

**TEACHERS' EXPERIENCES REGARDING THEIR PROFESSIONAL  
DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM  
AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT**

**By**

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**DECLARATION**

I hereby declare that the dissertation submitted for a master's degree of education at the University of South Africa entitled: **Teachers' experiences regarding their professional development and implementation of the Curriculum and Assessment Policy Statement in Shiluvane Circuit** is my own work, and has not previously been submitted to any other institution and that all sources that I have used or quoted have been indicated and acknowledged by means of references.

  
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SIGNATURE  
(MALATJIE MM)

11 June 2021  
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DATE

## **DEDICATION**

I dedicate this work to my late mother, Angelina, who was very proud of me. May her soul rest in peace. This work is also dedicated to my daughter, Kamokgelo, and my two sons, Karabo and Kgaogelo, for their support and understanding.

## **ACKNOWLEDGEMENTS**

I thank GOD for giving me the wisdom, strength, and passion to complete this study. My gratitude is also extended to the following people for their contribution in making my study a success:

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- My family, who stood by me, supporting and encouraging me throughout this process.
- The language specialist, Leatitia Romero, for editing my work.



## **ABSTRACT**

The purpose of this study was to explore teachers' experiences regarding their professional development and implementation of the Curriculum and Assessment Policy Statement in Shiluvane Circuit. South Africa has undergone different curriculum changes to improve the standard of the education system. These changes caused teachers fear, anxiety, confusion, and stress since they are the curriculum implementers. It was determined that professional development is required to assist teachers in completing extensive work during a short space of time. A well-trained teacher is confident and competent.

The study employed a qualitative approach to gather information. The findings revealed there is a need for professional development to be conducted by curriculum advisors, monitoring, and support to empower teachers for better curriculum implementation. The objectives of the study were to explore curriculum advisors' and departmental heads' responsibility towards teachers' professional development; the principal and the departmental heads' responsibility in the implementation of CAPS; the teachers' responsibility in the implementation of CAPS; the challenges experienced by teachers in the implementation of CAPS; the impact of LTSMs on the implementation of CAPS; and recommend the strategies that can be implemented to enhance the implementation of CAPS. The population of the study was teachers from four selected secondary schools in Shiluvane Circuit. The sample of the study was three teachers from each of the four selected secondary schools. Telephonic individual interviews and audio-recorded observations were used to collect the data from the 12 participants of the study.

Thematic data analysis was used to analyse the data. An analysis of the data revealed that curriculum advisors, principals and departmental heads conduct workshops to train teachers in designing year plans and lesson plans to teach and assess learners effectively in the classrooms. The findings revealed that the LTSMs assist teachers in teaching effectively and support learners to understand the subject matter. The study also revealed four strategies that can be used to enhance the implementation of CAPS, namely; regular professional development conducted by the curriculum advisor

and departmental head, ensuring sufficient resources are available, the curriculum advisor and the departmental head monitor teaching and the use of effective teaching and assessment methods.

**Keywords:**

Assessment

Change

Curriculum

Curriculum and Assessment Policy Statement (CAPS)

Implementation

Professional development

## TABLE OF CONTENTS

DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT .....	iv
LIST OF ABBREVIATIONS .....	xiv

### CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
1.2 THE SIGNIFICANCE OF THE STUDY.....	2
1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS.....	3
1.3.1 Research question .....	4
1.3.2 Research sub-questions .....	4
1.4 AIM AND OBJECTIVES OF THE STUDY .....	5
1.4.1 Research aim.....	5
1.4.2 Research objectives.....	5
1.5 RESEARCH DESIGN AND METHODS .....	5
1.5.1 Population and sampling.....	6
1.5.2 Data collection.....	6
1.5.3 Trustworthiness and credibility of the study .....	7
1.5.4 Analysis and interpretation of data.....	7
1.5.5 Ethical considerations .....	8
1.6 CLARIFICATION OF PERTINENT CONCEPTS .....	8
1.6.1 Curriculum.....	8
1.6.2 Curriculum and Assessment Policy Statement (CAPS).....	9
1.6.3 Professional development.....	9
1.6.4 Assessment.....	9
1.6.5 Implementation.....	10
1.6.6 Change.....	10
1.7 DELIMITATIONS OF THE STUDY .....	10
1.8 CHAPTER OUTLINE .....	11
1.9 CHAPTER SUMMARY .....	11

## CHAPTER 2: LITERATURE REVIEW

2.1	INTRODUCTION .....	12
2.2	CURRICULUM AND CURRICULUM IMPLEMENTATION.....	12
2.3	THE RESPONSIBILITY OF INSTRUCTIONAL LEADERSHIP IN PROFESSIONAL DEVELOPMENT.....	14
2.3.1	The teachers' continuous contact with learners .....	18
2.3.2	Professional development of teachers .....	18
2.3.3	Instructional supervision.....	18
2.3.4	Learners' assessment.....	19
2.3.5	Support by the Department of Education .....	19
2.3.6	The school environment.....	20
2.4	MODELS OF PROFESSIONAL DEVELOPMENT .....	20
2.4.1	Observation.....	20
2.4.2	Open classrooms .....	21
2.4.3	Lesson study .....	21
2.4.4	Study groups .....	22
2.5	THE TEACHER'S RESPONSIBILITY IN THE IMPLEMENTATION OF CAPS .....	22
2.5.1	The teacher as an interpreter and designer of learning programmes and materials.....	22
2.5.2	The teacher as a learning area specialist .....	23
2.5.3	The teacher as a learning mediator .....	23
2.5.4	The teacher as a leader, administrator and manager .....	24
2.5.5	The teacher as a scholar, researcher and lifelong learner.....	24
2.5.6	The teacher as an assessor.....	24
2.5.7	The teacher as a person involved in the community, citizenship and pastoral care .....	25
2.6	THE CHALLENGES EXPERIENCED BY TEACHERS IN IMPLEMENTING CAPS .....	26
2.6.1	Insufficient professional development for teachers.....	26
2.6.2	The complexity of the curriculum .....	26
2.6.3	Lack of content knowledge.....	27

2.6.4	Shortage of classrooms in schools .....	27
2.6.5	Inadequate financial support.....	27
2.6.6	Lack of support with the implementation of CAPS .....	28
2.6.7	Shortage of staff.....	28
2.7	THEORETICAL FRAMEWORK.....	29
2.8	CHAPTER SUMMARY .....	32

### **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

3.1	INTRODUCTION .....	33
3.2	RESEARCH QUESTIONS.....	33
3.2.1	Main question.....	33
3.2.2	Sub-questions .....	33
3.3	RESEARCH PARADIGM.....	34
3.4	RESEARCH DESIGN .....	35
3.5	RESEARCH APPROACH.....	35
3.6	POPULATION OF THE STUDY .....	36
3.7	SAMPLING OF THE STUDY.....	37
3.8	PILOT STUDY .....	39
3.9	DATA COLLECTION .....	40
3.9.1	Interviews .....	40
3.9.2	Observation.....	41
3.10	DATA ANALYSIS .....	42
3.11	TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY.....	43
3.11.1	A heterogeneous sample .....	43
3.11.2	Mechanical recording of data .....	44
3.11.3	Participant review (member-checking).....	44
3.11.4	Promotion of honesty .....	44
3.11.5	Transferability.....	44
3.11.6	Dependability .....	45
3.11.7	Confirmability .....	45
3.12	ETHICAL CONSIDERATIONS.....	45
3.12.1	Obtaining permission to conduct the study .....	46
3.12.2	Voluntary participation.....	46

3.12.3	Informed consent .....	46
3.12.4	Plagiarism .....	46
3.12.5	Right to privacy (confidentiality) .....	47
3.12.6	Minimisation of risk to participants .....	47
3.12.7	Avoiding deceptive practice .....	48
3.12.8	Providing the right to withdraw .....	48
3.13	DELIMITATIONS OF THE STUDY .....	48
3.13.1	The study was limited to one district .....	48
3.13.2	The study was limited to one district and one circuit.....	48
3.13.3	The study was limited to four secondary schools.....	49
3.14	CHAPTER SUMMARY .....	49

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF DATA**

4.1	INTRODUCTION .....	50
4.2	OVERVIEW REPORT OF DATA GATHERING PROCESS.....	50
4.2.1	Biographical information of the school and the participants.....	50
4.2.2	Analysis of data collected through interviews .....	52
4.3	DISCUSSION OF THEMES AND SUB-THEMES .....	54
4.3.1	Theme 1: Curriculum advisors' responsibility towards teachers' professional development .....	55
4.3.1.1	Sub-theme 1.1: Conduct workshops to train teachers in designing year plans and lesson plans .....	56
4.3.1.2	Sub-theme 1.2: Conduct workshops to train teachers in effective teaching and assessment methods .....	58
4.3.2	Theme 2: Departmental heads' responsibility towards teachers' professional development .....	60
4.3.2.1	Sub-theme 2.1: Train teachers to design year plans and lesson plans .....	61
4.3.2.2	Sub-theme 2.2: Train teachers about effective teaching and assessment methods .....	63
4.3.2.3	Sub-theme 2.3: Conduct class visits.....	65
4.3.3	Theme 3: The principal and the departmental heads' responsibility in the implementation of CAPS.....	65

4.3.3.1	Sub-theme 3.1: Monitor the work of the teachers and the learners .....	65
4.3.3.2	Sub-theme 3.2: Promote teachers' professional development .....	69
4.3.4	Theme 4: The teachers' responsibility in the implementation of CAPS ...	69
4.3.4.1	Sub-theme 4.1: Attend workshops and meetings .....	69
4.3.4.2	Sub-theme 4.2: Design year plans and lesson plans .....	70
4.3.4.3	Sub-theme 4.3: Effectively teach and assess learners .....	71
4.3.5	Theme 5: The challenges experienced by teachers in the implementation of CAPS .....	74
4.3.5.1	Sub-theme 5.1: The complexity of the curriculum .....	74
4.3.5.2	Sub-theme 5.2: Lack of resources .....	75
4.3.5.3	Sub-theme 5.3: Lack of professional development for teachers .....	76
4.3.5.4	Sub-theme 5.4: Too much work for teachers and learners .....	78
4.3.6	Theme 6: The impact of LTSMs on the implementation of CAPS .....	78
4.3.6.1	Sub-theme 6.1: LTSMs assist teachers in teaching effectively .....	79
4.3.6.2	Sub-theme 6.2: LTSMs help learners understand the subject matter ..	80
4.3.7	Theme 7: The strategies that can be implemented to enhance the implementation of CAPS .....	83
4.3.7.1	Sub-theme 7.1: Regular professional development conducted by the curriculum advisor and departmental head .....	83
4.3.7.2	Sub-theme 7.2: Ensuring sufficient resources are available .....	85
4.3.7.3	Sub-theme 7.3: The curriculum advisor and the departmental head monitor teaching .....	86
4.3.7.4	Sub-theme 7.4: The use of effective teaching and assessment methods .....	87
4.4	ANALYSIS OF DATA COLLECTED THROUGH OBSERVATIONS .....	89
4.5	DISCUSSION OF FINDINGS .....	92
4.6	CHAPTER SUMMARY .....	97

## **CHAPTER 5: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

5.1	INTRODUCTION .....	99
5.2	SUMMARY OF CHAPTERS .....	100
5.3	SUMMARY OF FINDINGS COLLECTED THROUGH INTERVIEWS .....	102

5.3.1	Theme 1: Curriculum advisors' responsibility towards teachers' professional development .....	102
5.3.2	Theme 2: Departmental heads' responsibility towards teachers' professional development .....	102
5.3.3	Theme 3: The principal and the departmental heads' responsibility in the implementation of CAPS .....	103
5.3.4	Theme 4: The teachers' responsibility in the implementation of CAPS .	103
5.3.5	Theme 5: The challenges experienced by teachers in the implementation of CAPS .....	104
5.3.6	Theme 6: The impact of learning and teaching support materials (LTSMs) on the implementation of CAPS .....	105
5.3.7	Theme 7: The strategies that can be implemented to enhance the implementation of CAPS .....	105
5.4	SUMMARY OF FINDINGS COLLECTED THROUGH OBSERVATIONS ....	106
5.5	CONTRIBUTION OF THE STUDY .....	108
5.5.1	Contribution to teachers .....	108
5.5.2	Contribution to learners.....	109
5.5.3	Contribution to parents.....	109
5.5.4	Contribution to learning theory.....	109
5.6	RECOMMENDATIONS FOR THE STUDY .....	110
5.6.1	Recommendations for further research.....	110
5.6.2	Recommendations for the improvement of practice.....	111
5.7	CONCLUSION.....	111
	REFERENCES .....	113



## LIST OF TABLES

Table 3.1:	Sample size and research participants.....	38
Table 4.1:	Biographical information of the schools and participants.....	51
Table 4.2:	Themes and sub-themes .....	54
Table 4.3:	Observation schedule .....	90
Table 4.4:	Observation findings .....	92

## LIST OF APPENDICES

APPENDIX A: ETHICAL CLEARANCE .....	122
APPENDIX B: PERMISSION LETTER TO LIMPOPO DEPARTMENT OF EDUCATION .....	124
APPENDIX C: LETTER REQUESTING PERMISSION FROM THE CIRCUIT MANAGER .....	126
APPENDIX D: LETTER REQUESTING PERMISSION FROM THE SCHOOL PRINCIPAL.....	128
APPENDIX E: PARTICIPANT INFORMATION SHEET FOR TEACHERS .....	130
APPENDIX F: INFORMED CONSENT FORM FOR PARTICIPANT .....	133
APPENDIX G: OBSERVATION SCHEDULE FOR TEACHERS .....	134
APPENDIX H: INTERVIEW QUESTIONS FOR TEACHERS .....	137
APPENDIX I: LANGUAGE EDITING CERTIFICATE .....	138
APPENDIX J: TURNITIN REPORT .....	139

## LIST OF ABBREVIATIONS

AA	The first participant in the first school
AB	The second participant in the first school
AC	The third participant in the first school
BA	The first participant in the second school
BB	The second participant in the second school
BC	The third participant in the second school
CA	The first participant in the third school
CAPS	Curriculum and Assessment Policy Statement
CB	The second participant in the third school
CC	The third participant in the third school
DA	The first participant in the fourth school
DB	The second participant in the fourth school
DBE	Department of Basic Education
DC	The third participant in the fourth school
LTSMs	Learning and Teaching Support Materials
NCR	National Curriculum Reform
NCS	National Curriculum Statement
OBE	Outcome-Based Education
RNCS	Revised National Curriculum Statement
SMT	School Management Team

# CHAPTER 1: INTRODUCTION AND BACKGROUND

## 1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The South African educational system has been revised several times. Ever since democracy was introduced in South Africa in 1994, several changes have been made to the nation's educational policies, which resulted in various national curricula. In 1998, South Africa adopted Outcomes-Based Education (OBE) in the form of Curriculum 2005, and this was later amended and replaced by the Revised National Curriculum Statement (RNCS) in 2002. While the RNCS followed a similar format to OBE, it replaced didactic and formal education; it made learning learner-centred and full of personal discovery while the content was de-emphasised (Warnich & Meyer, 2013).

