will need to be taken to work towards their successful attainment? Will it be necessary to develop "enabling outcomes" as

learners are more likely to manage a graded performance? (Department of Education (E) Undated: 34).

Outcomes selected for the learning programmes are required to be transparent, demonstrable and observable. By ensuring transparency and clear detailing of the required outcomes, skills, knowledge, values and attitudes, the facilitator will assist their learners understand: "what they have to learn, why they should learn it (including what use it will be to them in the future), and how they will know when they have learned it," Killen (1996:6).

Facilitators also need to determine:

- Who is to demonstrate the outcome?

- What is to be demonstrated? Formulation of the problem should also be checked for clarity with other learners and educators (Olivier 1999:38).

Once the required outcomes have been decided upon, the Life Orientation facilitator can then begin determining the appropriate learning activities, which will enable the learners to achieve these outcomes.

4.4.4 Develop Assessment Criteria

Develop Suitable criteria for assessment

Assessment issues are discussed at this stage before all the actual activities are planned. In this way the Life Orientation facilitator can ensure that throughout his planning he is continually aware of how he will measure what it is he requires his learners to demonstrate (Department of Education (L) Undated: 10). By keeping assessment at the forefront of the planning, the activities most suited to the chosen type of assessment can be determined.

Should the assessment criteria not be determined in the initial planning stages, the result may very well be that a number of activities are developed, which do not facilitate effective measurement of the required outcome. The learners will then be engaged in activities, which have a content or activity focus rather than being engaged in demonstrating competence of the determined outcomes.

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Facilitators will also be required to develop the Range Statements as well as performance indicators. The Range statements are used to expand, clarify, describe and explain the critical terms and categories of the assessment criteria, (Olivier 2000:25). While Badenhorst (2000:14) describes performance indicators as providing detailed information about what the learners should know and be able to do in order to show achievement. The following table 4.1 demonstrates the differences between the design features:

TABLE 4.1 ILLUSTRATING THE DESIGN CRITERIA OF CURRICULUM 2005
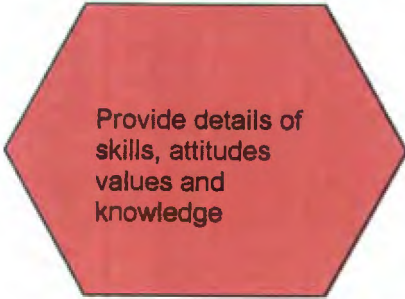
SO2	Assessment Criteria	Range Statements	Performance Indicators
Use skills and display attitudes and values that improve relationships in family, group and community	A critical analysis of various relationships in families and groups is demonstrated	A number of roles and responsibilities to develop and maintain positive relationships and sound communication	This is evident when learners: • Identify the kinds of relationships that can exist between sexes. • Display negotiating skills • Identify the changing roles of members of the family, groups and community. • Discuss the effect of changing roles and relationships within the family, groups and communities • Demonstrate ways of dealing with changes in relationships • Critically evaluate qualities of relationships • Critically analyse various relationships within a wider social context. • Evaluate and express their own views about values held by the school and community

(Department of Education (K) 1999:10).

Assessment criteria developed from the outcomes become a part of the learning process. By developing assessment criteria in this manner, the intention is to work towards measures, which are fair, valid and reliable as well as appropriate for the field of study (Department of Education (J) 1998:104). The designing of a learning programme thus becomes a reiterative process.

Questions, which the facilitator may ask, include- are the assessment criteria proving to be appropriate for the learners they have been designed for? Are the selected skills, knowledge and processes appropriate for the outcomes, which have been selected?

As assessment is such a fundamental component of Outcomes-Based Education, it is discussed in greater detail in this chapter.

4.4.5 Determine Skills, Values, Attitude and Knowledge

Provide details of skills, attitudes values and knowledge

The focus of the learning activities has already been determined by the selection of the specific outcomes and the assessment criteria. The next step in the design process is to decide on the most suitable skills, knowledge, attitudes and values, which will be incorporated in addition to those implicit in the specific outcomes. The Life Orientation facilitator needs to be aware that skills may be either psychomotor or cognitive while values include the attitudes, appreciation and worth that learners attach to these skills, knowledge and processes (Olivier 2000:35-39).

A noteworthy distinction, Olivier (2000:37) makes, is that knowledge is not the same thing as information, data or facts. Rather, knowledge includes those thinking constructs that the learner develops as rules, concepts and principles. It is this knowledge that the learner is encouraged to develop within Outcomes-Based Curriculum 2005.

The facilitator now has the basic components of his learning programme designed. From this the most suitable learning activities will be developed. Diagram 4.2 below illustrates the contents of the learning programme.

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DIAGRAM 4.2 CONTENTS OF A LEARNING PROGRAMME

Badenhorst & Akoojee (2000:23)
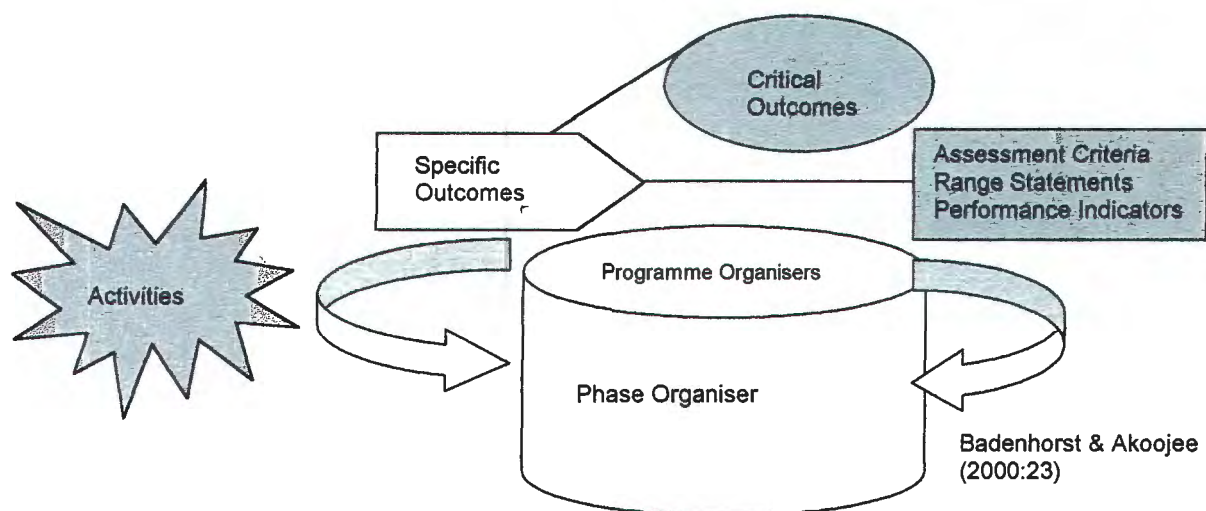
4.4.6 Planning Learning activities

Plan Learning Activities to support Learning Experiences. Make use of previous teaching experience and content where applicable

All to often in the literature dealing with Outcomes-Based Curriculum 2005, the learner is relegated to secondary status in the discussions surrounding planning. The learner and the activities planned for the learners should be borne in mid at all times. An example of this is the different types of intelligence, which may be required for a task.

According to Gardner (Department of Education (E) Undated: 34), there are seven types of intelligence which the learners may possess in differing amounts some of these are e.g. visual- spatial, intra-personal and verbal-linguistic intelligence. Activities should be planned incorporating as many of these different types of intelligence as possible. In this way learners will be exposed to more than one type of learning, which increases their chances of successful accomplishment of the outcome.

The South African Qualifications Authority (SAQA) indicates suggested levels of learning, to provide some guidelines in the development of the learning material. A further useful source of information is Table 4.3 below, which illustrates the scope of learning at different levels - the Senior phase is equivalent to level five.

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TABLE 4.3   ILLUSTRATING THE SCOPE OF LEARNING AT DIFFERENT LEVELS

Level	Knowledge	Information Processing	Problem Solving
1	Narrow ranging	Recall	
2	Basic Operational	Basic processing of readily available information	Known solutions to familiar problems
3	Some relevant theoretical	Interpretation of readily available information	A range of known responses to familiar problems based on limited discretion and judgement
4	Broad knowledge base incorporating some theoretical concepts	Basic analytical interpretation of a wide range of data	A range of sometimes innovative responses to concrete but often unfamiliar problems based on informed judgement
5	Broad knowledge base with substantial depth in some areas	Analytical interpretation of a wide range of data	The determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements

Rhodes University (http://www.ru.ac.za/adc/obe.htm)

4.5   ASSESSMENT

At all stages of Outcomes-Based Education assessment plays a fundamental role.   This is because it is only by measuring the demonstrable output of the learner that it can be determined whether the outcome has been successfully attained.   The central role of assessment is apparent in the following statement, "classroom assessment and reporting practice is a key element in an outcomes based approach to the curriculum," (South African Department of Education 1997:28).

Assessment within Curriculum 2005 is very much more comprehensive than that undertaken within the Christian National education system.   Previously

assessment was limited both in what was assessed, as well as the means of assessment. Neither were measurement criteria utilised as a useful source of motivation and remediation. Assessment criteria were very often revealed to the learners only when they received the results of this assessment and where it was then revealed that they had been unsuccessful in attaining them!

The move to Outcomes-Based Curriculum 2005 will mean that we need to begin creating an assessment literate society (Stiggins in Dasoo Undated: 1). This statement applies as much to the learners as it does to the educators because learners consider," that which is required by assignments, tests and exams as the real curriculum," (Dasoo Undated: 1).

Assessment within Outcomes-Based Education is aimed at gathering, "valid and reliable information about the performance of the learner, on an on-going basis against clearly defined criteria, using a variety of methods, tools, techniques and contexts, recording the findings, reflecting and reporting by giving positive, supportive and motivational feedback to learners, other educators, parents and other stakeholders (Gauteng Department of Education (A) 2000: 3).

There are a number of different types of assessment, which can be utilised to provide this authentic assessment.

- Base line assessment is undertaken in the initial stages of planning as it measures the level of the existing skills, knowledge and ideas that the learner possesses. From this measure, recognition of previous learning can be given as well as providing information for the development of learning programmes (Badenhorst & Akoojee 2000:3).

- Formative Assessment is undertaken to evaluate the learner, but the most significant difference between Outcomes-Based Education and the previous education system is that this evaluation does not mark the final conclusion of the learning event. It is used to determine which learners will require the opportunity of improving their performance after assessment. Where necessary learners should be given the opportunity to practise using their new knowledge and skills so that they, "can explore and experiment with their new learning, correct errors and adjust their thinking," (Killen 1996:6). For the learner, assessment is thus no

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longer focused on passing or failing but rather on progression and the assessment is aimed at providing accurate information in this regard.

By providing positive feedback the learner becomes motivated and a focal point for dialogue between the home and the educational establishment is created. Furthermore the motivated learner is encouraged to actively participate and accept accountability for his own learning (Department of Education (K) 1999:29-30).

- Summative assessment, which is a more judgemental form of assessment, is the type of assessment, with which most of our current educators are familiar. In this form of assessment, the learner is judged on his competence and an overall report on his progress is obtained. This will provide a summary of what he can and cannot do at the end of a learning period (Gauteng Department of Education (B) 2000:6). The Life Orientation facilitator will then need to expand upon his instructional methods to provide his learners with further learning opportunities to improve upon their initial performance. (Spady & Schlebusch: 1999:34).

- Diagnostic assessment is possibly the most meaningful in terms of the learners' future progress. In this instance, assessment is utilised to classify learning difficulties and by doing so appropriate remedial help can be provided for the learner (Badenhorst & Akoojee 2000:1).

The result is that not only will the learner understand his progress and be provided with the necessary assistance if required, but the Life Orientation facilitator will also become aware of any strengths or shortcomings in his own teaching.

- Continuous assessment is required within Curriculum 2005. CASS or continuous assessment does not require that every activity undertaken is required to be assessed, however assessment will cover a far wider spectrum of activities and tasks and may be both formal or an informal daily assessment (Dasoo Undated: 3).

4.6   TYPES OF COMPETENCIES

Within Outcomes-Based Education the type of learning promoted is the notion of an applied and integrated competence (Department of Education (J) 1998:108.) The learner must be able to demonstrate the ability to integrate theory and practice. This integration of learning applies to three interconnected types of competence. The learner must demonstrate a *practical* competence, have the knowledge on which the practice is grounded *(foundational* competence) as well as demonstrate a *reflexive* competence.

Reflexive competence refers to the ability on the part of the learner to connect a practical competence with a theoretical understanding, and to utilise this to adapt to change, innovate and explain the reasoning behind the chosen innovations and adaptations (Department of Education (J) 1988:109).

It will be part of the task of the Life Orientation facilitator to ensure that he provides his learners with both the opportunities and skills to cope with these different types of assessment. Learners are thus required to have a knowledge component, practical component and problem solving or interpretative component to both their learning and their assessment.

4.7   ASSESSMENT TOOLS AND TECHNIQUES

By utilising a variety of assessment techniques, tools and methods, the learner is given the opportunity to show evidence not only of knowledge, but also skills, values and attitudes (Gauteng Education Department (A) 2000:2). The assessment tool is the instrument, and is required to be appropriate for the method of and purpose of the assessment. The technique is the manner in which the educator utilises the assessment tool to provide learners the opportunity to demonstrate their performance evidence in a variety of ways (Gauteng Department of Education (B) 2000: 8).

4.7.1 Assessment Tools

Some of the assessment tools particularly suited to Life Orientation include:

(1) Portfolios

A portfolio can be a most effective manner of determining the work of a student. When used as more than a simple collection of samples of the student's work it can be a strategic and specific collection that demonstrates that learning has taken place. For a portfolio to provide maximum effect, it must have a clear **intent and purpose** that is linked to the programme outcomes (South African Department of Education 1997:33). Some guidelines to assessment could be:

Did the learner offer different solutions to the other learners? Was there interest shown in the work undertaken? Did the learner participate with understanding?

(2) Journals

Learners could be asked to reflect on their learning and to clarify meaning following a particular learning programme (South African Department of Education 1997:35). This method of assessment is well suited to Life Orientation, which deals with issues of a sensitive and personal nature. Is the learner able to express his opinions effectively?

(3) Observation Sheets

The facilitator, or the learner, can use these observation sheets to record the achievement of specific skills, behaviours and achievements. To complete these observations sheets learners may be required to ask questions of the other learners, discuss ideas and interact with them to obtain clarity.

4.7.2 Assessment Methods

(1)   Peer and self assessment

These are useful strategies, which can be utilised in conjunction with other forms of assessment. In order to be effective the learners will require some training in the art of peer assessment furthermore learners will need to show consideration to others. It will be necessary to ensure that the learners are capable of this.