In 2012, the Curriculum and Assessment Policy Statement (CAPS) was also introduced to ensure teachers were not inundated with administrative work; it also served as a vivid roadmap for teaching in a consistent manner (Department of Basic Education (DBE), 2011a). CAPS commenced with Grades 1, 2, 3 and 10 in 2012 (Department of Basic Education (DBE), 2011a). As expected, in most cases where change occurs, different perceptions also trailed the amendments in the national curricula. Ultimately, to accept innovation, people need to perceive their quality, worth, and practicality. While some individuals wanted to resist the change outright, others worried about losing their jobs due to their fear of the unknown (Warnich & Meyer, 2013). However, change is about challenging personal beliefs, perceptions and traditional ways of doing things and long-held established practice. In this case, for policies to be successfully implemented, teachers need to be equipped through continuous professional development.

Teachers are the implementers of curricula, yet they experience challenges during implementation such as fear, frustration and anxiety. Teachers receive some training in the form of workshops to prepare them for the introduction of any new curriculum, but these seem insufficient to equip them with all the requisite skills to ensure successful implementation (Chaudhary, 2015). Moreover, there is a lack of resources

in schools causing teachers to resist change, along with their failure in implementing the curriculum. At times, teachers feel they are being dragged in many directions, and they perceive all their attempts as futile.

However, some changes in the education system are a universal phenomenon, and various countries have concentrated on national curriculum changes in recent years. A typical example is China, which made eight different amendments to its national curriculum, popularly known as National Curriculum Reform (NCR) (Hongbiao, 2013). The South African government noticed the high standard of the educational systems being adopted in China, New Zealand, Japan, and Austria, then resolved to do the same (Hongbiao, 2013).

## **1.2 THE SIGNIFICANCE OF THE STUDY**

The researcher was motivated to conduct this study because she noticed a significant need for teachers' professional development, intrinsic motivation, supervision and assessment. She was also aware of the shortage of funding from the Department of Education to buy teaching and learning equipment to implement CAPS, appoint experts to conduct workshops in schools, and transport teachers to the workshops and meetings, causing poor results from the Shiluvane Circuit. The Department of Education has insufficient funds to pay for teachers' accommodation to receive enough professional development for long period since the schools also need funds to buy relevant resources for learners and teachers. The researcher realised that the implementation of CAPS presented a significant challenge for teachers such as: lack of adequate knowledge of CAPS, complexity of the curriculum, resources, resistance to change, workload and administrative support. This study may benefit the Department of Basic Education (DBE), teachers, learners, policymakers, curriculum advisors, parents, and the community. The findings of this study may also provide feedback to the DBE on the challenges teachers encountered and the progress achieved regarding their professional development and implementation of CAPS in schools.

### 1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

The main problem that motivated this study is that teachers are unable to implement CAPS effectively due to poor professional development among teachers in Shiluvane Circuit. A significant challenge with the curriculum's implementation is the complex nature of the curriculum, especially with regard to the terminology, which makes it difficult for teachers to interpret the learning outcomes of the new curriculum (Ornstein & Hunkins, 2013:14). According to Olfos, Goldrine and Estrella (2014), another related challenge in the implementation of the curriculum is the lack of content knowledge, which refers to the knowledge teachers need to effectively engage in critical teaching tasks. Olfos, Goldrine and Estrella (2014:918) emphasise that classroom teaching and the richness of learners' perception of the subject are affected by teachers' content knowledge.

According to Yusof, Ibrahim and Rahim (2017:18), all the challenges in the implementation of CAPS are caused by the lack of teachers' professional development, which is part of instructional leadership. Instructional leadership refers to those actions taken by principals, deputy principals, departmental heads and curriculum advisors to create an environment conducive for teaching and learning (Yusof, Ibrahim & Rahim, 2017:18). This means instructional leaders should control curriculum delivery by coordinating effective instructional programmes and fostering a positive school environment. Fink and Silverman (2014:24) indicate that many instructional leaders are unable to provide direction and motivation, monitor, support and energise teachers because of their lack of content knowledge, based on a lack of professional development. Instructional leaders who do not possess sufficient subject knowledge and knowledge on effective teaching methods are typically reluctant to conduct professional development sessions to support teachers in implementing the curriculum (Fink & Silverman, 2014:24).

The knowledge and skills received from training equip teachers to effectively facilitate its implementation at schools. The literature on curriculum implementation emphasises teachers' central role in how curricula are realised in practice (Hongbiao, 2013; Maphosa & Mutopa, 2012; Kriek & Basson, 2008; Kelly, 2004; Smith & Desimone, 2003 in Molapo 2016:6). Therefore, teachers need sufficient time for

personal development and resources for better implementation of the curriculum in the classroom environment.

According to Skosana and Monyai (2013 in Molapo, 2016:6), teachers are catalytic agents in steering the implementation of the curriculum. Thus, teachers need to be prepared for changes that could affect their teaching and learning. It has also been determined that teachers do not feel adequately equipped to introduce the new curriculum, according to Park and Sung (2013). Teachers realised that in order to achieve change in their personal domain, they need to work on their subject matter, with the assistance of external experts. Teachers' professional development and the implementation of CAPS prompted the researcher to conduct this study.

### **1.3.1 Research question**

What are teachers' experiences regarding their professional development and implementation of the Curriculum and Assessment Policy Statement (CAPS) in Shiluvane Circuit?

### **1.3.2 Research sub-questions**

- What is the curriculum advisors' responsibility towards teachers' professional development?
- What is the departmental heads' responsibility towards teachers' professional development?
- What is the principal and the departmental heads' responsibility in the implementation of CAPS?
- What is the teachers' responsibility in the implementation of CAPS?
- What are the challenges experienced by teachers in the implementation of CAPS?
- What is the impact of LTSMs on the implementation of CAPS?
- Which strategies can be implemented to enhance the implementation of CAPS?

## **1.4 AIM AND OBJECTIVES OF THE STUDY**

### **1.4.1 Research aim**

The aim of the study was to explore teachers' experiences regarding their professional development and implementation of the Curriculum and Assessment Policy Statement (CAPS) in Shiluvane Circuit.

### **1.4.2 Research objectives**

- To explore curriculum advisors' responsibility towards teachers' professional development.
- To explore departmental heads' responsibility towards teachers' professional development.
- To explore the principal and the departmental heads' responsibility in the implementation of CAPS.
- To explore the teachers' responsibility in the implementation of CAPS
- To reveal the challenges experienced by teachers in the implementation of CAPS.
- To identify the impact of LTSMs on the implementation of CAPS.
- To recommend the strategies that can be implemented to enhance the implementation of CAPS.

## **1.5 RESEARCH DESIGN AND METHODS**

A qualitative research approach was followed, which allowed the researcher to investigate and understand teachers' experiences with professional development and the implementation of CAPS. The researcher used a qualitative approach as primary exploratory research method to delve into the complexity of teachers' different experiences. According to Silverman (2013:1), Karyn McKinney asserted that "qualitative data are inherently more interesting, there is less beauty and analytically understand reasons for choosing a qualitative method".



### **1.5.1 Population and sampling**

The population is defined as a group of people living in a specific area of interest to the researcher. According to Rahi (2017), a group of human beings, entities or occurrences with some similar characteristics that the researcher is obsessed in researching is called a population. The target population of this study was teachers from four secondary schools at Shiluvane Circuit in Limpopo Province. After identifying the population of the study, sampling was conducted by the researcher. Sampling is the process of selecting individuals from a population. The term 'sampling' is defined by McMillan and Schumacher (2017) as the procedure of choosing a sample which consists of particular units such as the people or objects, from a particular population in order to fairly generalise the results of the study back to the selected population. According to Martella, Nelson, Morgan and Marchand-Martella (2013:305), "Purposive sampling is defined as the deliberate selecting of particular persons, events or setting for the important information they provide".

Schools were chosen based on their socio-economic status, and in each school, three participants were selected. The participants were those who experienced different curriculum changes, especially those who had more than 22 years of experience in the teaching field. Daniel (2012, in Molapo, 2016:33) claims the target population is chosen based on their fit for the purposes of the study, and in agreement with specific inclusion or exclusion criteria.

### **1.5.2 Data collection**

According to Newby (2014, in Molapo, 2016:35), data is the material out of which a researcher substantiates the research argument. For this study, the researcher collected data through observations using an audio recorder and telephonic, open-ended interviews. The purpose of classroom observation is to evaluate teachers' implementation of CAPS. In this study, the observations were based on the following: lesson preparation, contextualisation of instruction, implementation of genre-based teaching, stimulating inquiry among learners, providing a model for the learners, promoting interaction among learners and using authentic assessment to assess learners' achievement. The audio recordings were transcribed to observe a general

impression through the reading of all transcripts. During the interviews, the researcher asked questions, and participants answered those questions. Participants had time to prepare for the interviews since the researcher briefed them on the topic under investigation. As a result, they were able to offer detailed information without hiding anything. Significant data were collected throughout these conversations, and an audio recorder was useful to prevent some valuable information from being missed.

### **1.5.3 Trustworthiness and credibility of the study**

The trustworthiness of the study refers to the degree of congruence between the explanations of the phenomenon and the realities of the world (McMillan & Schumacher, 2017). Credibility is a measure applied to ensure trustworthiness. Different strategies were used to ensure the trustworthiness and credibility of the collected data. The strategies included a heterogeneous sample, mechanical recording of data, participant review or member-checking, promotion of honesty of the study, transferability, dependability and confirmability. More details are provided in Chapter 3.

### **1.5.4 Analysis and interpretation of data**

According to Schutt (2012:326,328), data coding is vital to ensure that the researcher's observations and resulting conclusions are reliable. Cohen, Manion and Morrison (2013:738) claim "qualitative analysis involves organizing, accounting for explaining the data, in short, making sense of the data in terms of participants definitions of the situation, noting patterns, themes, categories, and regularities".

In this study, a thematic data analysis method was used to conduct data analysis and interpretation. The researcher used Creswell's (2015:33) data analysis method to obtain a sense of the whole by reading all transcripts carefully and jotting down some ideas. One case was selected, and the researcher asked, "what is this about?" The researcher's thoughts were then written in the margin. A list of all the themes or topics was made, clustered together, and applied to the data. The themes or topics were abbreviated as codes, which were written next to the appropriate segments of the transcripts. This preliminary organising scheme was used to see whether new

categories and codes emerged. In Chapter 3, more information is provided about the researcher's analysis and interpretation of data.

### **1.5.5 Ethical considerations**

Neale, Henwood and Holland (2012:12) argue that "Balancing confidentiality and authenticity in the production of research data is clearly complicated where ongoing relationships of trust and respect exist between the researcher and the participant." Moreover, according to Gilligan (2011), the ethics of care has received academic attention in ethical research and qualitative research methods.

Since this study involved telephonic interviews and observations of teachers in their respective schools, the researcher secured permission from the circuit manager of the area where the schools are situated. The researcher then obtained permission from the principal of the schools from which participants were selected. Ultimately, participants were asked to sign consent forms to reflect their willingness to participate. Participants were briefed about the purpose of the study and informed that they were free to withdraw from the study at any time if they no longer wanted to participate. Prospective participants were also assured that their names and contributions would be kept confidential, both during and after the study.

## **1.6 CLARIFICATION OF PERTINENT CONCEPTS**

### **1.6.1 Curriculum**

A curriculum is defined as the total activities of learning designed to accomplish the objectives of a training programme. According to the Department of Higher Education and Training's National Policy on Curriculum Development and Implementation in Community Education and Training Colleges (Act, No. 16 of 2006), the curriculum is defined as the statement of intended outcomes to be achieved, the knowledge content to be acquired, competencies and skills to be developed, and the levels of performance that are expected from students. It also clarifies what is to be taught, what students must learn, and what is to be assessed. According to Billings and Halstead (2015), the term 'curriculum' originated from the Latin term 'currere', which means to go at a pace faster than a walk, which means 'to run'. This term was

implemented in various contexts throughout the years to refer to curriculum lessons and course of instruction.

The curriculum is therefore referred to in this study as a programme that is followed by schools that consists of academic content, lessons, and types of assessment. Curriculum text can be understood and analysed from a curriculum perspective as interlocking parts of coding languages and schooling concepts, which together constitute what counts as school knowledge (Sundberg & Wahlström, 2012).

### **1.6.2 Curriculum and Assessment Policy Statement (CAPS)**

According to the DBE (2011a:3), CAPS is “defined as a single, comprehensive, and concise policy document, which replaces the Subject and Learning Area Statement, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the Curriculum Statement Grades R-12.” In this study, CAPS refers to a policy document that the DBE wants all teachers to follow in implementing curriculum across Grade R to Grade 12.

### **1.6.3 Professional development**

Professional development is defined by Mohan, Lingam and Chand (2017) as a continuous development process that adapts and reconstructs the practices of teaching. Avalos (2011:13) states that teachers bring their learning efforts to the classroom and manifest these efforts as changes in cognitive skills, beliefs, and practice. This same definition of professional development is applicable in this study as it relates to curriculum implementation.

### **1.6.4 Assessment**

The researcher views assessment as a method of determining learners’ progress in terms of whether they pass or fail a subject. Moreover, teachers will be able to see students’ weaknesses through different assessment techniques. The assessment determines what learners learn, the way in which they do things, what is taught, how

it is taught, and it is also identified as being critical in reducing school failure (Carless 2015).

Assessment is defined by the DBE (2011b:49) as a continuous, planned process of identifying, gathering and interpreting information about learners' performance, and it can take many forms. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information. The information is particularly used to understand and thereby assist in learners' development in order to improve the process of teaching and learning.

### **1.6.5 Implementation**

Faubert (2012:25) argues that "implementation occurs at school and classroom level, which is the site of learning where teachers operate." Implementation also means to start doing something for which you have been planning. In this study, implementation is explored in reference to teachers' experiences and professional development in implementing CAPS in Shiluvane Circuit.

### **1.6.6 Change**

Change entails making something different from what it has been before. It is further defined as an occasion that affects all features of an individual's personal life. "The most general lesson to be drawn from the more successful cases is that the change process consists of a series of phases that, on average, take a significant amount of time" (Kotter, 2012:59). In this study, curriculum changes were experienced by the participants.

## **1.7 DELIMITATIONS OF THE STUDY**

The researcher focused only on the teachers' experiences regarding their professional development and implementation of CAPS in Shiluvane Circuit. The research was also based only on those teachers who experienced curriculum changes. Further studies could be undertaken that focus on the whole province or the entire country.

## **1.8 CHAPTER OUTLINE**

The researcher presents this dissertation over five chapters, as described next.

Chapter 1: This chapter presented the introduction and background to the study, the significance of the study, the problem statement, the research questions and sub-questions. It also discussed the aim and objectives of the study, research design and method, population and sampling, data collection, validity and reliability. The researcher briefly described the analysis and interpretation of data and ethical considerations adhered to in this study. The chapter ultimately offered a clarification of pertinent concepts, delimitations of the study, chapter division, and conclusion.

Chapter 2: This chapter provides a review of the literature on professional development and CAPS implementation, as well as the theoretical framework employed in this study.

Chapter 3: This chapter presents the research methodology used in this study. It includes an explanation of the research design and methods, population and sampling, and data collection employed in this study.

Chapter 4: This chapter discusses the research findings on teachers' development and implementation of the new curriculum.

Chapter 5: A summary of the main findings is presented in this chapter, followed by recommendations and conclusions.

## **1.9 CHAPTER SUMMARY**

This chapter outlined the background, significance of the study, problem statement, aim and objectives, research design and methodology, ethical considerations, clarification of pertinent concepts, delimitations, and chapter division. Chapter 2 will provide a literature review on professional development and implementation of CAPS.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The previous chapter focused on the orientation to the study. The chapter presented the introduction and background of the study, the significance of the study, problem statement, research aim and objectives, research design, a clarification of pertinent concepts used in the study, delimitations of the study and chapter outline. This chapter provides a review of the literature on professional development and curriculum implementation in schools. According to Ramdhani, Ramdhani and Amin (2014:15), a literature review entails a survey of scholarly publications, books and other sources related to a specific topic, research field or theory to provide a definition, overview, and objective evaluation of these works.

Various studies are analysed in this chapter to explore teachers' professional development and curriculum implementation. The chapter presents a broad review of relevant writing from the latest articles, journals, major books, monographs and dissertations published nationally and internationally. This chapter also outlines the responsibility of instructional leadership in professional development, models of professional development, the role of the teacher in implementing CAPS, the challenges experienced by teachers in implementing CAPS, and the theoretical framework.

### **2.2 CURRICULUM AND CURRICULUM IMPLEMENTATION**

This section will focus on curriculum and curriculum implementation by teachers. According to Stauffer (2020), a curriculum is a collection of lessons, assessments and other academic content that is taught in a school, programme or class by a teacher. Wilson (2015) explains there are six types of curricula: The official curriculum, Societal curriculum (or social curricula), Phantom curriculum, Covert or Hidden curriculum, Concomitant curriculum and the electronic curriculum

- **The official curriculum:** The curriculum documents, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school.
- **Societal curriculum (or social curricula):** This is the massive, ongoing, informal curriculum of family, peer groups, neighbourhoods, churches, organisations, occupations, mass media, and other socializing forces that 'educate' all of us throughout our lives.
- **Phantom curriculum:** The messages prevalent in and through exposure to any type of media. These components and messages play a major part in the enculturation of students into the predominant meta-culture, or in acculturating students into narrower or generational subcultures.
- **Covert or hidden curriculum:** Covert or hidden curriculum refers to the unwritten, unofficial and often unintended kinds of learnings children derive from the very nature and organisational design of the public school, as well as from the behaviours and attitudes of teachers and administrators.
- **Concomitant curriculum:** What is taught or emphasised at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, moulded behaviours, or social experiences based on the family's preferences.
- **The electronic curriculum:** Those lessons learned through searching the internet for information, or through using e-forms of communication. These types of curricula may be either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on ones' views.

According to Ornstein and Hunkins (2013:12), teachers are responsible for the implementation of the curriculum. Smith, Hurth, Pletcher, Shaw, Whaley, Peters and Dunlap (2015) describe the concept 'implementation' as the carrying out, accomplishing or fulfilling of something. According to Rouse (2015), 'implementation' means the accomplishment, carrying out, application or administering of a plan, a technique or any opinion, requirement or procedure for doing something. Therefore, implementation means the accomplishment, application or administration of a plan, technique or any scheme, pattern, arrangement, stipulation or procedure for



performing something. In this study, implementation refers to the carrying out of the Curriculum and Assessment Policy Statement (CAPS) in schools.

### **2.3 THE RESPONSIBILITY OF INSTRUCTIONAL LEADERSHIP IN PROFESSIONAL DEVELOPMENT**

The concept of 'instructional leadership' refers to the creation of an environment conducive for teaching and learning, which takes place in pursuit of academic and social goals (Yusof, Ibrahim & Rahim, 2017:18). This definition is supported by various experts. For instance, Robert (2019:12) refers to 'instructional leadership' as a type of leadership that emphasises managing teaching and learning as the core activity of educational institutions. Hallinger (2012:15) describes 'instructional leadership' as powerful, committed leadership from principals, deputy principals and departmental heads, aimed at effective curriculum implementation.

According to these definitions, instructional leadership is a type of leadership applied by instructional leaders to guide and support teachers and influence their continuous learning to improve their teaching practices. These definitions also indicate various functions of instructional leadership, namely to influence the quality of education in schools; effectively manage LTSMs; enhance teaching and learning; assist the teachers in implementing the curriculum effectively; and improve learners' academic performance. Osman and Mukuna (2013:41) describe the functions of instructional leadership as the formulation and implementation of pace setters or schemes of work, the supply of instructional resources, conducting in-service training, advising and assisting teachers, procuring finances earmarked for instructional purposes, receiving community feedback on school programmes, and performing assessments.

According to Amin, Yusnita, Ibrahim and Muda (2013:28), instructional leaders (in this study, the principals, deputy principals and departmental heads) are responsible for equipping teachers with the necessary knowledge and skills to enhance quality teaching and learning. This means that instructional leadership is closely related to teachers' competence and contributes greatly to this competence. Other scholars, such as Ahmad and Ghavifekr (2014:49), agree with this assessment, stating that "the instructional leadership of principals contributes substantially to the teaching skill of

the key implementers of the curriculum in the classroom". The curriculum that is implemented by competent teachers can improve students' learning. According to Esa, Musa, Mansor and Ibrahim (2017:19), "the responsibility of the principals is to improve teaching and learning and to manage curriculum". The principals and departmental heads, as instructional leaders, are thus responsible for guiding and supporting teachers' implementation of the new curriculum. Moreover, as part of their instructional leadership functions, principals, deputy principals, and departmental heads should equip teachers with the relevant skills to implement the curriculum.

Instructional leadership also assists teachers in overcoming obstacles that arise during the curriculum's implementation. Many teachers experienced challenges while implementing the contemporary curriculum, especially when the curriculum changed from the teacher-centred approach to a learner-centred approach (Olfos, Goldrine & Estrella, 2014:918). It was determined that teachers had difficulty understanding the curriculum's implementation and management because of their lack of content knowledge (Mouton, Louw & Strydom, 2014:1215). According to Olfos, Goldrine and Estrella (2014:917), 'content knowledge' refers to the knowledge that teachers need to effectively engage in critical tasks of teaching. This means that instructional leaders can take the lead in implementing the curriculum by coordinating professional development meetings, assisting teachers in developing instructional programmes, and effectively teaching learners.

Instructional leaders are also responsible for mediating educational policy, providing direction and motivation, monitoring, supporting and energising teachers (Olfos, Goldrine & Estrella, 2014:918). In addition, teachers should participate in continuous professional development sessions to acquire more knowledge and skills in the subjects they teach. However, teachers' attendance of various developmental activities is determined by their subjects, interest, motivation, and availability. The advantages of various professional development sessions are that they enable teachers to collaborate in solving their challenges in curriculum implementation, and give them more time to resolve their challenges. The instructional leadership process is ultimately responsible for guiding teachers in preparing and presenting lessons in the classrooms.

According to Vanblaere and Devos (2016:27), instructional leadership aims to empower the principals, the deputy principals, and the departmental heads to observe and evaluate teachers' instructional practices and provide input, direction, support, and incentives based on teacher and learner successes. Instructional leadership also creates a positive learning environment in schools by helping teachers identify their development needs, encouraging experimentation, finding and allocating resources to support teachers' learning, and enhancing the implementation of the new curriculum (Vanblaere & Devos, 2016:27).

As stated, instructional leaders include curriculum advisors, principals, deputy principals and departmental heads responsible for empowering teachers to improve their teaching. They also facilitate professional development workshops to equip teachers with the necessary skills for the effective implementation of the curriculum to improve learners' academic performance (Hallinger, 2012:15). According to Esa, Muda, Mansor and Ibrahim (2017:21), principals practising instructional leadership can provide a safe and conducive learning environment by promoting collaboration between teachers, students, and local communities. This requires them to be more visible, assist with difficulties involving parents and learners, respond to teachers' concerns and individual instructional needs, and develop new strategies for improving their instruction.

Curriculum advisors are also regarded as instructional leaders of schools. The position of curriculum advisor, in the South African teaching profession, is a specialist position that requires successful candidates to be academic specialists who are experienced, knowledgeable, and competent in their subjects (Du Plessis, 2013a:54). Teachers need support from curriculum advisors to find their feet in the teaching profession, make sense of reform initiatives, and implement the curriculum (Nkambule & Amsterdam, 2018:1). Teachers should thus work with the curriculum advisors to acquire the necessary content knowledge and skills to enable them to promote learners' academic performance. Therefore, it is important that teachers be prepared to cooperate with the curriculum advisor and implement their suggested recommendations.

The changes and development that teachers undergo during professional development workshops encourage them to develop their teaching skills by improving their knowledge, skills, attitudes, and beliefs; this ultimately allows them to improve learners' academic performance (Bautista & Ortega-Ruiz, 2015:241). Moreover, teachers improve their knowledge and professional development skills during teaching presentations by the curriculum advisors and by observing other teachers. "What the teachers acquire in professional development is the expansion of their knowledge and skills, and their ways of thinking about teaching and learning" (Postholm, 2018:22).

Professional development sessions enhance teachers' professional abilities, performance, beliefs, assessment strategies and interactions with learners. It has also been determined that professional development sessions offer teachers an opportunity to deepen their content knowledge and assist them to be engaged in active learning; both in terms of teaching and learning (Darling-Hammond, Hylar & Gardner, 2017:7). Darling-Hammond, Hylar and Gardner (2017:7) recommend that "curriculum advisors should possess deep and relevant subject knowledge so that they may be able to guide and support educators". In support, Richter, Kunter, Klusmann, Ludtke, and Baumert (2014:98) emphasise that professional development should be undertaken in the form of activities, seminars, programmes, and courses to enhance teachers' professional knowledge and skills. They should also be kept up to date on developments in teaching and learning. Therefore, curriculum advisors should be effective in the management of teaching and learning, because teaching requires effective planning, organising, leading and control.

To be effective in their work, teachers need to proceed with continuous professional development throughout their teaching careers. Curriculum advisors who conduct professional development workshops should be experienced teachers who taught their relevant subjects for several years. The duties of the curriculum advisors are to guide, support, exemplify, monitor and evaluate teaching and learning in schools. Roberts (2019:3) also indicates that curriculum advisors should possess sufficient knowledge of the curriculum and be effective in teaching before they can be appointed as curriculum advisors. Roberts (2019:3) continues that the DBE officials responsible for appointing curriculum advisors must ensure the teachers who are appointed as curriculum advisors have the required curriculum knowledge and are experienced

specialists who will effectively perform their duties. This section will focus on factors influencing curriculum implementation:

### **2.3.1 The teachers' continuous contact with learners**

According to Chaudhary (2015:985), the key factor that influences effective curriculum implementation is teachers. Since the teacher selects the topic to teach from the prescribed syllabus or curriculum, the teacher's role in curriculum implementation is autonomous. The process occurs through engagement between the learner and the expected learning experience, and the teacher's involvement and impact on curriculum implementation are undeniable (Chaudhary, 2015:985). In order to translate the curriculum intentions into reality, it is imperative that the teacher fully understands the curriculum document or syllabus. Therefore, teachers should be involved in curriculum planning and development so that they can implement and modify the curriculum to the benefit of the learners.