(2)   Three Way Assessment and Reporting

The learners, facilitator and the parents are all involved in this assessment. Three- way assessment involves the learner taking work home that has already been assessed by both himself and the facilitator. Parents are then given the opportunity to respond with a comment regarding the achievements of the learner and their progress. This involves the skill of the sharing of ideas and showing respect for the opinions of others. One of the questions the facilitator may take into account is whether the learners are able to achieve these attitudes and values? (Badenhorst & Akoojee 2000:3).

This ensures that **all the parties are involved** in the assessment process. For this exercise to be successful, the links between the work, the assessment criteria and the learning outcomes must be well- defined (South African Department of Education 1997:33).

These are just a few examples of the many possible methods for assessment.

4.8   EXPECTED LEVELS OF PERFORMANCE

Expected levels of performance have been developed by the Department of Education to assist in assessing learner progression within Curriculum 2005.

These Expected Levels of Performance or ELP's, as they are referred to, have been formulated to provide **guidelines** as to what learners should be capable of performing at different developmental levels. Monteith and Weldon (in Mphahlele 1999:18) state that ELP's indicate tension between the OBE model and implementation; "although ELP's are for progression and not promotion purposes, they might end up being used by educators to determine pass or fail".

A criticism of ELP's is the fact that they have failed to act as mechanisms which promote sequence, progression and pace as they do not show clear enough levels of learner progression (Report of the Review Committee 2000:51). These ELP's have been developed for each grade and learning programme, and the intention is to inform educators, parents and learners of what is considered quality work and what to aim for (Review of the Report Committee 2000:98).

The Life Orientation ELP has been included in Table 4.4 below to give the reader some indication of what the Life Orientation facilitator could use to assess his learners. There is every likelihood that the developed ELP's will be used to assist in the development of the Life Orientation assessment standards and learning outcomes for the revised Curriculum 2005.

TABLE 4.4	EXPECTED LEVEL OF PERFORMANCE FOR SENIOR PHASE LIFE ORIENTATION		
Phase Statement 1: Learners are expected to develop personal, social, communication, problem solving and decision making skills in different contexts to enhance their personal development.			
	Grade 7	**Grade 8**	**Grade 9**
EXPECTED **LEVEL**	It is expected that learners: Demonstrate their personal development in different context when they: Enhance their self-esteem and personal competence. Analyse their personal development in relation to family and societal changes. Use problem solving processes to negotiate and resolve conflicts.	It is expected that learners: Demonstrate their personal development in different context when they: Formulate self-development strategies that will enhance their self-esteem and personal competence. Analyse their personal development in relation to family and societal changes. Use problem solving processes to negotiate and resolve conflicts.	It is expected that learners: Demonstrate their personal development in different context when they: Evaluate their self-development in different contexts in relation to others and the environment. Show an understanding of self-development in relation to similarities, differences and approaches of cultures regarding lifestyle. Perform personal acquired skills and knowledge in community situations.

(Department of Education (M) 2000:3)

4.9   RECORDING TOOLS

For the Life Orientation facilitator the recording of learning evidence presents a challenge.   Jansen (1997:5) strongly opinions that "a means-end OBE stance violates the epistemology of the structure of certain subjects and disciplines." While it is correct to say that there are certain learning areas, which lend themselves better to assessment than others, the Life Orientation facilitator will need to develop the means to undertake the required assessment.

The type of assessment records developed by the Life Orientation facilitator will need to be easily interpretable, factual indications of learners' strength and areas, which require support, and are comprehensive enough to indicate progress (Gauteng Department of Education (B) 2000:9).   Useful recording tools will also indicate what criteria are being used for the assessment including the specific outcome and the assessment criteria.

Badehhorst (Gauteng Department of Education (A) 2000:2) suggests that schools should decide on a specific rating scale, a five point rating scale being preferable as it gives the learners something to work towards. The development of the ratings should be related to the achievement of the specific outcomes planned for that learning programme. Life Orientation facilitators may also develop expected levels of performance from a base line assessment of his learners.

These ratings are then noted on a recording sheet together with a description of the knowledge, skill, value or attitude being assessed.

The scale could be as follows:

5-   The learner has achieved above the expectation of the outcome

4-   The learner has achieved the outcome

3-   The learner has partially achieved the outcome (together with a comment regarding what needs attention.)

2-   The learner needs support in achieving the outcome.

1-   The learner has not achieved the outcome and needs help.

Once the assessment has been completed the Life Orientation will utilise it to report to interested stakeholders

4.9.1 Purpose of recording

Once the necessary assessment has been undertaken, the information, which has been recorded, will provide assistance in the learners' strengths and developmental needs. The facilitator will need to examine how he will utilise this information to undertake the necessary remediation.

Finally the Life Orientation facilitator will report the gathered information to the various stakeholders namely the learner, the parents of the learner and other educators who may require this information (Department of Education (F) Undated: 53).

4.10 CONCLUSION

The task of implementing Life Orientation is thus a challenging one. For it to be successful, all facilitators will need to be encouraged to participate in the process and not to feel estranged from it. It is only by providing facilitators with the necessary assistance, and an understanding that they already possess many of the appropriate skills required for the implementation of Outcomes-Based Education that they will be encouraged to participate actively in the implementation process.

Life Orientation facilitators need to acquaint themselves with the new tasks required of them and develop the necessary expertise to accomplish them. Designing and facilitating learning programmes requires a great deal of planning, but if facilitators apply the same problem solving skills, critical thinking and reasoning that they require from their learners, then they should be able to fulfil their roles and tasks.

Assessment, which is a relatively unexplored area for the Life Orientation facilitator, will provide another challenge. Within chapter four, the role and tasks of the Life Orientation facilitator have been discussed in some detail. Chapter five will focus on outlining the research design undertaken for this study.

CHAPTER FIVE

THE RESEARCH DESIGN

"You have to know what you want to get."

-Gertrude Stein-

5.1 INTRODUCTION

In Chapter One, the aim was to provide an introduction and orientation to the study. An awareness of the presenting problem was outlined and briefly explored. The main function of chapter one has been to detail the particular aims of this study. An explanation of the terms utilised in the study was also provided in order to enhance a common understanding.

While there appears to be support for the principles of Outcomes-Based Curriculum 2005, this has not in all instances translated successfully into implementation within the classroom. The need to provide Life Orientation facilitators with an additional resource in the form of an implementation model has therefore been proposed. The introduction of this implementation model is seen as a means of assisting and engaging Life Orientation facilitators in the transition from theoretical concepts to the practical development and implementation of their own learning programmes.

The second chapter detailed the underlying principles of Outcomes-Based Curriculum 2005 as well as the paradigm shift, required of educators committing to these principles. These principles include amongst others relevance, integration, success orientation and designing back from determined outcomes. While the implementation of Outcomes- Based Curriculum 2005 is to be subjected to intense revision, indications are that the commitment to these principles will remain. The new phases of the education system were described as well as some of the design features of Curriculum 2005.

A detailed description of the role and tasks of the Life Orientation facilitator was undertaken within Chapter three. The Life Orientation facilitator will be familiar with most of these roles. Attention has been paid to highlighting these roles, as in some instances skill development may be required on the part of the Life Orientation facilitator. The specific outcomes of Life Orientation reflecting their emphasis, on personal well-being and growth in South Africa were also described in chapter three.

Within Chapter four the focus has been on aligning the theoretical discussion to a more practical explanation of the tasks of the Life Orientation facilitator. A step-by-step progression outlining the development of a learning programme was detailed. This process included deciding on outcomes, analysing local conditions in the development of enabling outcomes, as well as ensuring the required design features are incorporated into the learning programme. The role of the learner within the Outcomes-Based classroom was also briefly noted. The central, pivotal role of assessment at all stages of the designing and implementation of learning was clarified as well as some methods of assessment, suited to the assessment of Life Orientation.

The focus of Chapter five will be to provide an outline of the research design to be utilised in this empirical study.

5.2   HYPOTHESES

In order to guide the process of the empirical investigation, the following hypotheses have been developed.

(1)   The introduction of Outcome-Based Curriculum 2005 has implications for the Orientation facilitators' roles and tasks.

(2)   Life Orientation facilitators together with most other educators require greater clarity with regard to their roles and many aspects of their task.

(3)   Implementation of Life Orientation is a multifaceted process, which involves the Life Orientation facilitator in a number of different tasks.

(4)   The link between the theoretical and the practical is not sufficiently defined.

(5)   Life Orientation facilitators together with most other educators are experiencing a crisis of confidence which current methods of training are not addressing. It is insufficient to provide ad hoc training sessions, techniques and tools are also required.

(6)   By providing the Life Orientation facilitator with tools, they are enabled to take some responsibility for their own professional development.

(7)   The introduction of an implementation model will prove beneficial in assisting Life Orientation facilitators with their implementation.

5.3   PURPOSE OF THE STUDY

5.3.1 Specific aims

(1)   A literature study will be undertaken to provide the necessary background in order to:

- determine and describe the theoretical constructs of Outcomes-Based Education, and the underlying principles of Curriculum 2005

- create an awareness and understanding of the implications of Curriculum 2005 for the Life Orientation facilitator and his implementation of Life Orientation.

- detail the specific outcomes and structure of Life Orientation contained within Curriculum 2005. A knowledge and understanding of these is a prerequisite for designing Life Orientation learning programmes.

- outline the specific roles and tasks of the Life Orientation facilitator and by doing so enhance his understanding of these.

- develop a model for the implementation of Life Orientation that will assist Life Orientation facilitators to make the transition from a theoretical understanding of Life Orientation to an understanding of the practical implementation thereof.

(2)   An empirical study will involve the following interventions:

- Interviews will be held with a number of stakeholders, implementers and developers of training material for Life Orientation within Outcomes-Based Curriculum 2005.
  From these interviews and the literature research, the implementation model will be developed.

- The completed implementation model together with a brief questionnaire will be piloted to an identified group of individual Life Orientation facilitators. The resultant recommendations made by this selected sample and the initial advisory group will be utilised to refine the implementation model and the questionnaire.

- The Gauteng Department of Education will be approached to provide a large sample of facilitators to review the implementation model and to complete the questionnaire.   A questionnaire will be included in order to provide a standardised method of collating facilitator responses to the implementation model and other issues involving Life Orientation.

5.3.2 Indirect aims

The indirect aims of developing the implementation model and questionnaire will be to

- understand whether the implementation model is seen to be a useful tool.
- determine whether Life Orientation facilitators are aware of the different components of their learning area.
- investigate whether facilitators feel sufficiently confident about designing and making their own learning material, or whether they feel more training is necessary.
- determine whether assessment will affect learner participation in Life Orientation and what the most suitable assessment methods are perceived to be.
- analyse what the Life Orientation facilitators perceive as the biggest changes to their classroom practices as a result of the changes brought about by Curriculum 2005
- establish what tasks the Life Orientation facilitators understand as being part of their role.
- ascertain whether there is a shortage of Life Orientation facilitators.
- encourage the Life Orientation facilitator to develop his own resources by illustrating how to move from the theoretical components of Curriculum 2005 to the practical implementation thereof.
- assist the Life Orientation facilitator to take become involved in his own professional development rather than being reliant on supplied resources. Thus a proactive approach to the implementation of Life Orientation is promoted in contrast to a reactive one.

5.4   RESEARCH DESIGN

5.4.1   Rationale for the study

It has become apparent from observation, media reports and the Review Committee Report of Curriculum 2005, that the implementation of the Outcomes-Based Curriculum 2005 has been problematic. Training and implementation has not been sufficiently effective and as a result facilitators have in some instances become de-motivated and alienated. As noted in Chapter One there are a number of reasons for the difficulties

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associated with the training of educators including inadequate funding, hasty implementation, low teacher morale aggravated by large pupil: teacher ratios, and limitations of the cascade model of training (Report of the Review Report Committee 2000: 3-4, 14-19).

A further factor impacting both teachers and implementation negatively has been the Education Departments programme of "right sizing". Van Schalkwyk (in Armstrong 1999:24) expresses strong views on the destructiveness of this practice stating that, "for the purposes of ideology the accomplishment of sound education is less important than the perceived accomplishment of equality".

Although changes are being made and Curriculum 2005 is being revised to overcome some of the problems of implementation, it is unlikely that this will be sufficient to address all of the difficulties associated with the initial implementation of the Outcomes-Based Curriculum 2005. The reason for this is the fact that some of the difficulties are intrinsically more difficult to resolve. In consequence unless facilitators undertake a more proactive role, it is quite possible that the second implementation will be beset by similar problems. However, unless they are provided with some tools to assist them in their development, for some facilitators it will remain a task for which they are ill equipped. Skuy (in Giessen-Hood 1999:16) also notes the lack of clear guidelines for transforming teachers from passive to active learners. For this reason the decision was made to provide pragmatic assistance to Life Orientation facilitators by developing an implementation model.

The rationale behind this study may be likened to that of action research. It is a form of enquiry aimed at improving an understanding of educational practices as well as being concerned with change, planning and problem-solving (Cohen & Manion 1994).

5.4.2 Professional studies

The implementation of the Outcomes-Based Curriculum 2005 began in 1998 after being piloted from July and December 1997 (Review of the Report Committee 2000:3). As this implementation is relatively recent a burgeoning number of studies were being undertaken, but there was an absence of research relating specifically to Life Orientation. Some studies, which have been undertaken into various aspects of Outcomes-Based Education (OBE), including amongst others Educator attitudes to OBE, Educator training for OBE, Implementation of Curriculum 2005 as well as a Review of Curriculum 2005.

- The attitudes, perceptions, and feelings of competence of educators towards OBE were investigated by Giessen-Hood (1999). Their concerns revolved around the standard of education in South Africa as well as the implementation difficulties of Outcomes-Based Education. Only twenty percent of this sample agreed that they had received adequate training, it therefore appears that adequacy of training for Outcomes-Based Education is a concern. The majority of the sample considered the provision of resources as being essential if Outcomes-Based Education is to succeed.

- Williams (1999) undertook a comprehensive evaluation of how selected teachers have responded to Curriculum 2005. This research concluded that most of the teachers interviewed for the study did not have a good understanding of OBE (Williams 1999:359). Furthermore their responses towards OBE revealed a range of differing opinions both positive and negative. A concern expressed was that unless teachers are fully trained in all aspects of Outcomes-Based Education they would end up creating their own version of OBE. Significantly for this study, Willilams (1999:369) reiterates the importance of the "education principle that learning takes place through active involvement." This lends credence to the rationale of developing an implementation model to encourage facilitator involvement.

- The South African Democratic Teachers' Union (SADTU) commissioned an investigation into Teacher training which they implemented in conjunction with the Media in Education Trust (Botha, Dlamini and Johnstone 1997). The training was based on an accredited course developed by the University of Natal. The recommendations, which resulted from this investigation, showed the need to give more attention in the Outcomes-Based Education (OBE) training to assessment, the designing of learning programmes, planning of integrated activities, and production of support materials.

  Other areas, which required attention, were the research skills of the facilitators as well as the handling of large classes. A particularly significant point raised from this investigation is that, the successful implementation of OBE is not a question of technical training only, a vigorous advocacy to change the mindsets of stakeholders is also required (Botha et al 1997:13).

- The Minister of Education appointed a committee under the leadership of Professor Linda Chisholm to provide a review of Curriculum 2005. The

Review Report, which was presented in May 2000, has been quoted in some detail in the literature study chapters. Of significance is the fact that while there is overwhelming support for the principles of Outcomes- Based Curriculum 2005, there has been inadequate orientation, training and development of teachers (Report of the Review Committee 2000:vii). Learning support materials were found to be variable in quality, often unavailable and insufficiently used in classrooms. A shortage of personnel and resources to implement and support Curriculum 2005 were also significant (Report of the Review Committee 2000:vii).

- "Nationwide Formative Evaluation and Monitoring of Curriculum 2005 in S A", a research report issued by the HSRC noted that educators felt the language used by trainers and in policy documents was complex and not easy to understand. This has an impact on the training of these educators and their implementation, including that of Life Orientation.

- The Western Cape Education Department held a conference during December 1999. This was attended by a cross section of stakeholders including representatives from their own department, teacher unions, and university representatives. Although perhaps not a professional study in the truest sense, their recommendations are worth noting, namely the importance of:

  - ensuring that the policy (of OBE) starts with modest expectations of change that must make sense to the practitioner;
  - providing conceptual clarity of Curriculum 2005 and the underpinning philosophy; and
  - extending the teacher development programme to the classroom.

Educators and researchers alike have been vociferous with regard to the inadequacy of educator training. From the above studies it would appear that this needs addressing as a matter of urgency. A need has been identified to adopt a pragmatic approach, which will assist in the empowerment of facilitators and educators themselves.

5.4.3 Therapeutic point of departure

The implementation of Life Orientation involves action on the part of the facilitator. This will not happen effectively unless the Life Orientation facilitator understands the

nature of his involvement. The intended method of approach in this study is to make the Life Orientation facilitator aware of the need for his involvement in his own professional development. Failure to engage the Life Orientation facilitator will result in continued non-involvement and resistance to change. It is only once the facilitator becomes actively involved that he will be in a position to determine new strategies, methodologies and goals, which he will be able to utilise in the implementation of Outcomes-Based Curriculum 2005. This study will therefore also examine how Life Orientation facilitators involve themselves and the techniques they currently use to facilitate their teaching.

5.5   METHOD OF RESEARCH

An empirical study will then be conducted concerned with the actual, specific, observable and describable implementation of Life Orientation within Outcomes-Based Curriculum 2005 (Van den Aardweg & Van den Aardweg 1988:80). This study will be conducted in a number of phases utilising idiographic and nomothetic methodologies as well as a literature study.

The literature study will facilitate an understanding of Outcomes-Based Curriculum 2005, as well as Life Orientation as described therein. The role and tasks of the Life Orientation facilitator will be clarified as well as the implementation of these tasks. Information will be gathered both from the literature study, as well as from key stakeholders. The idiographic component of this study will then be undertaken. A small sample of individual facilitators, who are currently implementing Curriculum 2005, will be identified to pilot the implementation model and the questionnaire as well as to provide further qualitative information.

A large sample of facilitators will then be identified to form part of the nomothetic approach to this study. Information, relating to the implementation model, as well as other issues of Life Orientation will be gathered. This large sample group will provide knowledge and generally applicable explanations rather than an understanding of individual behaviour, which is a feature of the idiographic study (Van den Aardweg & Van den Aardweg 1988:155). By utilising both the idiographic and nomothetic methodologies detailed information on the responses of the individual facilitators as well as standardised information can be gathered.

A number of data gathering techniques including interviews and a questionnaire have been utilised for data collection as a single method of data collection may "bias or

distort the research's picture of the particular slice of reality she is investigating," (Cohen and Manion in Williams 1999:62).

5.5.1 Selection of participants

Three different groups of participants will be utilised for the purposes of research, which is to be conducted in a phased approach. The composition of the groups will be made up as follows:

- A selected sample of policy advisors and key stakeholders in Outcomes-Based Curriculum 2005. These include both National and Regional Departments of Education, consultants contracted to the department, South African Democratic Teachers Union, Gauteng Institute of Curriculum Development, independent developers of Outcomes-Based learning programmes, and members of the Review committee. Information gathered from this advisory group will be utilised to develop both the implementation model and questionnaire.

- An idiographic sample will be identified consisting of facilitators who are currently implementing Curriculum 2005 in the intermediate phase of schooling. They will be requested to critically analyse the implementation model and complete the questionnaire provided. These more experienced facilitators will be selected, as they will be in a position to offer criticism, recommendations and insights based on their own methods of implementing Curriculum 2005 in the classroom reality. This idiographic sample will act as a pilot group. By using a small selected group in depth interviews can be conducted and qualitative information gathered.
These individual sessions will be directed at:

- Providing a forum for discussion around the changing role and tasks of all Curriculum 2005.

- Discussing the implications of Outcomes-Based Curriculum 2005 for the implementation of Life Orientation.

- Gathering information regarding their current methods of implementing Providing an opportunity to make suggestions for the further improvement of the implementation model.

- Completion of the supplied questionnaire.
- A large group of facilitators participating in Department of Education in-service workshops will then be requested to participate in this study. They

will be required to analyse the implementation model and complete the questionnaire.

From this large group standardised information will be collected and collated.

5.5.2 Time and duration

The interviews with the policy advisors, governmental resources and other key stakeholders will be approximately forty-five minutes to an hour in length. The length of the interviews will be dependent on the scope of the issues discussed. Similarly the interview with the individual facilitators will be approximately forty- five minutes to an hour in length. This will be utilised to discuss any concerns and outstanding issues, share any insights into successful implementation methods as well as to complete the questionnaire and critically analyse the developed implementation model.

For the group sessions, a forty-five-minute session will be utilised at the conclusion of the Department of Education training workshops. These sessions will be utilised to determine the facilitators' level of understanding of Outcomes-Based Curriculum 2005 and the effects of this on their implementation. The usefulness of the implementation model will also be determined and information gathered on a number of other issues relating to Life Orientation.

This study is therefore cross sectional, as it refers to data collected from a particular moment in time (Lewin 1987:57). This approach, rather than a longitudinal study, has been utilise because of the logistical difficulties associated with a longitudinal study.

5.5.3 The role of the researcher

The researcher will have an active role in this research. Participants will be encouraged to share their views, concerns and ideas for successful implementation when discussing the implementation model.

Clarification of responses will be requested where necessary. Thus the researcher will undertake the role of both facilitator and information gatherer. During the interviews, the researcher will be required to display those skills that the Life Orientation facilitators themselves utilise with their learners. That is engaging the participants, monitoring their contributions as well as creating an environment where participants are encouraged to actively participate, and explain any concepts that may require further explanation (Olivier 2000:138).

In order to ensure active participation from the selected participants, it will be incumbent on the researcher to maintain a non-judgmental atmosphere in which they feel free to contribute and comment. This is particularly significant as Curriculum 2005 has been subject to a barrage of negative publicity and criticism, and some individuals may be sensitised to any further perceived criticism.

The quality of the research will be dependent on the contributions of the participants both in answering the questionnaire and in the individual interview sessions. Any themes, which become evident, will be described and an attempt will be made to understand the phenomena, as they exist for the Life Orientation facilitator in the classroom.

Collator of questionnaires will be a further role of the researcher. It is anticipated that the completed questionnaires will provide a further valuable source of information in addition to the information gathered from the individual interviews and the idiographic sample group. The development of the implementation model is the primary aim of this study, but more than this, if the model is seen to be useful by the Life Orientation facilitators in the classroom, then this research can be considered to have made a contribution.

5.5.4 The Implementation Model

The implementation model will be developed in the form of a process flow diagram (see diagram 6.1 in chapter 6). The four stages, which have been identified as central to the planning and implementation of a learning programme, will be clearly demarcated and appropriated titled. Coloured shapes will be utilised to facilitate ease of consultation. This illustrated format has been selected in an attempt to simplify the information being presented.

Much has been written about the planning and implementation process, but for facilitators who do not utilise English as their home language, reading documentation is often laborious and sometimes misunderstood. By presenting the implementation model diagrammatically, it is intended to circumvent some of the issues associated with translating vast amounts of information interspersed with complex terminology.

Facilitators, who have experience in implementing Outcomes-Based Curriculum 2005, will form part of the pilot group to review the implementation model, which will then be refined and amended in accordance with their recommendations. The implementation model will also be referred to an independent consultant and author for his suggestions and recommendations as well as other members of the advisory group. By ensuring the implementation model reflects the insights of those who are practically involved in the field the aim is to develop a useful and practical resource

5.5.5 The Questionnaire

In addition to the implementation model, a questionnaire will also be developed to provide a standardised format for data collection. Defined by Adams and Schvaneveldt (in Williams 1999:60) as "a list or grouping of written questions which a respondent answers," the questionnaire will supplement the data collected in the interviews.

The questionnaire will be designed so as to restrict participant responses to a small selection of choices. This will be done in order to gather a large volume of standardised responses and information. Respondents will also be less resistant to completing a questionnaire if it is not overly demanding of their time and commitment. These restricted responses will be supplemented by the qualitative information gathered in the individual interviews.

The initial section of the questionnaire will consist of simple biographical questions. By designing this first section so as to be non-threatening respondents will be encouraged to begin completing the questionnaire. Most of the questions will be designed so that the respondents will be required to place a cross in the box provided, under their selected response. From a total of twenty- two questions, four of these questions will require a more qualitative response in the form of a written comment limited to a maximum of three lines. These questions will allow the respondents the opportunity to openly express what they believe, feel and understand about Curriculum 2005 Adams and Schavaneveldt (in Williams 1999:61).

It is anticipated the questionnaire will provide information such as

- Whether the implementation model would be useful in assisting in planning a learning programme this requires critical analysis of the proposed model of implementation for Life Orientation. (Facilitators will be given the opportunity to make suggestions for improvement of the implementation model.)
- Whether the facilitators felt more training was required with regard to designing their own learning material
- The level of understanding of the content of Life Orientation
- The effects of assessment on Life Orientation learners
- The methods of assessment most suited to Life Orientation
- The anticipated effects of an Outcomes Based approach on the methodology of the facilitators

- An understanding of the tasks required of the Life Orientation facilitator
- Whether there are sufficient Life Orientation facilitators
- Demographic information regarding the facilitators themselves

It is anticipated that the responses from the Life Orientation facilitators will provide information beyond the initial scope of this study. Of particular significance will be their responses with regard to the implementation model.

5.5.6 Procedures

The following procedures will be adopted:

(1) Contact will be established telephonically with the identified policy advisors, Non-Government organisations, developers of training materials, and other key stakeholders. They will be requested to make themselves available for the purpose of contributing to this study. In order to do so a meeting will be requested of between forty-five minutes to an hour's duration.

(2) Meetings will then be finalised and attended at a place convenient to the interviewees.

(3) The information gathered from these interviews together with the literature study, will be utilised to develop the implementation model and a supplementary questionnaire.

(4) This model and questionnaire will then be piloted to a selected group of individual facilitators.

(5)   The identified facilitators who will comprise the pilot group will be contacted individually by telephone. They will be requested to participate in this study and given an outline of what this commitment entails. Namely, an interview session of forty five minutes to an hour for the purposes of analysing the implementation model, completing the questionnaire and sharing any concerns, issues or positive feedback they may have

The responses of this small selected sample, as well as those from the initial advisory group, will be utilised to provide refinements to the implementation model and questionnaire before presentation to the bigger group.

(6)   The Gauteng Department of Education will then be contacted to request permission to utilise a session at one of their training workshops. During this session the participants will be requested to analyse and critically evaluate the implementation model as well as to complete the finalised questionnaire. Collection, recording, evaluation and reporting on the information gathered will be undertaken to provide an understanding of the usefulness of the

implementation model as well as a number of other issues closely related to the implementation of Life Orientation.

5.5.7 Implementation model and Questionnaire analysis

The task of the researcher will be to analyse the amended implementation models and the completed questionnaires to determine any common responses or findings. Where suitable, suggested changes made to the implementation model will be incorporated in order to make it more appropriate for the facilitator to use. As the nomothetic group is a sufficiently large sample group from which to extrapolate findings, any common trends or significant findings will be analysed and noted for inclusion in this research.

5.6   VENUE

A number of different venues will be utilised for this study. For the initial consultative process, meetings will be held at the various offices of the identified participants. These include the National and Regional Departments of Education, Non-Government Organisations including the South African Democratic Teachers Union and the Gauteng Institute for Curriculum Development. The researcher will travel to meet with the participants in order to ensure that any inconvenience to them is reduced to a minimum. The individual facilitators will also be met at their individual schools or a venue convenient to them.

The Department of Education training workshops will be conducted at two different venues including the Transvaal College of Education situated in Laudium, Pretoria as well as at the Pretoria Oos Laerskool. Due to the size of these groups, it will not possible to meet with them in an environment, which is more familiar and less intimidating to the participants.

5.7   CONCLUSION

The literature study conducted earlier in this study has highlighted those objectives, which are to be implemented by Life Orientation within Curriculum 2005. It has become apparent that unless additional resources are developed, which will enable the educators to fulfil a more proactive role, then it is entirely possible that the difficulties, which beset Curriculum 2005 will remain as a stumbling block in spite of the revision of Curriculum 2005.

Involving the Life Orientation facilitators themselves in the development of an implementation model and utilising their collective expertise is a multi purpose exercise. By harnessing their experience, the Life Orientation facilitators will become involved in their own development. They will therefore be less likely to be resistant to the changes brought about by Outcomes-Based implementation, the implementation model will enjoy credibility and as it is based on experience gained first hand in the classroom, it is likely that it will be effective and practical. In the following chapter, chapter six, the research will be described.

CHAPTER SIX

THE EMPIRICAL RESEARCH

"Men succeed when they realise that their failures are the preparation for their victories,"

- Ralph Waldo Emerson.-

6.1   INTRODUCTION

Both the idiographic and nomothetic studies, which form the basis for this empirical research, will be described in this chapter.

Throughout the literature study it has become clear that although a new focus on teaching and learning has been brought about as a result of the introduction of Curriculum 2005, it has also been accompanied by "policy overload and limited transfer of learning into classroom," (Report of the Review Committee 2000:vii). The development of new policies has created challenges for the Life Orientation facilitator who is responsible for the implementation of the new Curriculum 2005, oftentimes with inadequate orientation and training.