### **2.3.2 Professional development of teachers**

According to Hoadley (2012:28), professional development also contributes to effective curriculum implementation because it is the process whereby an individual teacher improves the quality of their work and tries to be the best professional they can be. Principals have a duty to organise and encourage their teachers' professional growth (Li, Hallinger & Ko, 2016:25), and they play a key role in this realm by shaping the school's atmosphere to motivate and encourage personnel's ongoing learning. As change agents in schools, principals empower teachers to enact educational improvements that result in learners reaching their full potential.

### **2.3.3 Instructional supervision**

Effective curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the principal and the departmental head. Therefore, there must be clear communication between these parties. Clear communication about curriculum implementation refers to principals and department heads conveying understandable information to teachers, as their professional

mentors (Chaudhary, 2015:985). The purpose is to clarify any new terminology and indicate the teachers' responsibility for implementing and evaluating the new curriculum.

The principal and the departmental head use instructional supervision to deploy staff, allocate notional time to subjects taught at the school, provide teaching and learning resources, create an environment conducive to successful teaching and learning, and encourage learners and teachers (Chaudhary, 2015:985). Teachers who do not receive the necessary support from instructional leaders are unable to implement the curriculum effectively, and eventually leave the teaching profession.

#### **2.3.4 Learners' assessment**

Assessment in the form of examinations also influences curriculum implementation tremendously (Chaudhary, 2015:986). The assessment aims to evaluate whether the curriculum was implemented successfully. Teachers typically focus on successfully executing the curriculum to encourage learners' academic achievement, since high importance is placed on National Senior Certificates by communities and schools. Teachers' assessment of learners also affects the achievement of the broad goals and objectives of the curriculum. According to Carless (2015:18), assessment is done to determine how much teaching and learning took place during the teaching and learning process.

#### **2.3.5 Support by the Department of Education**

The Department of Education also supports effective curriculum implementation (Hoadley, 2012:31). This department is in charge of providing support in the form of teaching and learning services, and promoting teachers' professional development to enhance teaching and learning and learners' academic performance. The DBE conducts regular professional development sessions to guide principals and teachers in improving learners' academic performance, develop lesson plans, annual national assessment procedures, and academic improvement plans based on the data captured in the school's academic reports (DBE, 2018:5). Moreover, curriculum advisors have been appointed by the DBE to give pastoral support, instruction, and

counselling to teachers and learners, as required by institutions (Adendorf & Moodley, 2015:12).

### **2.3.6 The school environment**

Another factor that influences curriculum implementation concerns the particular circumstances of each school (Chaudhary, 2015:985). A school located in an affluent socio-economic environment with adequate human and material resources can typically implement new curricula effectively. In support, the DBE (2020:2) focuses on accelerating delivery and improving school infrastructure, providing high-quality learner and teacher support materials, increasing the supply of quality teachers and providing nutritious meals in schools. Arnett (2019:1) recommends that school environments should be improved by including technology in teaching, prioritising student-teacher relationships, decoupling teaching and grading, and offering more professional development for purposeful practice.

## **2.4 MODELS OF PROFESSIONAL DEVELOPMENT**

Teachers' professional development is an ongoing, intentional, systematic process of formal and informal training, learning and support activities taking place in either external or work-based settings (Ravhuhali, Kutame, Mutshaeni Matseliso, Mokhelo & Maluleke, 2017:115). According to Burns (2014:1), there are four models of professional development, namely observation, open classrooms, lesson study, and study groups. Each of these models is discussed next.

### **2.4.1 Observation**

In this model, to promote professional development, a master teacher, specialist or a very experienced colleague is appointed to observe teachers in their classrooms, assess their instructional practices and provide structured feedback (Burns, 2014:1). This model is used as a form of peer coaching, and it assists teachers in refining specific areas of practice.

According to Kraft and Blazar (2017:5), observation systems are used to provide feedback and coach teachers, and evaluate interventions hypothesised to affect teaching. Decristan, Klieme, Kunter, Hochweber, Buttner, Fauth and Hardy (2015:1) state that scholars often seek to understand teaching by identifying dimensions of teaching and investigating how these dimensions contribute valued outcomes, such as student learning or motivation. To accomplish these tasks in valid and reliable ways, observation systems must be conceptualised as being comprised of scoring tools, the rating of quality procedures and sampling specifications (Liu, Bell & Jones, 2017:7).

#### **2.4.2 Open classrooms**

In an open classroom model, teachers see other teachers in action. Teachers create lessons in this model and invite colleagues to come and observe the lesson and provide feedback in a post-observation session (Burns, 2014:1). The observation is accompanied by discussions and an exchange of knowledge that benefits both the teacher and the learners. According to Dubuc (2019:2), with open classrooms, many learners of different ability levels are in a single, large classroom with multiple teachers overseeing them, and teachers act as both facilitators and instructors. In support, Maurissen, Claes and Barber (2018:3) state that an open classroom is one in which you would like to observe one of your colleagues teach to see how they handle the classroom, engage students, or discuss difficult subjects.

#### **2.4.3 Lesson study**

In lesson study, teachers collaboratively plan, develop or improve a lesson, field test the lesson in a classroom, observe it, make changes, and collect data to see the impact of the lesson on student learning (Burns, 2014:1). This usually occurs over a few months. Coenders and Verhoef (2018:218) indicate that teachers must collaborate in lesson study teams, consisting of a novice and experienced teacher. It has also been said that schools, in collaboration with university training institutions, should establish in-school development programmes to support novice teachers in their professional development during their first three years of teaching (Den Brok, Wubbels & Van Tartwijk, 2017:881).



#### **2.4.4 Study groups**

Teachers work together in a larger or smaller study group to research a subject, solve a common problem or develop and execute a strategy to achieve a common goal (Burns, 2014:2). This group is guided by a skilled facilitator. There is a need to investigate whether a particular method is effective by conducting research in a class to influence teachers' professional knowledge (Ogebo, Gaigher & Salagaram, 2019:2). By conducting studies in classrooms, teachers' natural inclination to continuously improve instruction through new initiatives is supported, and learners' academic achievement is enhanced due to teachers' learning (Stols & Ono, 2016:5).

### **2.5 THE TEACHER'S RESPONSIBILITY IN THE IMPLEMENTATION OF CAPS**

In curriculum implementation, the teacher is a curriculum implementer, also called a curriculum worker. Curriculum implementers are teachers who participate in specific curriculum development, implementation and evaluation (Ornstein & Hunkins, 2013:12). According to the "Norms and Standards for Educators" (DoE, 2000, cited in Ornstein & Hunkins, 2013:12), as a curriculum implementer, the teacher has the following responsibilities:

#### **2.5.1 The teacher as an interpreter and designer of learning programmes and materials**

The teacher's first responsibility as a curriculum implementer is interpreting and designing the curriculum (Ornstein & Hunkins, 2013:12). The teacher's function as a curriculum interpreter and designer entails creating strategies and tools to implement curriculum planning in the classroom, and blend theory building with practice (Ornstein & Hunkins, 2013:12). Similarly, Cameroon and Green (2012:10) emphasise that teachers are called curriculum interpreters and designers because they are responsible for writing daily, weekly or yearly lesson preparations, preparing activities for students, and modifying the curriculum to suit learners' characteristics. The teacher must be able to understand and interpret learning programmes, design original learning programmes, identify the requirements for a specific context, and select and prepare suitable resources for learning. The teacher is also in charge of creating a

plan for ongoing curriculum creation, implementation and assessment, as well as balancing and integrating subject areas and grade levels into the overall curriculum (Ornstein & Hunkins, 2013:13).

### **2.5.2 The teacher as a learning area specialist**

The teacher is responsible for obtaining curriculum knowledge and applying it in the classroom and school (Ornstein & Hunkins, 2013:13). Teachers must deliver lessons in their classrooms while adhering to the plan that took so much time and effort to develop. This implies that teachers must develop and possess thorough knowledge, skills, values, principles, methods, approaches and procedures relevant to the subject they are teaching. Furthermore, the teacher is responsible for serving as a resource and agent when implementing the curriculum in the classroom; this means that the teacher is the final implementer of the curriculum in the classroom. According to Ornstein and Hunkins (2013:13), the teacher has the best chance of taking the curriculum out of the realm of theory or judgement and translating it into practice and utility. The teacher consequently plays a major role in planning, implementing and evaluating the curriculum.

### **2.5.3 The teacher as a learning mediator**

Mediation entails acting as a go-between and offering to help people overcome their differences by bridging the gaps between their points of view (Schneider, 2011:1). An agent of learning who uses mediated learning techniques to improve their learning capacities is referred to as mediators of learning (Tzuriel, 2012:1). The teacher has a very significant curriculum role as a learning mediator; the teacher must mediate learning in a way that is sensitive to the diverse needs of learners.

The NCS emphasises that learners actively construct their learning, and the focus shifts from teaching to learning. In this approach, called a learner-centred approach, teachers are responsible for facilitating learning by supporting learners in organising their learning activities (DoE, 2002, cited in Ornstein & Hunkins, 2013:13). Learner-centred learning motivates and enables learners to participate in learning independently. Learners use the entire lesson to construct meaning based on strongly

held preconceptions. Instead of the teacher acting as a source of information transferring content to learners, they act as facilitators in the teaching and learning situation. The teachers are there only to provide the assistance that learners may require.

#### **2.5.4 The teacher as a leader, administrator and manager**

The term 'leader' refers to any person who can direct, influence, guide, or prompt followers to achieve common aims and objectives or tasks. The teacher is a member of the curriculum team and works with supervisors and administrators as part of the team (Ornstein & Hunkins, 2013:13). Their specific duties concerning the curriculum are to work in subject committees, initiate and evaluate recommendations, collect information, conduct research, contact parents, create and write curriculum materials, and obtain feedback from learners. As a member of the curriculum team, the teacher is responsible for determining what goes into curriculum creation and design, as well as the relationships within the curriculum's elements. The teacher must be able to make informed decisions based on learners' abilities and perform class administrative duties (such as keeping files) and management duties (like maintaining class discipline).

#### **2.5.5 The teacher as a scholar, researcher and lifelong learner**

As curriculum implementers, teachers are open to new curriculum trends (Ornstein & Hunkins, 2013:13). They must achieve ongoing personal, academic, occupational and professional growth by pursuing reflective practice and research in the learning area and other fields.

#### **2.5.6 The teacher as an assessor**

Mege (2014:20) emphasised that assessment is done to determine how much teaching and learning have taken place during the process of teaching and learning. The teacher must design and manage assessments according to the level and purpose of teaching and learning (Ornstein & Hunkins, 2013:13). Assessment is conducted to determine the success of instruction and the suitability of the curriculum,

promote direct planning and re-planning, determine whether grading and advancement are possible, monitor progress, and identify and correct defects in time (Ornstein & Hunkins, 2013:13). There are various forms of assessment, and as a micro-curriculum designer, the teacher should use these assessment methods to confirm the effectiveness of the subject curriculum and learners' progress.

### **2.5.7 The teacher as a person involved in the community, citizenship and pastoral care**

According to Alsubaie (2016:106), the teacher is responsible for applying specific rules and regulations concerning the curriculum's implementation as prescribed by the education authorities. Teachers must therefore take their skills outside of the classroom to influence educational culture, practice and development in their communities (Hornby & Lafaele, 2011:4). The teacher is also responsible for cooperating with various parental, community groups and professional bodies when implementing the curriculum. As a curriculum implementer, the teacher must balance the demands and perspectives of the local community with state and national goals and interests. Moreover, the teacher must be prepared and committed to promote and implement good moral values. This is very important because the teacher is a co-determiner of the philosophy of life of the broad community and responsible for taking note of educational legislation and carrying it out.

The abovementioned seven responsibilities of the teacher are important for the successful implementation of the curriculum. Accordingly, the teacher must design curriculum programmes, plan and present the curriculum, mediate learning, assess the effectiveness of curriculum implementation, improve curriculum implementation by conducting curriculum research, and balance national rules with the needs of the community.

## **2.6 THE CHALLENGES EXPERIENCED BY TEACHERS IN IMPLEMENTING CAPS**

This section focuses on the challenges teachers experienced in implementing CAPS. The following sections describe the various challenges experienced by the teachers in the implementation of the curriculum in schools.

### **2.6.1 Insufficient professional development for teachers**

According to Deacon (2012:5), the major challenge teachers experience in implementing the curriculum is a lack of understanding of the curriculum due to insufficient professional development. Professional development is a specialised dynamic process or activity that requires teachers to be informed about what they are expected to teach learners in each learning programme throughout their career (Yurtseven & Bademcioglu, 2016:214). Therefore, instructional leaders must provide the necessary training and support for recommended programme modifications to facilitate rapid implementation.

### **2.6.2 The complexity of the curriculum**

A significant challenge with the curriculum's implementation is the complex nature of the curriculum, especially with regard to the terminology (Ornstein & Hunkins, 2013:14). Teachers typically experience difficulty interpreting new curricula's learning outcomes (Ornstein & Hunkins, 2013:14). This is usually caused by the lack of a clear, widely communicated plan for implementing the new curriculum because it is designed in a manner that is very difficult for teachers to interpret and comprehend. This implies that teachers may know what the curriculum entails, but they have trouble using the curriculum effectively in the classroom, especially in a learner-centred manner. What is of concern is the distance between policy and practice, because teachers struggle to implement curriculum policy.

### **2.6.3 Lack of content knowledge**

Another related challenge in the implementation of the curriculum is the lack of content knowledge. The concept 'content knowledge' refers to the knowledge teachers need to effectively engage in critical teaching tasks (Olfos, Goldrine & Estrella, 2014:918). Knowledge of teaching includes an understanding of the way the school's subject curricula are organised; this understanding guides teachers in how to prepare and present lessons in the classrooms. Teachers' motivation and capacity to incorporate the programme, as well as their perception of their abilities, experience, attitude and values, will eventually influence how they bring the curriculum into effect. Classroom teaching and the richness of learners' perception of the subject are affected by teachers' content knowledge, according to Olfos, Goldrine and Estrella (2014:918).

### **2.6.4 Shortage of classrooms in schools**

The shortage of classrooms results in overcrowding; this is one of the contributing factors negatively affecting the implementation of the curriculum. There are many overcrowded classrooms in South African schools, especially in rural areas (Marais, 2016:2). Teaching in overcrowded classrooms causes an enormous challenge in creating productive learning environments where effective teaching and assessment strategies are crucial (Marais, 2016:2). Overcrowded classrooms lead to congestion and discomfort, increase the teacher's workload, make class management difficult, and inhibit effective interaction between the teacher and the learner (Motshekga, 2012:3). Teachers are also unable to use a number of curriculum implementation techniques, such as higher-order interrogation and constructive learning strategies in overcrowded classrooms (Marais, 2016:2).

### **2.6.5 Inadequate financial support**

It has been determined that financial constraints often make it difficult to incorporate curriculum changes (Maharajh, Nkosi & Mkhize, 2016:379). To help financially disadvantaged parents, the government developed 'no-fee schools. However, funds are needed to purchase teaching and learning support materials, appoint experts to conduct workshops in schools, and transport teachers to the workshops and meetings

(Maharajh, Nkosi & Mkhize, 2016:379). There are thus economic support systems (for stationery and textbooks) for schools such as section 20 schools that do not receive their full budget from the Department of Education, and section 21 schools that receive their full budget from the Department. Financial constraints negatively affect curriculum implementation in South Africa, and all schools require sufficient financial support to effectively implement the new curriculum.

#### **2.6.6 Lack of support with the implementation of CAPS**

Another challenge in the implementation of the curriculum is a lack of instructional leadership. Instructional leadership refers to those actions taken by principals, deputy principals, departmental heads and curriculum advisors to create an environment conducive for teaching and learning (Yusof, Ibrahim & Rahim, 2017:18). This means that instructional leaders should control curriculum delivery by coordinating effective instructional programmes and fostering a positive school environment. Some instructional leaders cannot mediate educational policy, provide direction and motivation, monitor, support and energise teachers because of their lack of content knowledge. Instructional leaders who do not possess sufficient subject knowledge and knowledge on effective teaching methods are typically reluctant to support teachers in implementing the curriculum (Fink & Silverman, 2014:24). If there is no effective instructional leadership, teachers will lack all the information required to implement the curriculum.

#### **2.6.7 Shortage of staff**

One of the major factors contributing to the ineffective implementation of the curriculum is the shortage of teachers. Teachers are responsible for facilitating learning and providing all learners with the necessary information and tools to absorb the subject matter effectively (Mouton, Louw & Strydom, 2012:1211). Teachers are also responsible for evaluating learners' abilities using formal and informal assessments. Despite this positive role, many teachers resign from the teaching profession every year, particularly in poor communities and low-performing schools (Fredericks, 2016:1). Many teachers leave the teaching profession, while others switch from one school to another looking for better working conditions (Alliance for

Excellent Education, 2014:2). The number of learners has increased by more than 2 percent in South Africa since 2014, while the number of teachers has decreased by 1.5 percent (Fredericks, 2016:1). Elijah Mhlanga, a spokesperson for the DBE, said that in 2015/16, about 15 901 teachers left the system while 6 762 entered it (Fredericks, 2016:1). The attrition rate is further affected by deaths, resignations, retirement, dismissals and temporary exits from the profession. Teachers' movement out of the teaching profession and from one school to another has a detrimental impact on curriculum implementation.

## **2.7 THEORETICAL FRAMEWORK**

This section presents the theoretical framework used in this study. A theoretical framework is a blueprint or guide which serves as a foundation upon which particular research is conducted (Durning & Artino, 2012:188). The role of the theoretical framework is to assist the researcher in contextualising the study and choosing the research methodology. This study was based on the Situativity Theory, which was developed by Lev Vygotsky (Durning & Artino, 2012:188).

The Situativity Theory is a theoretical framework used to examine successful professional growth (Durning & Artino, 2012:189). According to Vygotsky, the Situativity Theory emphasises learning as being connected to the situation, with individual cognition and meaning being socially and culturally constructed. This involves working collaboratively, addressing contextualised authentic problems, and negotiating meaning through practice. Teachers should, therefore, work together practically to solve the problems encountered in the classroom.

Two approaches are identified within the Situativity Theory, namely the psychological and anthropological perspectives (Durning & Artino, 2012:189). The psychological perspective highlights cognition and meaning through situated activities in practice fields resembling real-life situations. Conversely, the anthropological perspective focuses on learning within actual communities of practice. Therefore, solutions and interactions ensure that the individual identity is inseparable from the community, and community members take responsibility for the learning of others in the group (Durning & Artino, 2012:189).



The value of the anthropological perspective for a practising teacher is that teachers work for an extended timeframe within their schools and other networks. Teachers are also involved in study groups to research and explore new approaches to teaching and learning in collegial groups within communities of practice (Durning & Artino, 2012:189). A key aspect of communities of practice is that they are self-organising systems; their practices reflect members' understanding of what is important, and the focus is on learning rather than tasks. In communities of practice, knowledge is created, shared, organised, revised and passed on. Therefore, the focus is on learning as a self-organising system, with leadership being distributed across a network of people. The learning culture involves ongoing professional development, collaboration, interrogating existing practices and celebrating success (Durning & Artino, 2012:189).

As indicated above, the Situativity Theory was used in this study as a theoretical lens to examine teachers' professional development. It is connected to collegial learning within a particular group involving engagement in relevant practical activities over an extended timeline, shared values, individual identity, and taking responsibility for the learning of others (Durning & Artino, 2012:190). Administrators, teachers, and parents have argued for decades over what it takes to develop effective teachers who are able to succeed in transferring their content knowledge to students, and whether that, indeed, should even be the goal of education at all (Brown & Militelo, 2016:703). Ultimately, experienced teachers need to be able to learn from each other daily. Continuous professional development keeps teachers up to date on new research and how children learn. Therefore, Brown and Militelo (2016:704) emphasise that administrators, teachers, and parents should work together to advance education as a practice.

According to Brown and Militelo (2016:704), teachers attending professional development programmes are, in essence, students or learners, because they are attending with the sole intent of becoming the best teachers. It is therefore critical for professional development presenters to exemplify excellent teaching strategies and serve as role models for attending teachers. Professional development must prompt teachers to become better instructors, not just fill their heads with new information. Teachers who attend professional development sessions frequently complain about

the ineffectiveness of professional development presenters. Brown and Militelo (2016:705) indicate that this situation can be corrected by incorporating an element of collaboration. Teachers must know each other and work together if they are to become more effective instructors. Teachers know best what they need in the classroom, and the more involved they are in implementing professional development, the more effective it will be. Darling-Hammons, Hyler and Gardner (2017:7) indicate that professional development session activities should be interactive, collaborative, and encourage participants to be knowledgeable constructors rather than mere recipients of the information.

The Situativity Theory is closely linked to Vygotsky's Zone of Proximal Development Theory (Durning & Artino, 2012:190). The Zone of Proximal Development highlights that all language, traditions, beliefs, and objects are created by people within a culture, and that achieving higher mental functions involves an external, socially mediated stage (Durning & Artino, 2012:190). According to the Zone of Proximal Development, accelerated individual learning occurs through a formal scaffolded programme of social order; this means competence is achieved at a higher level than without intervention (Durning & Artino, 2012:190). This Zone of Proximal Development consists of three stages: Stage 1 involves environmental, physical and symbolic artefacts such as books, language, and student assessment work, as well as social interactions with colleagues, coaches, and others. To accelerate teachers' learning at a particular point in time with a given learning capacity, the learner or teacher becomes engaged in a structured and scaffolded programme.

In Stage 2, the learner incorporates the scaffolded learning into their mental processes to reach increased capacity. This new learning is internalised, and automatised occurs in the third stage, although this learning may later be questioned and reconsidered by the individual. What is relevant to teachers' professional development is that colleagues work together on a real problem, which involves team members supporting each other. In this study, the Situativity Theory was used to understand teachers' professional development and implementation of the curriculum.

## **2.8 CHAPTER SUMMARY**

Instructional leadership's responsibility in professional development, models of professional development, teachers' role in the implementation of CAPS, the challenges experienced by teachers in the implementation of CAPS, and the theoretical framework for this study were discussed in this chapter. Different authors defined a variety of variables that must be considered when preparing and enforcing professional development and CAPS in schools, and some of their views and results overlap. According to the literature, professional development programmes should involve all instructional leaders equipping teachers with knowledge and skills to implement CAPS effectively. Any failure to conduct professional development denies teachers the ability to implement CAPS effectively. It also denies learners to develop to their full potential.

In the next chapter, the research methodology and design used in this study are presented.

## **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

### **3.1 INTRODUCTION**

The primary aim of this study was to explore teachers' experiences regarding their professional development and implementation of Curriculum and Assessment Policy Statement in Shiluvane Circuit. Chapter 2 presented a literature review on professional development and curriculum implementation in schools. The researcher thus reviewed various literature sources to gain an understanding of how other experts and scholars have conceptualised and theorised professional development and curriculum implementation in schools.

This chapter discusses the methodology used in investigating teachers' experiences and professional development in implementing CAPS in Shiluvane Circuit. This chapter also includes a restatement of the research questions, description of the research paradigm, research design, data collection and analysis methods, ethical considerations, and delimitations.

### **3.2 RESEARCH QUESTIONS**

#### **3.2.1 Main question**

What are teachers' experiences regarding their professional development and implementation of CAPS in Shiluvane Circuit?

#### **3.2.2 Sub-questions**

The following sub-questions supported the above overarching question:

- What is the curriculum advisors' responsibility towards teachers' professional development?
- What is the departmental heads' responsibility towards teachers' professional development?

- What is the principal and the departmental heads' responsibility in the implementation of CAPS?
- What is the teachers' responsibility in the implementation of CAPS?
- What are the challenges experienced by teachers in the implementation of CAPS?
- What is the impact of LTSMs on the implementation of CAPS?
- Which strategies can be implemented to enhance the implementation of CAPS?

### **3.3 RESEARCH PARADIGM**

The concept 'research paradigm' is described as an essential collection of beliefs shared by scientists. It is a set of agreements about how problems are understood, how we view the world and conduct research (Rahi, 2017:01). According to Creswell and Plano Clark (2018:80), a research paradigm refers to research models, belief theories, methodologies, techniques, approaches and actions taken by researchers when conducting their studies. Therefore, a research paradigm is a category of principles about the universe and how it should be comprehended and researched. According to this definition, all studies should be based on a particular paradigm that elucidates the study. There are three commonly used paradigms in research, namely positivist (objectivist), constructivist (interpretive), and pragmatist paradigms (Rahi, 2017:01). This study was based on the constructivist paradigm.

Constructivism or interpretivism is based on the belief that reality is established by social factors and people's understanding of these factors (Rahi, 2017:01). It means that people, with their different assumptions, experiences and backgrounds, contribute to the establishment of reality. Constructivism is thus correlated with subjectivity, and social reality may change and have diversified results. The main purpose of conducting constructivist research is to explain a phenomenon by engaging with the world instead of verifying measurable, objective and factual data.

This study was guided by a constructivist paradigm. It was appropriate for this study because it allowed the researcher to interview participants from various backgrounds. Interviews were conducted for the purpose of understanding teachers' experiences

regarding their professional development and implementation of the curriculum and assessment policy statement in Shiluvane Circuit.

### **3.4 RESEARCH DESIGN**

The concept 'research design' is defined by Pandey and Pandey (2015:12) as a plan or framework for a study, used as a guide in gathering and analysing the data. Meanwhile, Rahi (2017:01) describes it as standard procedures and instructions that should be followed when solving a particular research problem. These definitions indicate that a research design is a plan that details the outline of all the techniques and strategies applied in research so that the research purpose and aim can be addressed. Therefore, the role of the research design is to assist in the collection of relevant data with the smallest expenditure of money, time and effort. In this study, a qualitative phenomenological research design was used to explore teachers' professional development and implementation of CAPS in Shiluvane Circuit.

The purpose of the phenomenological research design is to return to the concrete; this is captured by the slogan "Back to the things themselves!" (Beyer, 2018:12). A phenomenological research design clarifies significant issues experienced by people (McMillan & Schumacher, 2017:28). This research design was chosen for this study because it allowed the researcher to reflect on and analyse teachers' professional development and implementation of CAPS.

The researcher used the phenomenological research design to bracket or set aside all judgements and collect data on how the participants in this study perceived their professional development and CAPS implementation in Shiluvane Circuit.

### **3.5 RESEARCH APPROACH**

A 'research approach' refers to the plans and the procedures required for research. It encompasses all the steps needed in conducting the study, from broad assumptions to detailed methods of data collection, analysis, and interpretation (Chetty, 2016:38). According to Creswell and Creswell (2018:36), two primary approaches are used in research, namely quantitative and qualitative approaches. Babbie (2016:38) explains

the difference between quantitative and qualitative data in social research as the difference between numerical and non-numerical data. For example, when you assert that someone is pretty or handsome, you have made a qualitative assertion. In this study, the researcher used a qualitative research approach.