Inherited difficulties such as high pupil-teacher ratios, multiple grade classes and lack of basic facilities (Botha, Dlamini & Johnstone 1997:29) will require the development of strategic initiatives and large budgets to address. Smaller initiatives however can and have been successfully developed to support educators in this shift from a content based to an Outcomes-Based system of education. These include the provision of learning materials in supplements carried by newspapers, developed by the MiET. In a similar manner this study has been undertaken with the aim of providing practical assistance to facilitators who are required to develop their own learning programmes. Since some of the difficulties were due to the lack of learning materials and the translation of the theoretical into the practical, it was decided to develop the implementation model as a resource tool to assist facilitators.

In addition the development of awareness amongst the facilitators that they need to take responsibility for their own professional development and a more proactive stance is to be fostered. The development of any training materials,

resources or implementation models will after all only be as effective as those who utilise them. As Norman Peale (http://www.wow4U.com) sagely expresses it, "any fact facing us is not as important as our attitude towards it, for that determines our success or failure'.

6.2   METHOD OF RESEARCH

The method of research as briefly described in chapter five was undertaken in phase utilising a number of different research methods. The research design will be elaborated on below.

6.2.1   Selection of Participants

The following participants provided the information from which the implementation model was developed:

- Five educators from both the National and Gauteng Departments of Education as well as a consultant from the Department of Health provided the governmental policies, stances and policy documents for this research. All of these educators were selected as they were directly involved either with developing Life Orientation within Curriculum 2005 or the training of Curriculum 2005 facilitators. This group of educators was composed of four female educators and one male.

- Two male members of the Gauteng Institute of Curriculum Development (one of who is a consultant) provided information on the development of Life Orientation training materials. Information was also provided on Curriculum 2005, particularly developments being undertaken post the Review Committee report.

- The final members of the advisory group consisted of two women office bearers of the South African Democratic Teachers' Union. Information The Curriculum Development Specialist with a particular emphasis on Life Orientation provided information regarding Life Orientation and the developments surrounding the initial planning and development of Curriculum 2005. The other participant provided information on developing learning materials for facilitators.

- Two further participants of this advisory group, who were instrumental in providing information, included a female member of the Curriculum 2005 review committee, and a male Outcomes-Based Education advisor and author who has been involved in SAQA and Curriculum 2005 developments from the outset.

    From information gathered from all the above-mentioned participants, the implementation model and questionnaire was developed.

A group of facilitators were then selected to take part in the second phase of this research namely the pilot phase.

- Four female facilitators from two different schools were selected as participants in the piloting of the implementation model and the questionnaire. These facilitators are from two different schools where they are currently involved in the implementation of Outcomes-Based Curriculum 2005 in the Intermediate phase of GET. One of these schools has been selected by the Department of Education as a pilot school in the implementation of Curriculum 2005.

    A large group of facilitators were then selected to take part in the third phase of the study.

- One hundred facilitators taking part in four Outcomes-Based training workshops organised by the Gauteng Department of Education were selected as participants in this study. They were required to analyse the implementation model and make recommendations regarding appropriate changes. Completion of a questionnaire was also required from these participants.

    The sample consisted of 100 facilitators from three different types of primary schools. These were 1) A Black school 2) A white school-English speaking 3) White school-Afrikaans speaking.

6.2.2 Time and duration

- Interviews were set up with the educators from the National and Gauteng Departments of Education as well as the consultant from the Department of Health. These information- gathering sessions were between forty-five minutes to an hour in length.

  A second interview was required from two of these educators, however due to the difficulties experienced in scheduling a second appointment with one of them, it was decided to obtain the required information on macro planning by attending a facilitators' training workshop. This workshop session was attended for a total of two and half-hours.

- The consultant from the Gauteng Institute of Curriculum (GICD) responsible for the development of Life Orientation learning materials was interviewed on two occasions. The first of these interviews was an hour in length while the second was approximately thirty- five minutes in length. A follow up telephone call was also required to clarify certain issues.

  A one- hour interview with the second participant from the GICD was required to understand the new developments taking place around Curriculum 2005.

- The two female office bearers of the South African Democratic Teachers' Union (SADTU) were met with on three occasions. These sessions varied in length from an hour to a fifteen-minute session. Arrangements were also made to meet with a group of SADTU facilitators who were work-shopping the development of learning materials. This session was attended for approximately an hour and a half.

- Telephone contact was established with the two final participants who formed part of the initial information- gathering phase. A forty-five minute telephone interview took place with a female member of the Curriculum 2005 review committee.

  Telephonic and electronic communication was also established with a nationally recognised facilitator in Outcomes-Based Education. Two

electronic communications and a twenty- minute telephone call were utilised to gather the required information and assistance on the implementation model.

- Two participants from the idiographic sample group were met with at their school for a period of forty- five minutes. The remaining two participants were met with at their homes. These two interviews were an hour and a half in length. Both these facilitators are experienced and had a great deal of expertise to share.

- The large nomothetic sample group participated in a two day Gauteng Department of Education training workshop. The group was divided into four smaller groups who were trained during the month of October 2000. The final afternoon sessions were utilised for the analysis of the implementation model and the completion of the questionnaire. This task took the facilitators approximately twenty-five minutes.

6.2.3 The role of the researcher

The role of the researcher was an investigative and developmental role rather than one of intervention. As Life Orientation within Outcomes-Based Curriculum 2005 is a newly established learning area and one which is still undergoing changes, identifying the relevant resources and gathering updated, current information formed a large part of the task of the researcher. This task proved to be an onerous one due to the rapidity with which developments and changes took place during the course of 2000.

In order to gather information, the researcher was required to utilise many of the skills emphasised in the training of the educational psychologist. These included creating a climate conducive to the sharing of information by demonstrating respect for the participant concerned, and a genuineness, which Baruth & Robinson (1987:84) refer to as, the ability to be real and oneself in a relationship. Attentive listening was necessary to ensure that the information received was correctly understood, and reaffirming with the participant when clarification was required.

Development and refinement of the implementation model as well as collection of information, interpretation and analysis thereof formed the main components of the researcher's role.

6.2.4 The Implementation Model

The implementation model went through a number of changes and refinements before it was presented to the nomothetic sample group. These changes were made as a result of the pilot group recommendations, as well as recommendations made from members of the initial advisory group.

Once the refinements had taken place, the implementation model was distributed to the large sample group and the researcher briefly outlined the rationale behind the development of this model. Namely, that the implementation model was developed with the aim of assisting facilitators when planning their own learning programmes. The different steps in the model were pointed out and the facilitators were requested to make any changes they felt were necessary to make the model easier to use. The facilitators were also requested to make any comments and suggestions they felt were pertinent.

Some facilitators requested further explanation or information and this was provided. As far as possible however, facilitators were required to analyse the implementation model with a minimum of external assistance. This was done in order to ascertain how difficult or easy the facilitators found the implementation model to understand independently.

It became apparent during the course of the study that the pilot group had not been sufficiently representative of the sample group. Although the necessary recommended changes made by the pilot group and other resources had been made, in some instances the implementation model still proved too complicated for some facilitators in the sample group.

Three participants commented that the model contained too much information. The second step in the implementation model- "Decide on outcomes and Match them to Local Conditions" proved to be the one, which caused the greatest difficulty, and required further explanation.

Diagram 6.1 IMPLEMENTATION MODEL

STEP ONE -UNDERSTAND REQUIRED STRUCTURES-

12 Critical Outcomes
What do we want learners to do in Life?

Know the 8 specific outcomes for Life Orientation

Be aware of Specific Outcomes from other Learning areas

What must be achieved after learning has taken place?

5 Phase Organisers to cluster specific outcomes around.

Phase organisers are tools for clustering specific outcomes.
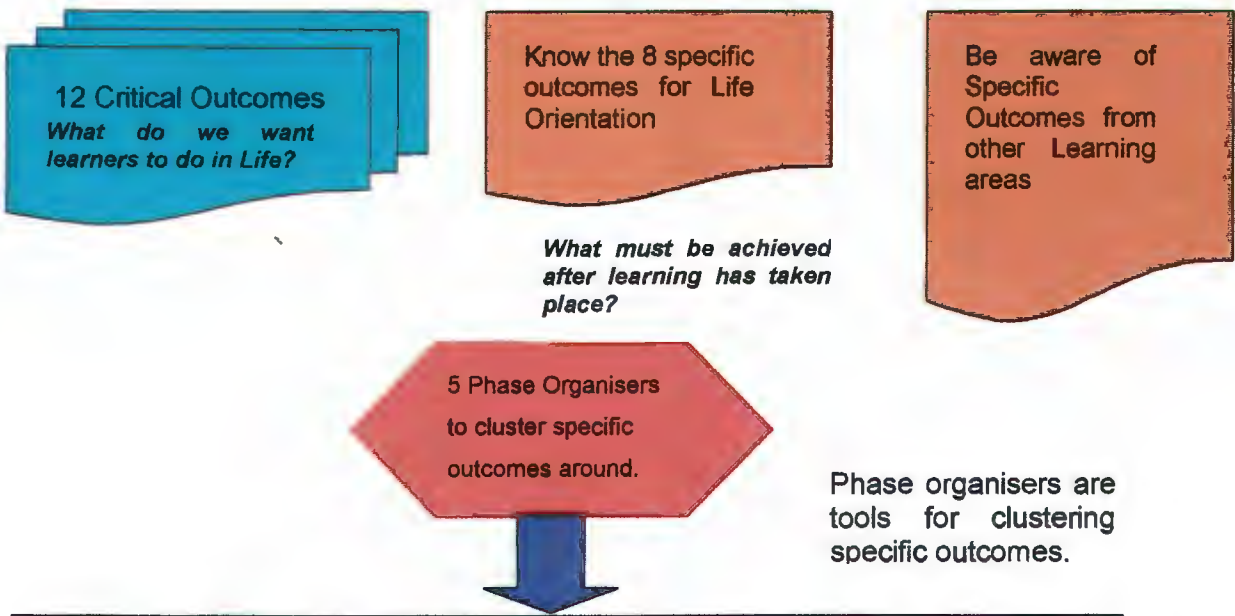
STEP 2 -DECIDE ON OUTCOMES & MATCH THEM TO LOCAL CONDITIONS

OUTCOMES ANALYSIS

Determine Learner Skill Level

NOT adequate, design lower level outcomes

Necessary resources

NOT adequate, Plan work around

Adequate skill level

Resources Available

Build from Local outcomes back to National Outcomes

Identify Attitudes, Skills, Values

Skills	Attitudes	Values	Knowledge

- Formulate Outcome
- Investigate Nature and extent of outcome
- Check outcome with other Educators

Sequence Steps of Life Orientation Learning Programme

Plan Learning Activities to support Learning Experiences. Make use of previous teaching experience and content where applicable

Establish Performance Indicators to be used – they provide details of progress. skills, attitudes values and knowledge required

Decide on Range statements to show scope of achievement

Determine Activities to demonstrate Learning

Develop Suitable criteria for assessment

STEP FOUR-IN THE CLASSROOM

1.Outline outcomes & inaccessible information for pupils

7. Provide Alternative Expanded learner Experiences if required.

6.Evaluate learner rework assessment criteria if required. Provide feedback to learner.

All learning programme should be evaluated by educators and successes shared where possible. The Life Orientation facilitator will then plan the next learning programme.

2. Discuss Skills, knowledge and Process to be demonstrated

5. Confirm progress with learners in terms of assessment criteria.

Developed from the original model in Olivier (1996:37)

3. Suggest suitable resources for accessing information

4. Direct learners in terms of skills, knowledge & processes they already have

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6.2.5 The Questionnaire

The tick-box design of the questionnaire proved effective in attaining facilitators' involvement and co-operation. It was fortunate that the questionnaire was compiled in such a manner that it did not place great demands on the participants as they were tired by this final session of the workshops.

Although conditions were not ideal for ensuring facilitator co-operation, a factor, which may have positively affected facilitator participation, was that this research was undertaken with the permission of the Department of Education and formed part of the workshop. The participants of the sample group may therefore have felt the need to be co-operative. As a result a total of only three percent of the sample group did not fully complete their questionnaires.

6.3   VENUE

The venues for the initial information gathering interviews were varied. The educators from the Departments of Education were interviewed at their offices either in Pretoria or Gauteng. This was done to minimise inconvenience for the educators, as all of them appeared to be operating under severe time restraints. The macro planning session undertaken at the Grade four and Grade eight facilitators' workshop was attended at SACTE in Groenkloof, Pretoria.

Two of the facilitators currently implementing Outcomes-Based Education were met with at their school, while the other two were consulted at their own homes.

The participants from the Gauteng Institute of Curriculum Development (GICD) were also met with individually at the GICD offices in northern Johannesburg, Gauteng.

The South African Democratic Teachers' Union workshop on the preparation of learning materials was attended at their offices in central Johannesburg. The interviews with their office bearers were also undertaken at their offices.

It proved impractical to meet with the final two policy advisors and for this reason contact was made electronically and telephonically.

The large sample group of facilitators utilised in the nomothetic research, participating in the Department of Education training workshops attended the workshops in two different venues. These were the Transvaal Teachers Training College in Laudium Pretoria, as well as at the Pretoria Oos Laerskool in Pretoria.

6.4   RESULTS OF THE PROGRAMME

Section One of the questionnaire was designed to gather demographic information on the facilitators. This information is detailed below.

6.4.1 Sex of Facilitators

The diagram below illustrates the composition of the facilitator group.

DIAGRAM 6.2   SEX OF FACILITATORS
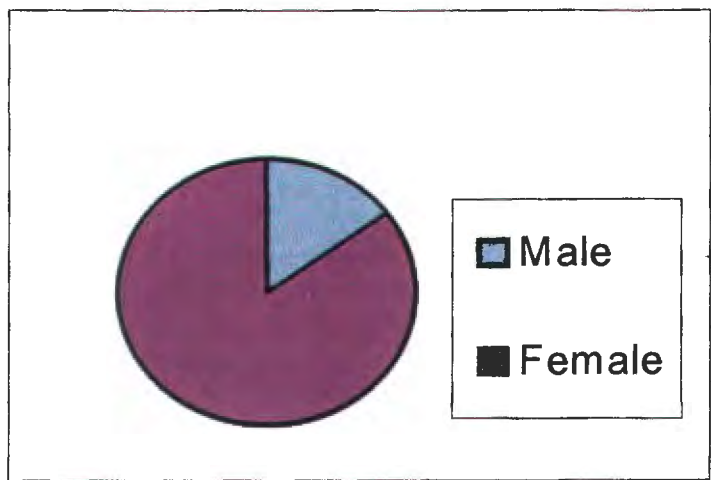
FINDINGS

▪ The sample group consisted of eighty five percent females and fifteen percent males.

● This is an accurate reflective of the situation throughout the system of education.

6.4.2 Home Language of facilitator

The sample group cited ten different languages as their home language with Afrikaans being the home language of the majority. The home language usage is reflected in diagram 6.3 below:

DIAGRAM 6.3 HOME LANGUAGE OF FACILITATOR
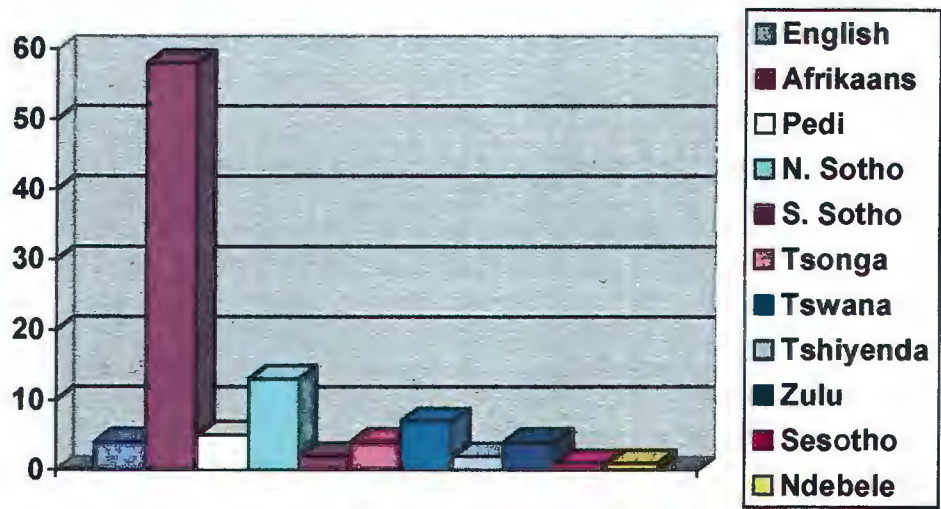
For easier reference, the percentages of the different home languages can be seen in table 6.4 below. It is apparent from this information that English-speaking facilitators were not well represented in this sample group.

TABLE 6.4 PERCENTAGES OF HOME LANGUAGE

English	4	Tswana	7
Afrikaans	58	Tshivenda	4
Pedi	5	Zulu	5
N. Sotho	13	Sesotho	1
S. Sotho	2	Ndebele	1

FINDINGS

- Afrikaans is the home language of the majority of the sample group.

- English speaking facilitators make up a small percentage of this sample group.

- The sample group have ten different home languages. The large number of different home languages creates difficulties when developing training material for Life Orientation. Financial constraints do not permit the development of all materials in all languages. For this reason, it may prove beneficial to develop training that is less dependent on language. Greater use of illustrations and diagrams may well be one alternative.

6.4.3 Age and Length of Service of Facilitators

Diagram 6.5 below gives an indication of the length of service of the facilitators.

DIAGRAM 6.5 LENGTH OF SERVICE OF FACILITATORS
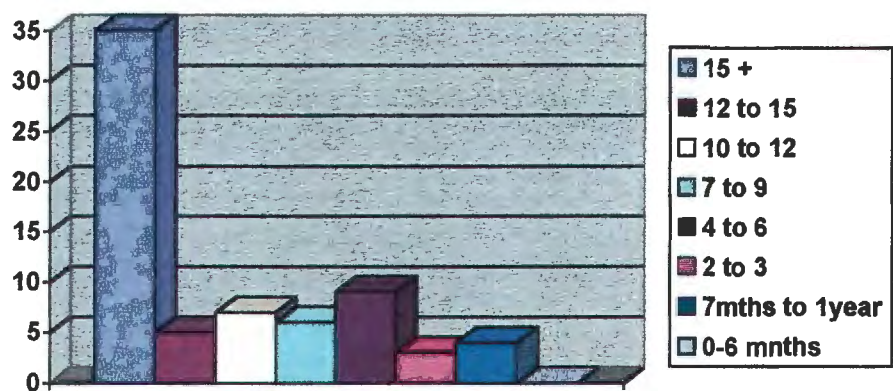
FINDINGS

- Thirty five percent of the facilitators have fifteen or more years of service.

- Four percent of the sample has between seven months to one year of service.

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- The implications are that this facilitator sample group is an experienced one, and indications are that there may be a shortage of facilitators in the future.

AGE OF THE FACILITATORS

- The facilitators in the selected sample fell into a wide age range. Eight percent were aged between 20-25 years of age, while fourteen percent were aged between fifty to fifty-nine years of age.

- The largest group, thirty seven percent, were between forty to forty-nine years of age. This was a mature group of facilitators as sixty four percent were aged from forty years of age to over sixty years of age. This concurs with the study undertaken by Giessen-Hood (1999:38) where the sample group also contained a large proportion of facilitators aged between forty and forty-nine years of age. The relatively mature status of the facilitators correlates with the length of service of the sample group in diagram 6.4 above.

- The age of the facilitators as well as the length of their service were included with a view to determining whether an acceptance of Outcomes- Based Curriculum 2005, varies negatively with age and length of years of teaching experience as proposed by Giessen-Hood (1999:31). Although anecdotal evidence supports this proposal, for the purposes of validity, a more objective measuring tool is required. If this is indeed the case, then this has negative implications for the acceptance of Life Orientation as a part of Outcomes-Based Curriculum 2005, particularly if this ageing sample is representative of the facilitator population.

6.4.4 Size of Classes

In order to gain an understanding of the practicalities of implementing Life Orientation in the classroom, the facilitators were requested to provide information on the size of their classes. The findings are detailed below.

FINDINGS

- Fifty nine percent of the facilitators have classes with more than forty learners.

- Only five percent of facilitators have classes of between twenty to twenty-five learners.

- The reality is that such large groups make if more difficult to implement Outcomes-Based Education, where learners are actively engaged and more hands-on. Assessment also becomes an increasingly large task for the facilitator.

The facilitators were also requested to complete a questionnaire. Their responses are detailed below.

QUESTION 1
Do you think this diagram (implementation model) would
help you to plan a learning programme?

Diagram 6.6 shows the quantitative measurement of the facilitator responses
to the above question.

DIAGRAM 6.6 USEFULNESS OF IMPLEMENTATION MODEL
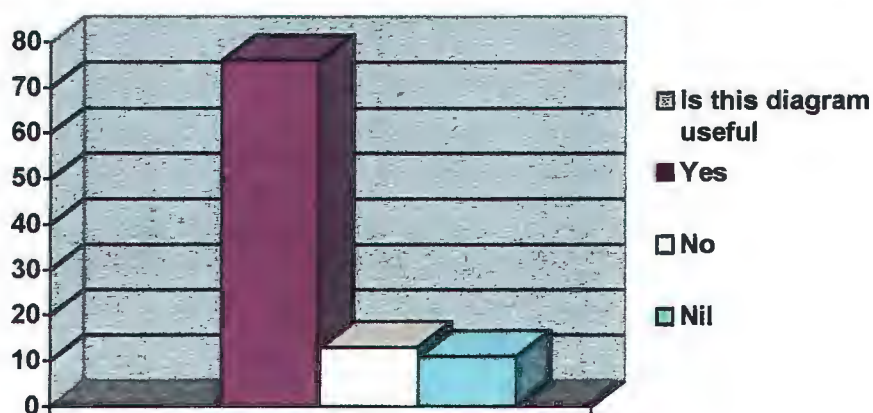
FINDINGS

- Seventy six percent of the sample group indicated that the
  implementation model would help them to plan a learning programme.
  The majority of facilitators therefore were positive about the use of an
  implementation model.

- Thirteen percent of the sample group indicated that they did not find
  the implementation model useful. (Some of their responses are
  included below.)

- Eleven percent of the sample did not provide a response to this
  question.

QUESTION 2.

Please give reasons for your answer. (Following on from their response to Question One.)

The responses of the facilitators have been extensively detailed in table 6.7 below.

TABLE 6.7 RESPONSES TO IMPLEMENTATION MODEL

Positive Comments	It gives a step to step guide on how to plan a learning programme	Because it shows me where to start and at what to look for when planning my lesson	It contains everything you need to know when you are planning a learning programme	Diagrams are systematically well planned to guide you in planning	It's easy to read and understand what you must do.
	At least there is a framework to refer to	Step 1 clear and usable, Step 2 not clear	Dit is goed uiteengesit	Dit lyk deurdrag beplan en duidelik	Lyk handig en kompak
	Step by step demonstration was good	Well structured	Dus kort verstaanbaar en logies uiteengesit	Maak dit duidelik en verstaanbaar.	This will enable you to work through the entire process in a constructive manner.
	Most important matters are included	You get the "Big Picture"	Stapsgewys uiteengesit		Volg logies in Stappe on les uit te werk.
	It is clear and compact	It simplifies everything	They are very clearly understandable - conducive & relevant	It simplifies the policy document and planning	(Yes, the model is useful particularly..)The fact that the mind maps are in step 4- progressing from theory to practical implementation

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	It has the required structures that I need to plan a learning programme	Volg redelik logies en verstaanbaar opmekaar	They are very clearly understandable - conducive & relevant	Kleur, prentjies en vorms maak n leerproses altyd makliker	

Negative Responses	Voel Deurmekaar	It needs an explanation especially phase organisers	Leer nog oor 2005.	Nou vir die eerste keer kennis gemaak met UGO- moet alle terminologie eers onder die knie kry	Te veel punte.
	Too much information	Unstructured and confusing no start and no process that makes any sense	Not 100% sure, Maybe have an example with each step	Ek verstaan dit nie.	Step Two not clear.

FINDINGS

Positive responses to Implementation Model

- Logical

- Comprehensive

- Step by step format

1. Comments indicated that the diagram (the implementation model) was logical, clearly understandable and that it simplified planning by providing a framework. Facilitators were able to obtain a clear understanding of the planning process by following the step-by step format.

2. By providing a comprehensive and systematic approach, facilitators were able to understand what procedures are required of them.

3. The use of the colours and shapes in the implementation model was positively commented upon. The participant was of the opinion that colour, pictures and forms always make a learning process easier.

Negative Responses to Implementation Model

- Too detailed

- Respondents still too unfamiliar with Outcomes-Based Curriculum 2005.

- Step two requires clarification

1. Thirteen percent of respondents indicated that the implementation model would not prove useful when planning their learning programmes. They were of the opinion that too much information was supplied.

2. Some participants felt that they were not sufficiently familiar with the terminology of Outcomes-Based Curriculum 2005, to make sense of the model.

3. Step two of the model was highlighted as being confusing.

QUESTION 3

On the diagram on pages 4 and 5 (in the questionnaire), draw in the changes you would make to make it easier to use.

Diagram 6.8 illustrates the two additional tasks, which were added to step four by a respondent.

DIAGRAM 6.8 CHANGES TO IMPLEMENTATION MODEL (IN STEP 4)
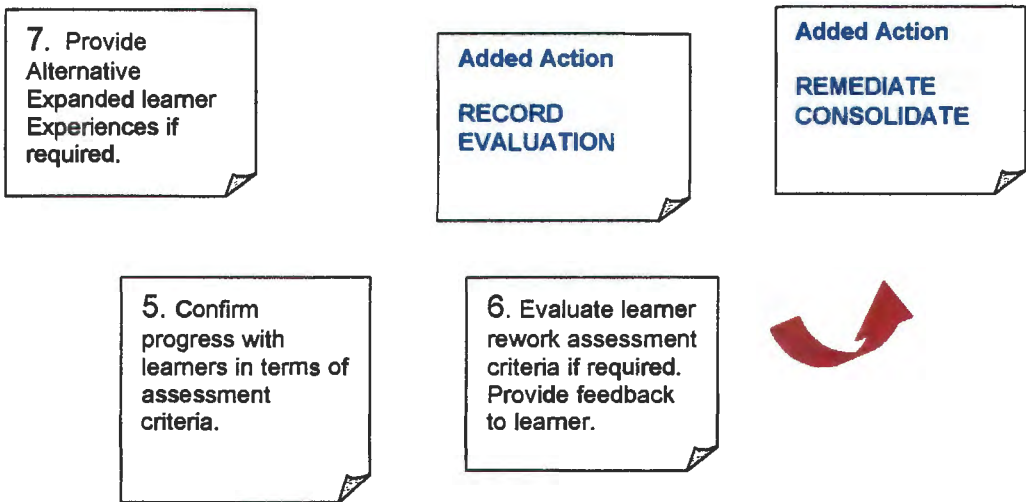
FINDINGS

- Only one respondent made any significant changes to the implementation model. These included the addition of two extra actions in Step four of the implementation model.

  The respondent (who was from the idiographic group and had experience in facilitating Outcomes-based Education) indicated that after point 6 – evaluating the learner, the facilitator should then re-mediate and consolidate with the learner; the learner's progress should then be recorded and then only move on to point 7. Point 7 is to provide expanded learner opportunities if required.

- A further suggestion by another respondent that question two required revision, but the respondent did not make the suggested changes on the diagram itself.

- It is not clear why there was a poor response to this request. Perhaps the respondents do not feel sufficiently confident of their own understanding of the planning process to be able to make any changes. Further investigation is required to make any recommendations as to why this was not undertaken.

The responses to question four are illustrated in diagram 6.9 below.

DIAGRAM 6.9 FURTHER TRAINING REQUIRED.
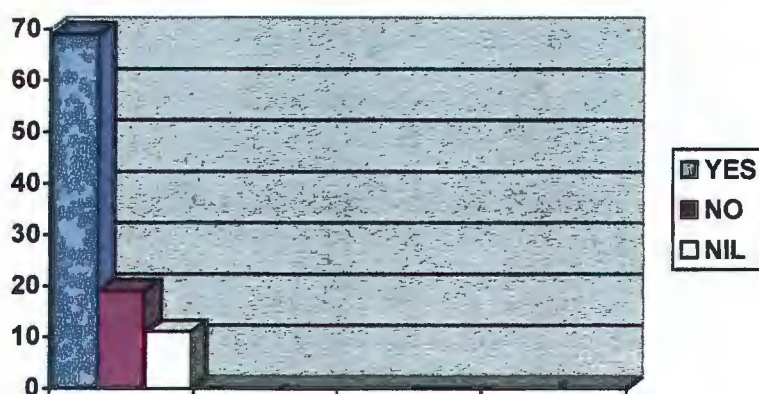
FINDINGS

- Sixty nine percent of the sample group felt that they required more training in designing or making their own learning material.

- The large paradigm shift required from the facilitators was indicated as one reason for the need for further training.