Denzin and Lincoln (2017:36) describe the word 'qualitative' as an accentuation of the characteristics of entities and procedures, and explanations that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. A qualitative approach is, therefore, an inquiry procedure to understand a particular social or human problem. This inquiry entails creating a complicated, integrated picture (with words), reporting participants' complete opinions, and conducting research in a natural context (Creswell, 2015:25).

According to Denzin and Lincoln (2017:17), qualitative researchers stress the socially constructed nature of reality, the intimate relationships between the researcher and what is studied, and the situational constraints that shape inquiry. Qualitative researchers believe in multiple realities, are dedicated to understanding the circumstances under investigation, and are dedicated to acknowledging the participants' points of view (Denzin & Lincoln, 2017:17).

Holloway and Galvin (2017:03) claim qualitative researchers immerse themselves in the natural environment of the people whose circumstances, actions, and thoughts they want to investigate. The researcher used the qualitative approach for this study because it permitted her to conduct a study in a manner that reduced or eliminated disruption to the natural context of the phenomenon under study. This approach also empowered the participants to provide explanatory information that is normally written down or spoken.

### **3.6 POPULATION OF THE STUDY**

According to Rahi (2017:13), the term 'population' includes all people or items that one wishes to understand. Schoonenboom and Johnson (2017:110) also describe a research population as the entire group of persons or objects from which the researcher is interested to gain information and draw conclusions. The target

population of this research was teachers from four secondary schools in Shiluvane Circuit in Limpopo Province. This population was selected because it consisted of all the people directly involved in professional development and the implementation of CAPS.

### **3.7 SAMPLING OF THE STUDY**

Sampling is described by Pandey and Pandey (2015:13) as a method of selecting a specific number of subjects from a defined population to serve as a representative of that population. Similarly, Schutte and Steyn (2015:25) define 'sampling' as taking any portion of a population as representative of that population. According to Babbie (2016:45), a sample is a group of people chosen to participate in a study or a subset of the population chosen to participate in a study. Researchers study a particular sample to understand the whole population in which they have an interest (Creswell & Creswell, 2018:38). After determining the population of this study, the researcher selected the sample.

There are two sampling methods, namely probability sampling and non-probability sampling (Babbie, 2016:46). The probability sampling method is any technique used to choose a sample through random selection from a list containing the names of all the people in the population being studied (Babbie, 2016:46). Systematic random sampling, simple random sampling, cluster random sampling, multi-stage sampling and stratified sampling are examples of probability sampling (Babbie, 2016:46). Conversely, non-probability sampling is a sampling technique where samples are gathered in a process that does not give all the individuals in the population equal chances of being selected (Babbie, 2016:47). The major characteristic of non-probability sampling techniques is that samples are selected based on the researcher's subjective judgement rather than a random selection. Convenience sampling, snowball sampling, and purposive sampling are examples of non-probability sampling (Schutte & Steyn, 2015:26).

In this study, purposive sampling was used to select the sample for the study. "Purposive sampling is defined as deliberately selecting particular persons, events or setting for the important information they provide" (Martella, Nelson, Morgan &



Marchand-Martella, 2013:305). Purposive sampling is a sampling process used to pick a sample with a specific goal in mind (Schutte & Steyn, 2015:26). A purposive sample is considered the most useful or representative sample available (Babbie, 2016:48). The researcher thus used a purposive sampling method to intentionally select the participants who participated in this study and the sites where the research was conducted, with a specific purpose in mind. This implies that in this study, the researcher selected the sample according to her judgement about the most relevant, useful, or representative participants for the study. The sample ultimately consisted of three teachers from each of the four selected schools in Shiluvane Circuit at Mopani District, Limpopo Province. The schools were selected because they were quintile 1 schools. They start from grade 8 to grade 12 and had teachers with more than 22 years of teaching experience. Table 3.1 illustrates the sample size of the study and participants.

**Table 3.1: Sample size and research participants**

Participant	School	Gender	Qualifications	Teaching experience	Grade offered	Subjects offered
AA	A	M	D	27	9 and 10	Natural Sciences and Life Sciences
AB	A	M	D	26	8 and 9	Technology
AC	A	F	M	28	8, 9 and 10	Social Sciences and Geography
BA	B	M	H	25	10 and 11	Physical Sciences
BB	B	F	H	28	11 and 12	Agricultural Sciences
BC	B	F	M	27	11 and 12	Life Sciences
CA	C	F	H	26	10 and 11	Physical Sciences
CB	C	M	H	26	11 and 12	Agricultural Sciences

Participant	School	Gender	Qualifications	Teaching experience	Grade offered	Subjects offered
CC	C	F	M	27	9 and 10	Natural Sciences and Life Sciences
DA	D	M	D	27	8 and 9	Social Sciences
DB	D	F	M	27	10 and 11	Agricultural Sciences
DC	D	M	D	26	11 and 12	Life Sciences

The names of schools are represented by individual letters (A, B, C and D), while “AA” represents the first participant in school A, “AB” represents the second participant in school A, and participants’ qualifications are represented by the letters “D” (diploma), “H” (honours degree) and “M” (master’s degree). Additional details of the participants are provided in Chapter 4 of this study.

### 3.8 PILOT STUDY

The term ‘pilot study’ is described as limited-size research where the researcher uses a small sample that will not participate in the main study to investigate whether there is any bias in the research process (McMillan & Schumacher, 2017:490). According to Creswell and Creswell (2018:25), the function of a pilot study is to establish the trustworthiness of an instrument, improve questions and the question format, evaluate the research procedures, and gather data before the main study is conducted to enhance the quality of research.

All the procedures of the pilot study were similar to those of the main study. Three teachers from one school in Shiluvane Circuit were involved in the pilot study. At the end of the pilot study, the three teachers were asked to comment on the research questions. The researcher looked for any indication that the participants were uncomfortable or had any challenges answering the research questions. The interview questions were then reviewed, and a final interview schedule was designed.

### **3.9 DATA COLLECTION**

Data collection is described by Creswell and Creswell (2018:26) as the precise, systematic gathering of data that are relevant to the research sub-problems. Data are typically collected through focus group discussions, interviews, observation, case histories and narratives. In this study, telephonic interviews and audio-recorded observations were used to collect data from teachers.

#### **3.9.1 Interviews**

Individual telephonic interviews were conducted to collect data from teachers. Roulston (2014:304) defines an interview as a conversation with a purpose, and Creswell (2015:32) describes an interview as a method of gathering information that permits the researcher to ask participants questions. Moreover, according to Brynard and Hanekom (2015:18), an interview is a method that is used to collect data that permits the researcher to ask one or more participants open-ended or closed questions, and use an audio recorder to record their responses. In this study, the researcher preferred individual telephonic interviews because this method allowed her to collect detailed information and establish relationships with the participants.

There are typically two main categories of interviews in research, namely structured and unstructured interviews (Brynard & Hanekom, 2015:18). In structured interviews, the questions, order, wording, and sequence are similar and permanent for every participant, while in unstructured interviews, the interviewer is not forced to use a fixed framework, but is allowed to cover extensive ground on a given topic with the interviewee. An unstructured interview method was used in this study because it permitted the researcher to gather extensive data and probe when necessary.

An interview schedule (see Appendix H) was used to conduct interviews. An interview schedule is a list of questions that guide the interviewer through the interviews. An original interview schedule was used in this study, designed by the researcher; it was not adopted from other sources. The schedule offered a framework and sequence for the questions and helped to maintain some consistency across interviews with

different participants. The interview process was ultimately guided by the researcher, who listened and then rephrased what the interviewees said to verify their responses.

In this study, the interviews were intended to gather information on teachers' experiences, understandings and feelings about professional development and the implementation of CAPS in Shiluvane Circuit. Telephonic interviews were conducted after school hours to avoid disturbing the smooth running of the school. Twelve teachers from four secondary schools (three per school) were interviewed. The interviews involved asking the participants questions, audio recording the interviews, and writing the participants' responses down. The researcher also extensively probed the participants for deeper meaning and understanding of their responses. At the start of the interview, the researcher introduced the topic to the participant, asked a question, and then listened to the participant's responses.

The researcher obtained participants' permission to audio record the entire interview. This enabled the researcher to focus on the 'discussion' and to probe where necessary. The participants had an opportunity to talk freely while the researcher guided the discussion to ensure that all the questions were addressed. The researcher was flexible and allowed slight deviations from the topic, probed where necessary, and recorded the questions to maintain the flow of the conversation. Where the discussion warranted it, the researcher was also prepared to redirect some of the discussion and then returned to the interview guide to ensure that all issues or topics were addressed.

### **3.9.2 Observation**

Marvasti (2014:354) argues that observations educate the senses, calibrate judgement, pick out objects of scientific inquiry, and forge "thought collection". According to Ciesielska, Bostrom and Ohlander (2018:12), observation is a method of collecting data where the observer observes, evaluates, draws conclusions, and comments on interactions and relationships. The researcher obtained permission from each school's principal to get teachers' contact details and conduct an audio-recorded observation of their classroom interactions. Given the implications of Covid-19 in 2020, face-to-face interviews and classroom observations were not possible. Instead, the researcher used an audio recorder to 'observe' all teachers in their classrooms to

determine how they implemented the curriculum. An observation schedule (see Appendix G) was used. The researcher collected the audio recorders from the participants after they presented their lesson, compiled notes on how the curriculum was implemented in the classroom, and completed the observation schedule.

### **3.10 DATA ANALYSIS**

In every study, the data collected need to be analysed before it can be interpreted. According to Cohen, Manion, and Morrison (2013:738), “qualitative analysis involves organizing, accounting for or explaining the data, in short, making sense of the data in terms of participants’ definitions of the situation, noting patterns, themes, categories, and regularities”. Data analysis is thus a method of analysing and interpreting data to extract significance, gain understanding, and establish scientific knowledge (Pandey & Pandey, 2015:14).

The data review was completed one day after the data collection phase. This was done to ensure the researcher followed up on important issues that emerged during the interview. The purpose of data analysis was to describe the data clearly, identify what is typical of the data, bring to light differences, relationships, and other consistent patterns in the data, and ultimately answer research questions (McMillan & Schumacher, 2017:492).

The qualitative data that were obtained through telephonic interviews were analysed using the thematic data analysis method. Creswell (2015:33) describes thematic data analysis as a method that breaks down the data and organises it into a smaller unit. It reflects similarities and differences, connections, and relationships until a better understanding of the phenomenon is achieved. In this study, data analysis involved interpreting data by reflecting on it until a better understanding of what was meant was achieved. After the interviews and observations were transcribed, a general impression was obtained by the researcher reading all transcripts. Ideas about possible categories were noted in the margins as they came to the researcher, and similar topics were grouped together. A list of the topics was returned to the data and abbreviated as codes. The codes were written next to the appropriate segments of the text. The most descriptive wording for the topics was written and then turned into

themes or categories. Related topics were grouped to reduce the number of categories, interrelationships between categories were identified, and a final decision was taken on the abbreviation for each category. The data material belonging to each theme or category was assembled in one place, and a preliminary analysis was performed. Finally, the researcher started to interpret and report on the research findings.

### **3.11 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY**

The trustworthiness of the study refers to the degree of correspondence between the descriptions of the phenomenon and the realities of the world (McMillan & Schumacher, 2017:495). According to Creswell (2018:33), determining the correctness of the research information, discussing the generalisability of the study, and proposing the possibilities of replicating a study are regarded as scientific evidence of scholarly research. In every study, the researcher achieves these processes by establishing the trustworthiness of their research. Conversely, the term 'credibility' is described as the degree of correspondence between the realities of the world and explanations of the phenomenon (McMillan & Schumacher, 2017:496). Credibility criteria focus on presenting qualitative research findings that are believable or credible from the research participants' perspective. In this study, the credibility of data was enhanced by the researcher obtaining data using various data collection instruments.

As stated, researchers use different criteria to ensure the trustworthiness and credibility of their research. In this study, the researcher used the following methods to ensure the trustworthiness and credibility of the qualitative data:

#### **3.11.1 A heterogeneous sample**

In this study, the researcher ensured the study's trustworthiness and credibility by using a heterogeneous sample. A heterogeneous sample is a sample that is not uniform in composition (Creswell & Creswell, 2018:31). This study's heterogeneous sample consisted of male and female participants.

### **3.11.2 Mechanical recording of data**

In this study, the researcher ensured the findings' credibility by recording individual telephonic interviews. The researcher thus used an audio recorder to provide genuine and complete records of the data collected through interviews.

### **3.11.3 Participant review (member-checking)**

Participant review or member-checking refers to participants' verification that the findings reflect their views through casual conversations in an informal setting (Schutte & Steyn, 2015:45). According to Schutte and Steyn (2015:45), member-checking is the most significant process to bolster the study's credibility. In this study, member-checking was conducted 'on the spot' during telephonic interviews and after the data collection process to give participants feedback on preliminary findings and the researcher's interpretations of the findings. The researcher played the audio recording and asked the participant to listen and check whether the recorded data matched what they intended to communicate. The participants were allowed to change or amend their statements.

### **3.11.4 Promotion of honesty**

In this study, the researcher promoted the honesty of the study by allowing the participants to deny or accept the invitation to participate. This process ensured that the provision of data would only involve the people who were genuinely willing to take part and prepared to offer data freely.

### **3.11.5 Transferability**

'Transferability' refers to the extent to which qualitative study findings can be applied to different situations or environments with different participants (Korstjens & Moser, 2018:122). The results of qualitative research can be transferred to other contexts or settings with other participants. In qualitative research, transferability is the primary responsibility of the person who is responsible for generalising the findings (Korstjens & Moser, 2018:122). In this study, the researcher promoted the transferability of the

findings by thoroughly clarifying the research context and assumptions that were central to this study. The researcher also provided a thick description of the study and its findings.