It appears that the paradigm shift required in order to implement Outcomes-Based Curriculum 2005 is a substantial one, particularly in view of the fact that forty seven percent of the sample group of facilitators have been for involved in education for longer than ten years yet still feel that they require further training.

Both Williams (1999:360) and Giessen-Hood (1999:35) note the need for further training. The type of training undertaken is perhaps more important than the volume of training. Jansen (in Giessen-Hood 199:35) believes that school-wide intervention programmes are of greater value 'than the provision

of sporadic or periodic workshops that affect one or two teachers.' The need for practical, interactive training is emphasised as a requirement by Williams (1999:360).

<table>
<tr><td>

QUESTION 5.

Which of the following are under the learning area-Life Orientation?

Emotional & Social Development

Movement

Health & Aids Training

Moral Instruction

</td></tr>
</table>

As the learning area of Life Orientation has been broadened, this question was included to determine whether the facilitators understood what has been incorporated into this learning area. Their responses are contained in diagram 6.10 below.

DIAGRAM 6.10 CONTENTS OF LIFE ORIENTATION LEARNING AREA
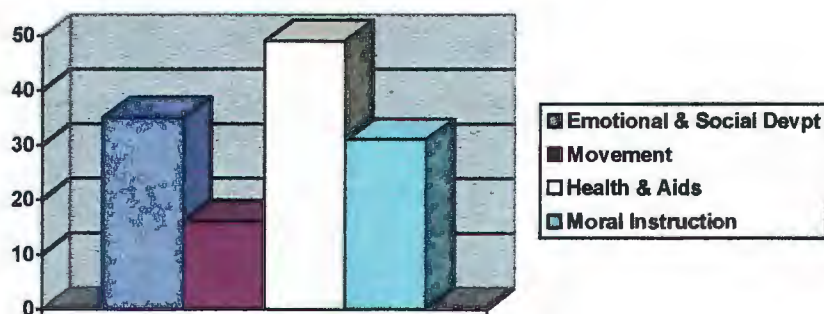
FINDINGS

- Forty nine percent of the facilitators were aware that Health and Aids training was part of Life Orientation.

- Only twenty-nine percent of the sample group were aware that movement now falls under the learning area Life Orientation.

- Very few facilitators were aware that all of these components fall under the training area of Life Orientation.

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HEALTH AND AIDS TRAINING

The provision of Health and Aids training is suited for inclusion in the learning area of Life Orientation as it involves many sensitive issues surrounding sexuality, morality and cultural beliefs. In some instances counselling will be required, a situation which Life Orientation facilitators are mostly equipped to deal with.

MOVEMENT

There has been some concern expressed as to whether the Life Orientation facilitator is in fact the correct person to implement movement. Portenza (Interview: 2000) explained that movement has been incorporated as part of the Life Orientation portfolio, so that learners who had not previously been exposed to any form of physical education, due to lack of facilities would now be provided with some form of physical movement.

The position regarding movement within Life Orientation as well as that of Physical Education is still undergoing review and requires clarification.

From the results obtained, it is clear that the facilitators are not sufficiently aware of what the learning area of Life Orientation consists of. It would seem that more training is required in this regard. Life Orientation facilitators who are not aware of what constitutes their learning area are not in a position to be fully effective.

Responses to question six have been illustrated in diagram 6.11 below.

DIAGRAM 6.11 ASSESSMENT IN LIFE ORIENTATION AND LEARNER PARTICIPATION
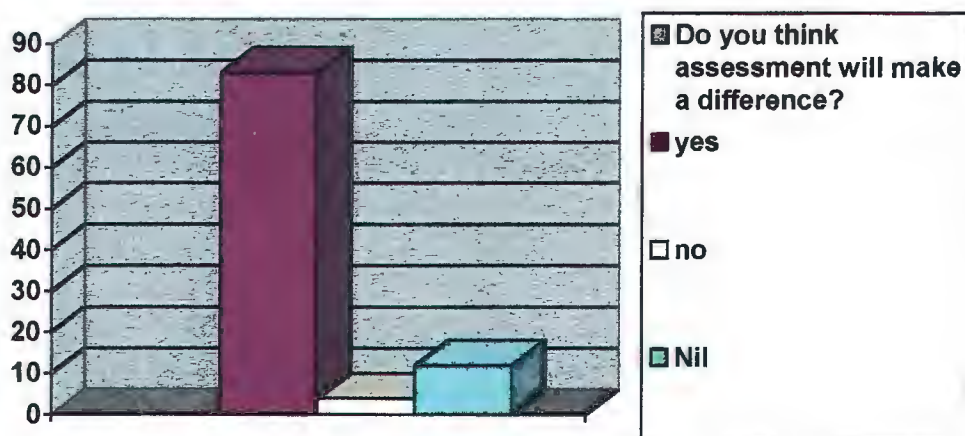
FINDINGS

- The overwhelming majority of facilitators, eighty three percent, were of the opinion that assessment would definitely have a positive effect on learner participation. (Some of their responses are indicated below.)

- Four percent of the facilitators felt that there would not be any difference in learner participation in Life Orientation as a result of assessment.

Facilitators' responses are illustrated in table 6.12 below

TABLE 6.12 QUALITATIVE INFORMATION ON ASSESSMENT IN LIFE ORIENTATION

Kinders probeer harder waneer hulle geassesseer word.	They will be more motivated and will take part in the activities rather than feeling that they are not doing it for marks anyway.	Make them more aware won't think it is an 'off' period/lesson.	Pupils give their best when they are assessed.
They would pay more attention and take part because they know you are 'watching'	Because really Life Orientation is highly subjective, I hardly know what criteria to use to assess learners.	It will ensure that it will be taken seriously.	They will be more motivated to pay attention etc. because it will be reflected on the report card.
Perhaps more motivated as they want to be assessed favourably.	Leerders se ingesteldheid verander dadelik indien assessering te sprake kom.	Wanneer hulle weet hulle word geevalueer is daar noodwending meer aandag	Motiveer leerders om vir iets en na iets toe te werk

FINDINGS

ASSESSMENT EFFECTS LEARNERS

- Learners motivated by marks

- No marks, subject not taken seriously

- Assistance required with assessment criteria

The implications are that learners are only motivated by results on report cards. The need to develop an assessment literate society as noted by Stiggens (in Dasroo Undated: 1) see chapter four, is clearly underlined. Both the facilitators and the learners will require assistance to move away from the mindset that only what is required by assignments, tests and exams is the real curriculum, as noted by Dasroo (Undated: 1).

ASSESSMENT DOES NOT EFFECT LEARNERS

Four percent of the sample group indicated that assessment would make no difference to the learners. A reason given for this included the fact that 'learners' habits are ingrained and they will therefore continue to react as they have always done in the classroom'.

This was contradictory to the view of the majority of the participants who indicated that there is a direct correlation between assessment and learner participation in a learning area.

QUESTION 8.
What methods of assessment do you think are most useful for Life Orientation?

Life Orientation is to be assessed formally. For many of the Life Orientation facilitators, this is will be a new function. They were therefore required to indicate what methods of assessment they would utilise for Life Orientation. Facilitators' responses are indicated in diagram 6.13 below.

DIAGRAM 6.13 METHODS OF ASSESSMENT FOR LIFE ORIENTATION

FINDINGS

Most Suitable Methods of Assessment

- Self reporting by learners

- Speeches

- Projects

- Learners assessing one another

Least Suitable Methods of Assessment

- Examinations

- Pen and paper tests

While there are very few methods of assessment, which may not be utilised for the purpose of assessing Life Orientation learners, there are some methods, which are more suitable than others given the often intimate, personal and subjective nature of this learning area.

The facilitators demonstrated an understanding of the assessment techniques appropriate for use in the learning area of Life Orientation. In making their selection, they have shown an understanding of the principle that the methods and techniques of assessment should be "appropriate to the knowledge, skills or attitudes to be assessed,' (Regulation 1718 of 1998:4).

The facilitators were requested to state what they regard as being the biggest change to their task as a result of Outcomes-Based Education. Table 6.14 contains some of these responses.

TABLE 6.14 BIGGEST CHANGES TO TEACHING		
Methodology	Role of Learner	Assessment
Learner centered. To see each learner progress.	Learners will be able to do research on their own. No more spoon-feeding.	Different way of assessment
We are being encouraged to work as a team.	Die leerders sal meer aktief deelneem.	Wegbeweeg van punte.
Baie meer voorbereiding as in die verlede.	The practical work done mostly by the learners	Better assessment strategies will have to brought into place by teachers personally.
Focus on outcome as part of ongoing learning and not only on content.	More involved, active learners	Verandering ten opsigte van assessering en leesaanbieding. OPV is geneig om te veel te wil gee.
A complete new adaption to a new way in planning, terminology etc.	It helps learners to be creative, critical thinkers.	Die manier van evaluering
Communication, activeness, involvement, confidence, close communication, parental involvement.		
The setup in the classroom situation.		
Nuwe beplanning. Meer werkaarte, meer groepwerk. Al hierdie dinge baie moeilik met klasse tussen 45-50		

FINDINGS

- Focus on the learner not content

- Assessment will require new strategies

- Concern expressed over amount of planning

1. The responses received indicated that in most instances the facilitators understood theoretically the changes that are required of them. There was an understanding that Outcomes-Based Curriculum 2005 focuses on the learner rather than on content.

2. The more participative learner role was also emphasized, with the learner becoming more involved and active with the change to Outcomes-Based Curriculum 2005.

3. The importance of assessment was noted not merely as a mark giving exercise but rather the manner of the evaluation. Facilitators stated that they would personally have to become involved in developing better assessment strategies. The indications are that the facilitators in this sample group reinforce the findings of the study by Giessen-Hood (1999:34) namely that 'a large proportion of teachers indicated that they felt their knowledge of OBE's assessment procedures was poor.'

4. A further task brought about as a result of the changes introduced by Curriculum 2005, was seen as being to provide a closer link between their classroom and the broader community within which the school exists.

5. Concern was expressed over the amount of new planning that would be necessary, one facilitator overstating the case somewhat noted that the change to Outcomes-Based Education would result in "Geen familie, lewe, baie druk geen tyd," (No family life, no time and tremendous pressures.)

6. The difficulty of undertaking activities with large groups of learners was also a concern.

The findings of the research indicated that the respondents did have some theoretical understanding of the implications of Outcomes-Based Education. The responses were however too limited to reveal the depth of the knowledge of the respondents. It was apparent however that not all respondents fully understood the implications of Outcomes-Based Education, as one respondent equated group with Outcomes-Based Education, when this is not the case. The implications are that further investigation may well find what Williams (1999:359) determined namely that none of the teachers within that study "had more than a limited knowledge of Outcomes-Based."

QUESTION 10.

Which of the following tasks will the Life Orientation Facilitator do in Curriculum 2005?

FINDINGS

- Sixty three percent saw the role of the facilitator as being to encourage the learner to think.

- Sixty one percent of the facilitators felt that an important component of their task was to link to other learning areas.

- Forty six percent of the facilitators indicated that they would be required to utilise a wide variety of resources.

- There was a clear understanding that a variety of teaching styles should be utilised, learners were not all to work at one pace and that the focus is not on examinations.

- Unfortunately, only eighteen percent of the facilitators indicated that explaining outcomes was part of their task. This suggests that there is a lack of understanding on the part of the facilitators. Diagram 6.15 below indicates how the facilitators ranked their tasks.

DIAGRAM 6.15 TASKS OF THE LIFE ORIENTATION FACILITATOR

Legend:
- Base learning on Content
- Link with other learning areas
- Use single teaching style
- Get learners to work at one pace
- Explaining Outcomes
- Use a wide number of resources
- Focus on Exams
- Design own learning material
- Encourage learners to think
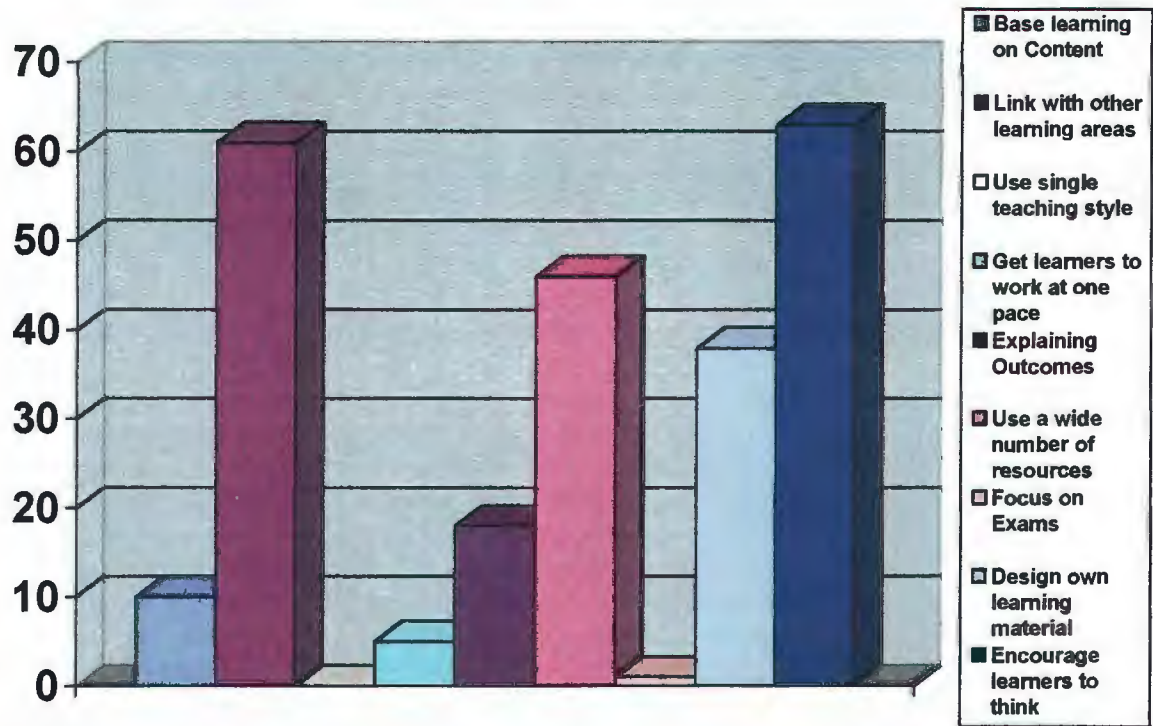
QUESTION 11

As a Life Orientation facilitator are there any other tasks you do that are not listed above?

The tasks that the facilitators detailed are contained in table 6.16 below.