### **3.11.6 Dependability**

Dependability refers to the quality of being trustworthy and reliable. Dependability also guarantees that the research results are consistent (Korstjens & Moser, 2018:122). The researcher ensured the study's credibility by ensuring its dependability. This was facilitated by the researcher using an effective and reliable method of data collection, data analysis, audio recording and transcribing the interviews.

### **3.11.7 Confirmability**

Confirmability is described as the degree to which the results or findings can be corroborated or confirmed by other researchers (Korstjens & Moser, 2018:122). Confirmability is based on the acceptance that no research is objective. It is also concerned with demonstrating that interpretations of the results are derived from the data and not fabricated by the researcher (Korstjens & Moser, 2018:122). During this study, the researcher implemented various procedures to check and recheck the data throughout the study. At the end of the study, the researcher conducted a data audit that examined the data collection and analysis procedures and made judgements about the potential for bias or distortion.

## **3.12 ETHICAL CONSIDERATIONS**

The concept 'ethics' or 'ethical' refers to the moral guidelines and standards that every researcher uses in evaluating their conduct during the research process (Babbie, 2016). In this study, the researcher complied with the following important ethical standards, as described by Babbie (2016:36), Creswell (2015:74) and McMillan and Schumacher (2017:492):



### **3.12.1 Obtaining permission to conduct the study**

After the research proposal was approved, the researcher applied for ethical clearance from the Research Ethics Committee of the University of South Africa (see Appendix A). The researcher then wrote a letter to the Head of Department, Limpopo Province Department of Education to request permission to conduct the study in Shiluvane Circuit (see Appendix B). Thereafter, the researcher wrote letters to the circuit manager and principals of the selected schools to outline the purpose and procedures of the study, and to request their permission to conduct the study in their selected schools (see Appendix C & D).

### **3.12.2 Voluntary participation**

The ethical standards of research are also guaranteed by ensuring voluntary participation in the study (Babbie, 2016:36). In this study, potential participants were informed that they were free to decide whether to participate, and they had sufficient time to decide whether they wanted to participate in the study. The researcher also informed the participants that they were free to terminate their participation at any time without any consequences.

### **3.12.3 Informed consent**

According to Babbie (2016:36), all researchers should ensure there is informed consent from all their participants. To guarantee participants' informed consent in this study, the researcher contacted all the prospective participants to discuss the research project and provided them with complete information on all aspects of the study. The researcher also informed the participants about the purpose and importance of the study, and the advantages of participating in the study. Informed consent was obtained from participants in writing and telephonically.

### **3.12.4 Plagiarism**

The ethics of this study were ensured by avoiding plagiarism. The term 'plagiarism' means "not giving credit to a source of an idea or writing" (MacMillan & Schumacher,

2017:492). This definition implies that plagiarism means stealing another person's ideas or thoughts and representing them as your own. Plagiarism is a serious offence that is equated to stealing; even if you did not do so intentionally, it could result in research being discarded (Nixon, 2018:01). The researcher did everything possible to avoid plagiarism by acknowledging all the materials used in this study. The researcher also avoided plagiarism by quoting, paraphrasing, proofreading, citing, or duly acknowledging all the sources used in the study. Moreover, the researcher ran all the chapters of the dissertation through a plagiarism programme called "*Turnitin.com*", as a preventative measure to ensure there was no unauthorised copying of an author's work (see Appendix J).

### **3.12.5 Right to privacy (confidentiality)**

In this study, the participants' privacy and confidentiality were guaranteed by not disclosing their names to outsiders, where it might have had embarrassing or damaging consequences (Creswell & Creswell, 2018:42). The researcher also ensured that all the information collected during the interviews was kept in a safe place. Hard copies were stored in a locked cabinet, and the data were destroyed after the completion of the study. All electronic data were stored on a computer requiring password access.

### **3.12.6 Minimisation of risk to participants**

The ethical standards of this study were safeguarded by the minimisation of risk to participants. The term 'risk' refers to the probability of harm (physical, psychological, social, legal, or economic), which occurs as a result of participation in a research study (Creswell, 2015:75). The risks to participants typically include potential embarrassment, loss of employment, or criminal prosecution (Creswell, 2015:75). No participant was exposed to any risk, danger, discomfort, emotional stress, or humiliation by participating in this study. This was ensured by the researcher identifying the risks associated with the study, determining how possible risks could be minimised to the fullest extent, and explaining the entire research process to all the participants. The research was also conducted after working hours to avoid interference or interruption to the participants' work.

### **3.12.7 Avoiding deceptive practice**

When participants are misled or given inaccurate information about the researcher's goal, this is referred to as deception (Creswell, 2015:75). In this study, the participants were not deceived regarding the nature of the study, and they were encouraged to be honest throughout the data collection process.

### **3.12.8 Providing the right to withdraw**

The right to withdraw reflects a participant's right to end their participation in the study at will (Babbie, 2016:37). This definition means that any research participant is allowed to terminate their participation before the end of the study without consequences. In this study, the participants were informed that they were free to terminate their participation at any stage of the research process without consequences.

## **3.13 DELIMITATIONS OF THE STUDY**

During the design of this study, the researcher considered the following limitations that were caused by a lack of time and financial constraints.

### **3.13.1 The study was limited to one district**

There are five districts in Limpopo Province, namely Capricorn, Mopani, Sekhukhune, Vhembe and Waterberg. Due to a lack of time and financial constraints, this study was limited to one district in Limpopo Province, namely the Mopani District.

### **3.13.2 The study was limited to one district and one circuit**

There are 29 circuit offices in Mopani District, but all the research participants were specifically selected from the Shiluvane Circuit.

### **3.13.3 The study was limited to four secondary schools**

There are nine secondary schools in Shiluvane Circuit, Mopani District in Limpopo Province; this study was limited to four secondary schools, and no primary schools were sampled. The study focused on level one teachers, excluding other stakeholders, and the participants were those who experienced different curriculum changes, especially those with over 22 years' experience in the teaching field.

Despite these limitations, the researcher believes this study's findings could help to improve professional development and the implementation of CAPS in schools.

### **3.14 CHAPTER SUMMARY**

Chapter 3 provided a detailed description and analysis of the research design and methodology of this study. The chapter included the research questions, research paradigm, research design, research approach, study population and sampling, and the pilot study procedure. Data collection, the analysis of data, trustworthiness and credibility of the study, ethical considerations, and delimitations of the study were also included. The presentation, analysis, and interpretation of the research findings are provided in Chapter 4.

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF DATA**

### **4.1 INTRODUCTION**

The primary aim of this study was to explore teachers' experiences and professional development in implementing CAPS in Shiluvane Circuit. Chapter 3 provided a detailed description and analysis of the research design and methodology of this study. It also included a description of the research paradigm, research design, research approach, population and sampling, collection of data, and data analysis. This chapter aims to present the analysis and interpretation of the data collected through interviews and observations.

### **4.2 OVERVIEW REPORT OF DATA GATHERING PROCESS**

This section presents an overview of the data collection process. The overview includes the sampled schools and participants' biographical information and the analysis of data collected through telephonic interviews and observations.

#### **4.2.1 Biographical information of the school and the participants**

Table 4.1 illustrates the codes used in this study to identify the schools and the participants; the researcher used codes to protect the participants' anonymity. The participants' age, gender, qualifications, teaching experience, grade, and subject are also included. Names of schools are represented by single letters (A, B, C and D), while "AA" represents the first participant in school A, "AB" represents the second participant in school A. Participants' qualifications are represented by the letters "D", "H" and "M" for diploma, honours degree and master's degree, respectively.

**Table 4.1: Biographical information of the schools and participants**

Participant	Age	School	Gender	Qualifications	Teaching experience	Grade offered	Subjects offered
AA	45	A	M	D	27	9 and 10	Natural Sciences and Life Sciences
AB	47	A	M	D	26	8 and 9	Technology
AC	44	A	F	M	28	8, 9 and 10	Social Sciences and Geography
BA	50	B	M	H	25	10 and 11	Physical Sciences
BB	53	B	F	H	28	11 and 12	Agricultural Sciences
BC	46	B	F	M	27	11 and 12	Life Sciences
CA	44	C	F	H	26	10 and 11	Physical Sciences
CB	51	C	M	H	26	11 and 12	Agricultural Sciences
CC	44	C	F	M	27	9 and 10	Natural Sciences and Life Sciences
DA	52	D	M	D	27	8 and 9	Social Sciences
DB	43	D	F	M	27	10 and 11	Agricultural Sciences
DC	48	D	M	D	26	11 and 12	Life Sciences

#### **4.2.2 Analysis of data collected through interviews**

In this section, the data collected through individual interviews are presented, analysed, and interpreted as discussed in Chapter 3 (*cf.* 3.2–3.6). A total of 12 teachers from four secondary schools in Shiluvane Circuit, Mopani District in Limpopo Province were interviewed by the researcher (*cf.* 3.3). The letters AA to DC represent the teachers who took part in the study. This complies with the ethical considerations that the names of all the participants and their places of work will not be revealed in the study.

The thematic data analysis method was used to analyse the data (*cf.* 3.6). The method breaks down the entire data set and organises it into a smaller unit, reflecting similarities and differences, connections, and relationships until a better understanding of what is studied is achieved (Creswell & Creswell, 2018:33).

In this study, data analysis involved interpreting the findings by reflecting on the data until a better understanding of what was meant was achieved. After the transcription of the interviews, a general impression was observed when the researcher reread all transcripts. Ideas about possible categories were jotted into margins as they came to the researcher's mind, and similar topics were grouped together. A list of the topics was returned to the data and abbreviated as codes. The codes were written next to the appropriate segments of the text. The most descriptive wording for the topics was selected and then turned into themes or categories. Related topics were grouped to reduce the number of categories. Interrelationships between categories were identified, and a final decision was taken on the abbreviation for each category. The data material belonging to each theme or category was assembled in one place, and a preliminary analysis was done.

The researcher used the following research sub-questions and research objectives in the study.

### **Research sub-questions**

- What is the curriculum advisors' responsibility towards teachers' professional development?
- What is the departmental heads' responsibility towards teachers' professional development?
- What is the principal and the departmental heads' responsibility in the implementation of CAPS?
- What is the teachers' responsibility in the implementation of CAPS?
- What are the challenges experienced by teachers in the implementation of CAPS?
- What is the impact of LTSMs on the implementation of CAPS?
- Which strategies can be implemented to enhance the implementation of CAPS?

### **Research objectives**

- To explore curriculum advisors' responsibility towards teachers' professional development.
- To explore departmental heads' responsibility towards teachers' professional development.
- To explore the principal and the departmental heads' responsibility in the implementation of CAPS.
- To explore the teachers' responsibility in the implementation of CAPS
- To reveal the challenges experienced by teachers in the implementation of CAPS.
- To identify the impact of LTSMs on the implementation of CAPS.
- To recommend the strategies that can be implemented to enhance the implementation of CAPS.

The responses to the interview questions were categorised into the following seven main themes and sub-themes: the curriculum advisors' responsibility towards teachers' professional development; the departmental heads' responsibility towards teachers' professional development; principal and the departmental heads' responsibility in the implementation of CAPS; teachers' responsibility in the implementation of CAPS; the challenges experienced by teachers in the



implementation of CAPS; the impact of LTSMs in the implementation of CAPS; and the strategies that can be implemented to enhance the implementation of CAPS.

### 4.3 DISCUSSION OF THEMES AND SUB-THEMES

As stated, the researcher used the thematic data analysis method to identify, examine and record patterns or themes in data provided by the participants. The themes are patterns found throughout the data set, and they are important to the description of the phenomenon and are linked to a specific research question. The themes become the categories of the analysis. Thematic analysis was performed throughout the process of coding to establish meaningful patterns. Coding entailed the researcher familiarising herself with the data, generating initial codes, reviewing themes, defining and naming themes, and producing the final report.

**Table 4.2: Themes and sub-themes**

Themes	Sub-themes
1. Curriculum advisors' responsibility towards teachers' professional development	<ul style="list-style-type: none"> <li>• Conduct workshops to train teachers in designing year plans and lesson plans</li> <li>• Conduct workshops to train teachers in effective teaching and assessment methods</li> </ul>
2. Departmental heads' responsibility towards teachers' professional development	<ul style="list-style-type: none"> <li>• Train teachers to design year plans and lesson plans</li> <li>• Train teachers about effective teaching and assessment methods</li> <li>• Conduct class visits</li> </ul>
3. The principal and the departmental heads' responsibility in the implementation of CAPS	<ul style="list-style-type: none"> <li>• Monitor the work of the teachers and the learners</li> <li>• Promote teachers' professional development</li> </ul>
4. The teachers' responsibility in the implementation of CAPS	<ul style="list-style-type: none"> <li>• Attend workshops and meetings</li> <li>• Design year plans and lesson plans</li> </ul>

Themes	Sub-themes
	<ul style="list-style-type: none"> <li>• Effectively teach and assess learners</li> </ul>
<p>5. The challenges experienced by teachers in the implementation of CAPS</p>	<ul style="list-style-type: none"> <li>• The complexity of the curriculum</li> <li>• Lack of resources</li> <li>• Lack of professional development of teachers</li> <li>• Too much work for the teachers and the learners</li> </ul>
<p>6. The impact of LTSMs on the implementation of CAPS</p>	<ul style="list-style-type: none"> <li>• LTSMs assist teachers in teaching effectively</li> <li>• LTSMs help learners understand the subject matter</li> </ul>
<p>7. The strategies that can be implemented to enhance the implementation of CAPS</p>	<ul style="list-style-type: none"> <li>• Regular professional development conducted by the curriculum advisor and departmental head</li> <li>• Ensuring sufficient resources are available</li> <li>• The curriculum advisor and the departmental head monitor teaching</li> <li>• The use of effective teaching and assessment methods</li> </ul>

The above themes and sub-themes are discussed in detail in the sections that follow.