TABLE 6.16 ADDITIONAL TASKS OF THE LIFE ORIENTATION FACILITATOR

Looking after the needy.	Heeldag, probleme oplos van kinders wat gemolesteer word, steel en emotioneel probleme het.	Gee liefde, ondersteuning en aandag aan leerders, iets wat hulle nie altyd by hulle huise kry nie.
Listen to the children, support them, help them to cope with life situations.	Educate parents, colleagues as well as learners about HIV and Aids	Noodhulp

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FINDINGS

A number of tasks were included in the questionnaire, (see Appendix D).
Participants added the following additional tasks, which had not been
specifically delineated as part of their tasks as Life Orientation facilitators in
the questionnaire. These tasks include:

- Assisting molested and abused children

- Educating parents on issues such as HIV

- Looking after the needy.

- Counselling

It is clear from the above responses that the facilitators view their task as
being linked to the wider community and not merely limited to the school
environment.

QUESTION 12

Do you have enough trained Life Orientation facilitators
at your school?

Results from the facilitators indicated that there is a need for further trained
Life Orientation facilitators. Diagram 6.17 below shows facilitator responses
to question 12.

**DIAGRAM 6.17 SUPPLY OF TRAINED LIFE ORIENTATION
FACILITATORS**
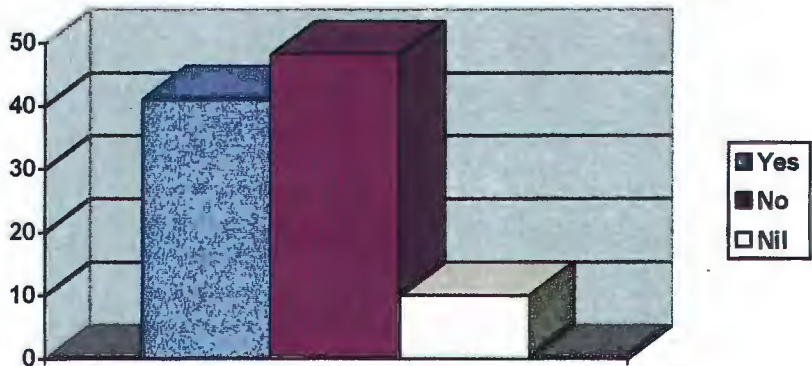
FINDINGS

- Forty eight percent of the sample indicated that they did not have enough trained Life Orientation facilitators at their school. This supports the findings of Williams (1999:96) who indicated a shortage of qualified people.

- Forty one percent who stated that they did have sufficient numbers of trained facilitators at their school.

- The responses to this question were dependent on the area where the schools were situated. Schools in disadvantaged areas indicated a severe shortage of resources.

- Ten percent of the sample did not give a response to this question, as this would have enabled a more clear-cut indication of the status overall.

Portenza (Interview: 2000) indicated that there is currently a shortage of Life Orientation facilitators within schools.

6.5 SUMMARY

The introduction of a pragmatic model to assist in the implementation of Life Orientation within Outcomes-Based Curriculum 2005 is a concept, which is supported by the majority of the facilitators who formed part of this research. Reasons for this indicated that the implementation model provided a framework in the form of a comprehensive logical step-by-step process. Further responses to the questionnaire provided the following conclusions:

Although a large number of the facilitators were able to correctly indicate the principles underlying Outcomes-Based Curriculum 2005, some responses indicated a lack of understanding. It is therefore unclear how effectively the facilitators are able to implement these principles in the classroom. Indications are that there is also a lack of understanding of the components of the learning area of Life Orientation. Certainly the facilitators themselves indicated their need for further training particularly with regard to assessment techniques.

Assessment and planning are specified as two of the areas, which will require changes in the tasks of the facilitators as the focus moves from content to the learner and the learners are encouraged to become active participants. The facilitators themselves have understood this and expressed concerns

regarding the practicalities of implementing Life Orientation using Outcomes-Based methodology with such large groups. The emphasis on assessment was also seen as a positive step in enhancing learner participation in Life Orientation.

Encouragingly a task of the Life Orientation facilitator was seen as providing a link between the school and the community, although in some instances this may be problematic as there is a shortage of trained Life Orientation facilitators in the education system.

6.6 CONCLUSION

A great deal of information has been detailed in chapter six. The focus in chapter seven will be to summarise this information, and determine whether the stated hypotheses should be accepted or rejected. The conclusions and recommendations of the empirical study will also be outlined in the final chapter.

CHAPTER SEVEN

SUMMARY, FINDINGS AND RECOMMENDATIONS

"The great thing in this world is not so much where we are, but in what direction we are moving."

-Oliver Wendell Holmes-

7.1 INTRODUCTION

In Chapter One, an awareness of the presenting problems, as well as the statement of the aims of this study was undertaken. The initial awareness for this study was developed within the education system as it existed prior to Curriculum 2005, however an investigation into Life Orientation within Outcomes-Based Curriculum 2005, revealed that a number of these issues remained relevant and merited inclusion within this study. There was however, a need to broaden the study and ensure the aims were aligned with the new education initiatives introduced by Curriculum 2005. The specific aims of this study were accordingly revised and defined.

The second chapter was focused on describing the theoretical constructs of Outcomes-Based Education and the broader underlying principles of Curriculum 2005. The paradigm shift required of facilitators was also noted. Details were provided of the design of the General Education and Training phase as well as the design features of Curriculum 2005. These included the overall critical outcomes, as well as a number of aspects associated with assessment.

Within Chapter Three the numerous roles required of the Life Orientation facilitator were detailed, one of which is that of interpreter and designer of learning programmes. The specific outcomes for Life Orientation were also comprehensively described. From this relatively extensive theoretical description, Chapter four attempted to illustrate practically, how the Life Orientation facilitator undertakes the planning of his learning programmes. The aim was to illustrate how the Outcomes-Based Curriculum 2005 has effected the implementation of Life Orientation. The development and utilising of appropriate assessment techniques suited to Life Orientation was also covered.

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A description of the research design and methods to be utilised in the empirical study was undertaken in Chapter five. The hypotheses formulated to direct the research design were also recorded.

In the sixth chapter, the research techniques, resources and sample groups utilised in the empirical research were outlined. Both idiographic and nomothetic samples were utilised and provided qualitative and quantitative research results.

Within this concluding chapter the summary, conclusions and recommendations of the empirical study will be finalised. The research will be examined in order to determine whether it provides support for the hypotheses recorded in Chapter Five. Any limitations, which became apparent during the course of the study, will also be noted as well as any recommendations for future study.

7.2   MOTIVATION FOR THE STUDY

From personal involvement within the Christian National Education system, an awareness developed that although there was enormous potential for the development of the individual in a holistic manner; this was not being achieved through the subject previously known as Guidance. This was a cause for concern. Not only was the somewhat 'Cinderella' status of this subject de-motivating for both the educators and learners, but rather than promoting personal growth and enhancement it became in many instances a time to be utilised for the purpose of catching up work required for other learning areas. Many factors contributed towards this including the lack of the necessary trained personnel, as well as the focus on the examinable subjects. Research revealed that this lack of trained personnel is still problematic.

This concern provided the initial galvanising impetus. During the preliminary interviews, and information gathering, what became apparent was that while a number of these issues remain relevant and were therefore retained as part of the investigation, facilitators within the learning area of Life Orientation required assistance and practical support in order to implement Life Orientation. For this reason a more pragmatic method of research was undertaken.

An understanding of the status quo within the Life Orientation learning area of Curriculum 2005 as well as the roles and responsibilities of the Life Orientation facilitator was developed. From this understanding an implementation model was designed to assist Life Orientation facilitators when planning their own learning programmes. The motivation for the development of the implementation model came from the realisation that the provision of material resources is insufficient, but rather a change of attitude is required (Mphahele et al 2000:13). By changing the role of the Life Orientation facilitator from recipient to participant in his own professional development, by the provision of an implementation tool, a concomitant attitude change is encouraged. The facilitator will no longer be isolated from his task but involved.

Furthermore by empowering the Life Orientation facilitators, the intention is to enable Life Orientation within Curriculum 2005, to become the learning area, which succeeds in actively promoting the holistic development of the learner.

7.3 THE PURPOSE OF THE STUDY

The aims of the study were as follows:

7.3.1 Specific Aims

(a) An in-depth literature study and information gathering interviews focused on:

- determining and describing the theoretical constructs of Outcomes-Based Education, and the underlying principles of Curriculum 2005

- creating an awareness and understanding of the implications of Curriculum 2005 for the Life Orientation facilitator and his implementation of Life Orientation.

- detailing the specific outcomes and structure of Life Orientation contained within Curriculum 2005. A knowledge and understanding of these is a prerequisite for designing Life Orientation learning programmes.

- outlining the specific roles and tasks of the Life Orientation facilitator and by doing so enhancing his understanding of these.

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- developing a model for the implementation of Life Orientation that will assist Life Orientation facilitators to make the transition from a theoretical understanding of Life Orientation to an understanding of the practical implementation thereof.

(b)   An empirical study involved the following interventions:

(i)   Interviews were held with a selected sample of policy advisors and key stakeholders in Outcomes-Based Curriculum 2005.   These included both the National and Regional Departments of Education, consultants contracted to the department, South African Democratic Teachers Union, Gauteng Institute of Curriculum Development, independent developers of Outcomes-Based learning programmes, as well as members of the Review committee.   From these interviews and the literature research, the implementation model was developed.

(ii)   The completed implementation model together with a brief questionnaire was then piloted to an identified group of individual Life Orientation facilitators.

The resultant recommendations made by this selected sample as well as those from the initial information- supplying group (advisory group) were utilised to refine the implementation model and the questionnaire.

(iii)   The Department of Education was then approached to provide a large sample of facilitators to review the implementation model and to complete the questionnaire. A questionnaire was included in order to provide a standardised method of collating facilitator responses to the implementation model, as well as to provide quantitative information on a number of other Life Orientation issues.

7.3.2 Indirect aims

The indirect aims of developing the implementation model and questionnaire have:

- enabled an understanding as to whether the implementation model was seen to be a useful aid.

- determined whether Life Orientation facilitators are aware of the different components of their learning area.

- investigated whether Life Orientation facilitators feel sufficiently confident about designing and making their own learning material, or whether they feel more training is necessary.

- determined whether assessment is seen to be a factor, which will influence learner participation in Life Orientation and what the most suitable assessment methods are perceived to be.

- analysed what the Life Orientation facilitators describe as the biggest changes to their classroom practices as a result of the changes brought about by Curriculum 2005.

- established what tasks the Life Orientation facilitators' understand as being part of their role.

- ascertained whether there is a shortage of Life Orientation facilitators.

- encouraged the Life Orientation facilitator to develop his own resources by illustrating how to move from the theoretical components of Curriculum 2005 to the practical implementation thereof.

- assisted the Life Orientation facilitator to become involved in his own professional development rather than being reliant on supplied resources. Thus a proactive approach to the implementation of Life Orientation is promoted in contrast to a reactive one.

7.4 METHOD OF RESEARCH

In order to fulfil the aims of the study a literature study was undertaken as well as an idiographic and nomothetic study.

7.4.1 The Literature Study and Information Gathering Phase

It has proven impossible to separate an investigation of Life Orientation from an investigation into Curriculum 2005 as they are inseparably intertwined. A number of factors have been highlighted, which have been detrimental to the implementation of Curriculum 2005, and consequently the implementation of Life Orientation.

Some of these negative factors include the closure of educator training institutes and financial mismanagement resulting in a lack of basic services (http//: www: teacher.co.za). In spite of these obstacles, Outcomes-Based Curriculum 2005 has been introduced to address some of the previous shortcomings in the education system. The following aspects have been focused upon:

(1) Understanding the theoretical concepts of Outcomes-Based Education

In most of the literature these concepts were described in a manner, which encouraged a cognitive understanding. Clarity of focus, designing down from the outcomes, success orientation of learners, as well as the utilisation of expanded opportunities and assessment as a learning tool are all theoretical concepts of Outcomes-Based Education which are relatively easy to understand. An intellectual understanding of these concepts is not however always easily translated into the practical reality of the classroom as evidenced by the responses of the facilitators.

Curriculum 2005, far from providing clarification, served to further complicate an understanding of implementation with its extensive and convoluted terminology, while failing to make the alignment between policy and reality. Facilitators responsible for the implementation of Life Orientation affirmed their concerns regarding implementation. Fortunately, accountability has been taken for this situation and measures are being developed to ensure that the revised Curriculum 2005 will be simplified to aid facilitators in their implementation. All these developments have not however been without cost to the credibility of Curriculum 2005.

(2)   Life Orientation as defined by Curriculum2005

The learning area of Life Orientation has been gazetted as a formal learning area, and school Management is therefore bound by legislation to ensure that it is implemented. Portenza (Interview: 2000) sounding a note of caution notes that legislation is only as effective as those who ensure it is implemented.

The scope of this learning area has been expanded to include physical movement and religious education. Not all facilitators are fully aware of these changes and the comprehensive nature of the Life Orientation learning area. Concerns are also raised as to whether facilitators will have the necessary skills

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to effectively implement all of these components particularly in the senior phase of the GET in view of the shortage of trained facilitators and large classes.

(3) Understanding the role and task of the Life Orientation Facilitator

The role of the Life Orientation facilitator has been changed as a result of the change to Curriculum 2005 partly as a result of the recognition of Life Orientation as an official learning area within which learner assessment is required. The tasks expected of the Life Orientation facilitator have been also increased in number, scope and complexity.

In order to become a learning-area-specialist, the Life Orientation facilitator may well be required to develop his skills and expand his area of expertise. The pastoral role, which requires the Life Orientation facilitator to develop close ties to the community, will not be unfamiliar, but what may require development is the facilitator as learning mediator. The Life Orientation facilitator will be required to ensure he keeps up with developments in industry, retail, banking and technology to align classroom activities with the larger community.

(4) The Implications of Outcomes-Based Education for Life Orientation Facilitation

Working back from outcomes, integrating learning areas, assessment and the inclusion of disabled children are all developments, which will be new for the Life Orientation facilitator. Indications are that the Life Orientation facilitator will need assistance in order to do these appropriately.

Designing of learning programmes and learning materials is another task, which has come about with the move to Outcomes-Based Curriculum 2005.

(5) Developing an implementation model

An implementation model was developed to assist facilitators. Refinements were made to the model however further refinement would be necessary in order to simplify it for use by a multicultural group.

The facilitators saw the implementation model as being useful for the purposes of planning. Further research is required to follow up and accurately determine its usefulness in the classroom reality.

7.5 THE EMPIRICAL STUDY

7.5.1 Selection of Participants

The identifying of the participants proved to be far easier than encouraging them to participate. While time restraints were a definite complicating factor, in some instances the impression was obtained that a form of passive avoidance was being exercised. This reluctance to participate in this study may well have been as a result of the barrage of negativity surrounding Curriculum 2005.

Further participants were then identified as the inclusion of reluctant participants was seen as counter-productive. Alternative methods of information gathering were then explored such as workshops and the Internet, which proved to be a valuable source of current information.

Fortunately the educators, consultants, stakeholders and curriculum advisors who did participate in the study proved to be extremely committed and knowledgeable.

The pilot group consisted of facilitators from predominantly white English and Afrikaans schools.

The final group consisted of a large of experienced facilitators who were undergoing facilitator training for the implementation of Outcomes-Based Curriculum 2005.

7.5.2 Procedure

Members of the advisory group were invited to provide information on the development and implementation of Outcomes-Based Curriculum 2005 and Life Orientation as well as critically analyse the implementation model.

The idiographic sample were then utilised as a pilot group to advise on refinements required to the model and questionnaire.

Finally the nomothetic sample analysed the implementation model and completed the supplied questionnaire. These were carefully assessed to extrapolate common findings and recommendations.

7.6   RESULTS OF THE EMPIRICAL STUDY

The study proved useful in providing both qualitative and quantitative information to assist in determining whether the developed hypotheses should be confirmed or rejected.

7.6.1 Hypotheses

Results of the empirical study lead to the following conclusions:

(1)   The introduction of Outcome-Based Curriculum 2005 has implications for

the Life Orientation facilitators' roles and tasks.

Results of the research support this postulate.
The literature study as well as the interviews with the idiographic sample provided unanimous support for this conclusion.

(2)   Life Orientation facilitators together with most other educators require greater clarity with regard to their roles and many aspects of their task.

Results of the research support this postulate. This evidenced by the large number of facilitators who are not aware of all the components of the Life Orientation area. Qualitative information from the idiographic group also revealed a lack of understanding of the practicalities of integrating the different learning areas.

(3)   Implementation of Life Orientation is a multifaceted process, which involves the Life Orientation facilitator in a number of different tasks.

Results of the research support this postulate. Facilitators will be required to design their own learning programmes in co-operation with other learning areas, plan appropriate methods of assessment while encouraging learners to take responsibility for their own learning.

(4)   The link between the theoretical and the practical is not sufficiently defined.

Results of the research support this postulate. By providing a forum for discussion, which included discussing the implications of Outcomes-Based Curriculum 2005 for the implementation of Life Orientation, it was determined that facilitators were not always sure that their current methods of implementing Outcomes-Based Curriculum 2005 were "correct". They were not totally confident that their implementation met with official requirements, which indicates that the link between the theoretical and practical implementation is not sufficiently defined.

(5) Life Orientation facilitators together with most other educators are experiencing a crisis of confidence which current methods of training are not addressing. It is insufficient to provide ad hoc training sessions, techniques and tools are also required.

Results of the research partially support this postulate. While a large number of the group did express the need for further training in designing or making their own learning material, substantiated results were not obtained regarding the preferred method of training.

(6) By providing the Life Orientation facilitator with tools, they are enabled to take some responsibility for their own professional development.

Results of the research did show the link between the provision of tools and the engagement of the facilitators. Williams (1999:369) emphasises the importance of active involvement as an important principle of adult education. Further research is necessary to determine whether Life Orientation facilitators who are engaged in learning, are enabled to take responsibility for their own professional development, or whether they require further assistance.

(7) The introduction of an implementation model will prove beneficial in assisting Life Orientation facilitators with their implementation.

Results of the research conclusively supported the above postulate. Facilitators were very positive regarding the usefulness of the model. They felt it gave them a good idea of the 'big picture'.

7.6.2 Limitations of this research

While the research undertaken provided some useful insights and findings, there were a number of limitations, which should be noted.

- The selected idiographic group was not sufficiently representative of the multicultural society in which Life Orientation is to be implemented. Consequently the implementation model and questionnaire will require more refinement in order to make it more accessible for a wider group of facilitators.

- The researcher met with the groups of facilitators and outlined the rationale behind the questionnaire and the implementation model rather than doing so through an introductory letter. The exclusion of an introductory letter proved useful in terms of limiting the reading required from the facilitators, but may have had a detrimental effect on the standardisation of the results.

- While the facilitators were in agreement that the implementation model would prove useful in designing learning programmes, further research is required to determine to what degree this is so.

7.7 RECOMMENDATIONS FOR FURTHER RESEARCH

The research conducted was a useful starting point for investigation into Life Orientation and the use of a model to assist with implementation. There are however a number of other issues which became apparent during the course of this study which may prove for further investigation. The following recommendations are made for further studies:

- Identify those institutions where Life Orientation is effectively implemented and undertake a study of best practices, which can then be utilised within other schools. In this way the pockets of excellence will spread. Projects such as Excellence in Education have been developed along these lines and are aimed at highlighting schools where successes are being achieved. In this manner the aim is to encourage ownership and increase the knock-on effect of these successes.

Much has been identified with what is problematic within the education system, and while this is necessary it may also be productive to examine what is producing results.

- Changes to Outcomes-Based Curriculum 2005 and Life Orientation as it is contained therein, will have consequences for the implementation of Life Orientation. Studies would be required to determine these effects.

7.8 CONCLUSION

Life Orientation is in the fortunate position that it has been included in an "education revolution". That this implementation has been beset by difficulties is undoubtedly true, but this is compensated in some measure by the attention currently being focused on Outcomes-Based Curriculum 2005. Efforts are being made to ensure the relevance of Life Orientation by encouraging the alignment of this learning area with the needs of the broader community. This will go some way towards addressing a previous difficulty experienced in Guidance, where relevance for the learner was not a focus. Recognition has also been afforded Life Orientation, which has been identified as the learning area concerned with the holistic development of the learner.

Training

Within Life Orientation, facilitator training has been undertaken but not always to maximum effect. While Life Orientation facilitators appear to have some understanding of the theoretical implications of Outcomes-Based Curriculum 2005, they are not yet fully aware of the comprehensive nature of the Life Orientation learning area. Neither are they confident that they are able to undertake this implementation effectively. The implementation of Life Orientation is also not assisted by the real shortage of specialist Life Orientation facilitators. This shortage, which has been evidenced for some time, continues to be problematic.

There are a great number of languages utilised by Life Orientation facilitators. Training methods, which increase comprehension by reducing the amount of reading and dependence on language, are to be encouraged in such a multi-lingual society. The use of diagrams, illustrations and models such as the

implementation model is one way in which this can be achieved. The provision of tools rather than materials will also assist in engaging Life Orientation facilitators, and by involving facilitators there is a greater chance of gaining their support rather than excluding them from the process Green (in Mphalele 1999:26) supports this view.

Ultimately any amount of facilitator training provided will not necessarily lead to enhanced facilitator understanding or learner attainment. What is required is a greater focus on the development of cultural resources, which includes the development of a work ethic.

Assessment

Assessment is one of the fundamental changes for Life Orientation, which has been introduced with Outcomes-Based Curriculum 2005, and determining effective assessment strategies has been identified as an area where Life Orientation facilitators require further assistance. Encouragingly, the facilitators see assessment as a determining factor in increasing learner involvement in Life Orientation.

Using existing expertise

From the interviews and the questionnaires, it was apparent that the sample group of facilitators have a wealth of experience. If they were encouraged to share their wealth of experience instead of being distanced from their task by complicated terminology and methodology, this would be beneficial. If facilitators are not successfully orientated not only will this expertise be lost, but also the evidence suggests there may well be resistance to new methodology.

Life Orientation is being given the opportunity to redefine itself and direct learners in a meaningful manner – it is up to the Life Orientation facilitators themselves whether they will use this opportunity to good effect.

It is naïve to suggest that the implementation of Outcomes-Based Curriculum 2005 and Life Orientation contained therein, will be accomplished painlessly and overnight, but as C.G. Jung (http://www.wow4U.com) notes:

"We cannot change anything until we accept it. Condemnation does not liberate, it oppresses."

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Contents Based Education to Outcomes Based Education

- Students/pupils do not have learning expectations explained to them:
- A single style of teaching is used which does not take into account different styles of learning.

- Learners are able to work at their own pace;
- Learners know what outcomes they are expected to achieve:
- A variety of approaches are used in the learning process giving opportunity for all learning styles to be accommodated.

Appendix A

Contents Based Education

- Learners taught not to question anything they learn which prevents them from thinking for themselves.
- Because they have been reliant on a teacher to conduct their learning, students stop learning once they leave formal education.
- Unable to apply knowledge and understanding, on leaving formal education, the student lacks the ability to take his/her place in society effectively at the outset.

Outcomes Based Education

- Learners learn to question and to have a personal response to what they learn- this encourages critical thinking:
- Because learners have acquired the skills for learning, they will be encouraged to continue to learn for life;
- Ability to understand and apply skills enables learners to take their place in society and workplace as well rounded citizens.

Appendix B   66 Specific Outcomes

Specific Outcomes

Language, Literacy and Communication	Mathematical Literacy and Mathematics	Natural Sciences	Technology	Arts and Culture	Human and Social Sciences	Life Orientation	Economic and Management Sciences
LLC-SO#1... make and negotiate meaning and understanding	MLM-SO#1... demonstrate understanding about ways of working with numbers	NS-SO#1... use process skills to investigate phenomena related to the Natural Sciences	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	EMS-SO#1... engage in entrepreneurial activities
LLC-SO#2... show critical awareness of language use	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 the Natural Sciences	T-SO#2... apply a range of technological knowledge and skills ethically and responsibility	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	EMS-SO#2... demonstrate personal role in economic environment
LLC-SO#3... respond to the aesthetic, affective, cultural and social values and texts	MLM-SO#3...demonstrate understanding of the historical development of mathematics 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 a just, democratic and equitable society	LO-SO#3... respect the rights of people to hold personal beliefs and values	EMS-SO#3... demonstrate the principles of supply and demand and the practices of production
LLC-SO#4... access, process and use information from a variety of sources and situations	MLM#SO4... critically analyse how mathematical 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 judgement about the development, utilisation and management of resources	LO-SO#4... demonstrate value and respect for human rights as reflected in *ubuntu* and other similar philosophies	EMS-SO#4... demonstrate managerial expertise and administrative proficiency
LLC-SO#5... understand, know and apply language structures and conventions in context	MLM-SO#5... measure with competence and confidence in a variety of contexts	NS-SO#5... use scientific knowledge and skills to support responsible 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 multiple forms of communication and expression in the arts	HSS-SO#5... critically understand the role of technology in social development	LO-SO5... practise acquired life and decision making skills	EMS-SO#5... critically analyse economic and financial data to make decisions
LLC-SO#6... use language for learning	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 or 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... assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents	EMS-SO#6... evaluate different economic systmes from various perspectives

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LLC-SO#7... use appropriate communication strategies for specific purposes and situations	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	EMS-SO#7... demonstrate actions which advance sustained economic growth, reconstruction and development in South Africa
	MLM-SO#8... analyse natural forms, cultural products and processes as representations of shape, space and time	NS-SO#8... demonstrate knowledge and understanding of ethical issues, bias and inequities related to the Natural Sciences		AC-SO#8... acknowledge, understand and promote historically marginalised arts and cultural 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	EMS-SO#8... evaluate the interrelationships between economic and other environments
	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						

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LIFE ORIENTATION WITHIN OUTCOMES-BASED EDUCATION QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

Your assistance in taking the time to complete this questionnaire is very much appreciated.

Please could you complete the following personal details by marking the appropriate box with an X.

1. **Please indicate whether you are:**

   MALE [ ]   FEMALE [ ]

2. **Please indicate your age in the table below:**

   20-25 [ ]   26-29 [ ]   30-34 [ ]   35-39 [ ]   40-49 [ ]   50-59 [ ]   60+ [ ]

3. **What is your home language?**

   ENGLISH [ ]   AFRIKAANS [ ]   OTHER [ ]   specify_____

4. **Please state the name of your school or institution:** _____

5. **Please indicate your qualifications**

   Teaching Diploma [ ]   Teaching Diploma plus Further Studies [ ]   Degree and Teaching Diploma [ ]

   Degree, Teaching Diploma and Postgraduate studies [ ]   Other [ ]   (specify)_____

6. **Please indicate the year your teaching qualification was obtained.**

   Before 1985 [ ]   1985-1989 [ ]   1990-1994 [ ]   1995-1999 [ ]

7. **Please indicate the length of time you have been teaching**

   15 years + [ ]   12-15 years [ ]   10-12 years [ ]   7-9 years [ ]

   4--6 years [ ]   2-3 years [ ]   7months-1yr [ ]   0-6months [ ]

8. **Do you teach any subjects as well as Life Orientation?**

   Yes [ ]   No [ ]   (specify)   _____

9. **Please indicate the Grades you currently teach**   _____

10. **What is the maximum number of pupils in your class?**   _____

LIFE ORIENTATION QUESTIONS

Please put an **X** into the box OR boxes next to the answer you think is correct.

If you think there is <u>more than one correct answer</u> please put a cross in more than one box.

EXAMPLE: **Who is the Minister of Education?**

Kader Asmal **X**   Thabo Mbeki ☐   Nelson Mandela ☐

---

1. **On pages 4 and 5, there is a diagram . Do you think this diagram would help you to plan a learning programme?**   YES ☐   NO ☐

2. **Please give reasons for your answer.** _____

_____

_____

3. **On the diagram on pages 4 and 5, draw in the changes you would make to make it easier to use.**

4. **Do you think more training is needed in designing or making your own learning material?**

     YES ☐   NO ☐

5. **Which of the following are under the learning area -Life Orientation?**

Emotional and Social Development ☐   Movement ☐   Health and Aids Training ☐   Moral Instruction ☐

6. **In Guidance learners were not assessed, in Life Orientation, they will be. Do you think this will change the way in which learners take part in this learning area?**

     YES ☐   NO ☐

7. **Please give reasons for your answer.**

_____

_____

8. **What methods of assessment do you think are MOST USEFUL for Life Orientation?**

Pen and Paper Tests ☐   Speech ☐   Journals ☐   Examinations ☐

Self-Reporting by learners ☐   pupils assessing each other ☐   Projects ☐ Written assignments ☐

9. **What will be the biggest changes to your teaching as a result of Outcomes-Based Education?**

_____

_____

_____

10. **Which of the following tasks will the Life Orientation Facilitator do in Curriculum 2005?**

Base Learning On content ☐	Link with other learning areas ☐	Use a single teaching style ☐	Get learners to work at one pace ☐
Explaining Outcomes ☐	Use a wide number of resources ☐	Focus on Exams ☐	Design own learning material ☐
Encourage learners to think ☐			

11. **As a Life Orientation facilitator are there any other task you do that are not listed above?**

_____

_____

_____

12. **Do you have enough trained Life Orientation facilitators at your school?**

YES ☐   NO ☐

THANK YOU FOR YOUR HELP