#### **4.3.1 Theme 1: Curriculum advisors' responsibility towards teachers' professional development**

This theme was established using the thematic data analysis method, which is the most commonly used type of analysis in qualitative research. A question was posed to the participants about the responsibility of the curriculum advisors in terms of teachers' professional development.

An analysis of the data revealed two sub-themes: curriculum advisors are responsible for training teachers in designing year plans and lesson plans, and training teachers about effective teaching and assessment methods.

#### **4.3.1.1 Sub-theme 1.1: Conduct workshops to train teachers in designing year plans and lesson plans**

The study revealed that participants AA–DB felt curriculum advisors are responsible for training teachers to design year plans and lesson plans to effectively implement CAPS in the classrooms. This finding was confirmed by participant AA, who indicated curriculum advisors should conduct workshops to equip teachers with the necessary knowledge and skills to design an effective year plan and lesson plans for implementing CAPS. Participant AA explained: *“Yes the curriculum advisor conducts workshops that assist us very much. We all attend the workshops once per term. The curriculum advisor is responsible for making us understand CAPS. The curriculum advisors teach us to design the year plan and daily lesson plans.”*

Participant AB supported this view that the curriculum advisor is responsible for preparing teachers to implement CAPS by conducting workshops. According to participant AB, the curriculum advisor conducts workshops to train teachers to design lesson plans according to the objectives of each lesson. Participant AB said: *“The curriculum advisors train us about the implementation of CAPS or effective teaching of learners. They conduct workshops of teachers once per term to improve teaching and learning in schools. The training conducted by the curriculum advisor is assisting me every day. Now I can design lesson plans in my subject before I start teaching. Now I can teach my lessons according to the objectives of each lesson. The curriculum advisor made me understand how to create and implement the objectives of the lessons.”*

Teachers’ training and the principal’s responsibility in this regard was similarly emphasised by participant AC, who asserted that the curriculum advisor trains teachers from a particular subject to design a year plan and lesson plans. Participant AC said, *“The curriculum advisor comes to the circuit only once per year to train the teachers of that subject how to design year plan and lesson plans, how to prepare*

*practical work and how to assess the learners.” Teachers’ training by curriculum advisors – in designing year plans and lesson plans – was also supported by participant BA. In his own words, participant BA responded as follows: “Our curriculum advisor comes to the circuit to conduct a workshop or train us in teaching our subject. The curriculum advisor teaches us how to do a year plan and lesson plans.”*

Participant BB agreed that it is the curriculum advisor’s responsibility to prepare the teachers to implement CAPS by conducting workshops. Participant BB shared: “*The curriculum advisor conducts workshops in the circuit to prepare teachers to implement CAPS. Subject teachers attend the workshops. The curriculum advisor trains teachers about making year plans and lesson plans.*” In support, participant BC said: “*In our circuit, the curriculum advisor is the main instructional leader who is responsible for equipping teachers with the knowledge and skills of implementing CAPS. The curriculum advisor conducts workshops but, in our subject, he conducts only one workshop per year. He trains teachers about effective year plans and lesson plans.*”

Similarly, participant CA shared that the curriculum advisor has to conduct workshops to prepare teachers to implement CAPS by designing effective year plans and lesson plans. Participant CA explained: “*Workshops are conducted at the circuit level and not at the school level by our curriculum advisor. In the workshop, he trains us about making year plans and lesson plans.*” The curriculum advisor’s duty to equip teachers with appropriate knowledge in designing annual plans and lesson plans for a particular subject was also confirmed by participant CB. In his own words, he responded: “*Our curriculum advisor is conducting workshops for all teachers of a specific subject in the circuit. In the workshop, he equips us with the knowledge and skills to implement CAPS. He teaches us how to make annual plans for the subject and daily lesson plans.*”

Appropriate teachers’ training, to equip them with the relevant knowledge in designing lesson plans to implement CAPS, was also mentioned by participant CC. Participant CC emphasised this function as follows: “*The curriculum advisors train teachers about making daily lesson plans. They conduct workshops of teachers once per year to enhance teaching and learning in schools.*” Moreover, according to participant DA, the curriculum advisors must equip teachers with the necessary knowledge and skills to

teach a particular subject: *“The curriculum advisor of my subject is responsible for providing teachers with the necessary knowledge and skills that will enable them to implement CAPS. The curriculum advisor achieves this by conducting workshops but in our circuit, he conducts only one workshop per year. In the workshop, the curriculum advisor explained how to prepare for teaching by making a year plan.”*

The curriculum advisor’s duty in providing teachers with the necessary knowledge and skills to design a year plan and lesson plans to facilitate the implementation of CAPS was similarly confirmed by participant DB, stating: *“The curriculum advisor of my subject conducts workshops in the circuits to prepare teachers to implement CAPS effectively. The workshops are useful because we learn how to design lesson plans and annual plans.”*

#### **4.3.1.2 Sub-theme 1.2: Conduct workshops to train teachers in effective teaching and assessment methods**

An analysis of this sub-theme revealed that curriculum advisors are responsible for training teachers on effective teaching and assessment methods. This finding was confirmed by participant AA, who reported the curriculum advisor conducts workshops to teach them about the relevant teaching and assessment methods of their subject. Participant AA responded: *“In the workshop, we ask many questions to be clarified about teaching strategies and how to support learners and we get information from the curriculum advisor, which assists us in teaching and guiding the learners to understand the subjects.”* This view was also supported by participant AC, who emphasised that the curriculum advisor trains them to use different teaching methods when they implement CAPS: *“In our circuit, the responsibility of the curriculum advisor is to train us how to use the CAPS document theoretically and not practically. The curriculum advisor comes to the circuit to train teachers of that subject only once per year. In the training session, the curriculum advisor teaches us different teaching methods.”*

Participant BA similarly supported the view that the curriculum advisor trains teachers in effective teaching methods that should be used to implement CAPS. In his own words, participant BA said: *“Our curriculum advisor come to the circuit to conduct a*

*workshop or train us in teaching our subject. The curriculum advisor teaches us the methods that we must use to teach CAPS content and how to prepare practical work. In the workshop, we also learn different methods that we can use to assess the learners according to the lesson objectives.”*

Participant BB agreed and responded that: *“The curriculum advisor conducts workshops in the circuit to prepare teachers to implement CAPS. The curriculum advisor trains teachers about teaching methods, formal and informal assessment and formative and summative assessments.”* Participant BC also confirmed that the curriculum advisor informs teachers about the use of effective teaching methods in the implementation of CAPS: *“The curriculum advisor conducts workshops but, in our subject, he conducts only one workshop per year. He trains us about effective teaching methods that we must use to implement CAPS, practical activities, and assessment methods.”*

The fact that teachers were receiving training in workshops conducted by the curriculum advisor was also supported by participant CA. Participant CA responded as follows: *“Workshops are conducted at the circuit level and not at the school level by our curriculum advisor. In the workshop, he trains us about various teaching methods that we must use when we implement CAPS, how to involve learners, and how to assess the work of the learners. This year he came only once but we still need him. What we have learned in the workshop is the implementation of CAPS in the classrooms.”*

In support, participant CB said: *“In the workshop, he equips us with the knowledge and skills to implement CAPS. We also go through the headings of content to be taught. He shows us the teaching methods and assessment methods that we must use to implement CAPS effectively.”* The curriculum advisor’s role in teacher training was also mentioned by participant CC, who emphasised that the curriculum advisor informs teachers about effective methods of teaching CAPS in the classrooms: *“The curriculum advisors are responsible for training teachers in effective teaching of learners. They conduct workshops of teachers once per year to improve teaching and learning in schools. They train the teachers about the methods that must be used to teach learners and how learners must be assessed.”*

According to participant DA: *“In the workshop, the curriculum advisor explained how to prepare for teaching. The curriculum advisor explained the teaching methods that must be used to implement CAPS effectively. He emphasized that teachers should avoid using the lecture method of teaching because the learners become passive. Instead, he recommended teaching methods that always engage the learners such as discussions, group work and doing practical work. He explained that learners must be assessed during and after teaching to explore whether the learners understood the subject matter. The curriculum advisor has an important role to play in implementing CAPS.”*

Participant DB agreed that curriculum advisors train teachers in effective teaching methods when implementing CAPS. In her own words, she shared: *“The curriculum advisor of my subject conducts workshops in the circuits to prepare the teachers to implement CAPS effectively. In the workshops, the curriculum advisor informs us about the best teaching methods in the subject and also the best methods of assessing the learners.”* Participant DC similarly agreed and mentioned: *“In our schools the curriculum advisor empower teachers with the knowledge and skills to implement CAPS successfully. The curriculum advisor conducts professional development where he trains us to use effective methods to teach our learners and how we must assess our learners during teaching and after teaching. The curriculum advisor also focuses on the clarification of the content that we must teach the learners.”*

#### **4.3.2 Theme 2: Departmental heads’ responsibility towards teachers’ professional development**

The participants were asked to share their views on departmental heads’ responsibility in terms of teachers’ professional development. An analysis of responses to the question revealed three sub-themes, namely to conduct workshops to train teachers about designing year plans and lesson plans; conduct workshops to train teachers about effective teaching and assessment methods; and conduct class visits.

#### 4.3.2.1 Sub-theme 2.1: Train teachers to design year plans and lesson plans

The findings revealed that the departmental head is responsible for conducting workshops to train teachers to design year plans and lesson plans. This claim was supported by participant AA, who asserted that the departmental head invites teachers to a meeting where they are trained to design year plans and lesson plans. Participant AA responded: *“The departmental head conducts professional development sessions about once per term. At the beginning of the year, she convenes a meeting to train us to design a year plan and lesson plans. I can design weekly lesson plans because of her assistance. If I experience any problem while I am teaching, I always consult her.”* In support, participant AC emphasised that the departmental head conducts only one professional development session per year where they are trained in designing year plans and lesson plans, as well as teaching and assessment methods. Participant AC explained: *“The departmental head of my subject conducts professional development only once a year. He focuses mainly on training us to design effective year plans and lesson plans and effective teaching methods and assessment methods. The departmental head also focuses on monitoring us to see how we implement CAPS, by checking our lesson plans and assisting us where it is necessary. The departmental head tries to resolve most of our challenges but he is also having some challenges with the implementation of CAPS. His advice assists me to teach my learners effectively because they understand my lessons.”*

Participant BA also mentioned departmental heads have a duty to train teachers to design year plans and lesson plans. Participant BA responded to the question as follows: *“Our departmental head conducts only one brief professional development session per year to train us on how to implement CAPS. Our departmental head explained to us how to make a year plan and weekly lesson plans. He also convenes meetings once per month to discuss the challenges that we experience in the implementation of CAPS.”* In agreement, participant BB shared: *“In our school the departmental head is responsible for assisting the teachers to implement CAPS. Our departmental head trains us on how to do lesson plans.”*

Participant BC also emphasised that the departmental head has to train teachers to design lesson and year plans, and inform them of effective teaching and assessments



methods. Participant BC also indicated that the departmental head conducts class visits to monitor the implementation of CAPS: *“The departmental head is also an instructional leader who is responsible for preparing teachers to implement CAPS effectively. My departmental head conducts one workshop per year and monthly meetings to guide teachers to implement CAPS correctly. In the workshop, the departmental head teaches us to create annual plans and weekly lesson plans. He also checks our lesson plans as well as the work of the learners. The departmental head also conducts class visits to see how we follow his advice.”*

According to participant CA, the departmental head is responsible for supporting teachers to implement CAPS. Contrary to the other participants, participant CA indicated that the departmental head only trains teachers to design lesson plans and year plans: *“In our school, I have the departmental head of my subject. She conducts one workshop per year where she trains us on how to teach our subject. She trains us about making a year plan for the subject and how to use the year plan to make weekly lesson plans. Now I am very clear about how to make a year plan and lesson plans.”*

According to participant CB, the departmental head focused on the headings of the learning content, weekly lesson plans, practical teaching methods, and assessment methods. Participant CB explained: *“I am fortunate to have a lady as my departmental head because she is passionate, dedicated and cooperative to assist us to implement CAPS. She conducts a workshop at the beginning of the year. She focused mainly on the headings of the content to ensure that we understand what we teach. We also discussed about making lesson plans for the whole week.”*

Participant CC confirmed that the departmental head has to prepare teachers to implement CAPS. According to this participant, the departmental head trains them to design weekly lesson plans, use various methods to implement CAPS, and assess learners. Unlike other participants, participant CC added that the departmental head trains them on how to use teaching and learning resources to implement CAPS effectively. In her own words, participant CC said: *“Our departmental head trains us in the implementation of CAPS. She trains us on how to make lesson plans for the whole week. We also learn how to use teaching and learning resources and also how to assess the learners.”*

According to participant DA, the departmental head is responsible for conducting workshops to train teachers in designing year plans and lesson plans, informing the teachers about effective teaching methods, such as group work and assessment methods, and instructing them how to create a question paper. Participant DA responded: *“The responsibility of the departmental head of my subject is to train the teachers to implement CAPS properly. This year, the departmental head conducted a workshop where he showed us how to make a year plan and lesson plans.”* The departmental head’s duty to training teachers to prepare them for CAPS implementation was similarly supported by participant DB, who claimed the departmental head conducts workshops and meetings to train them to design lesson plans and discuss their challenges. Participant DB said: *“The departmental head of my subject is my instructional leader who prepares me for effective implementation of CAPS. The departmental head conducts one workshop per year to train us about making lesson plans. The departmental head also convenes meetings to discuss our challenges. If I have any problem, I consult my departmental head to get assistance.”*

#### **4.3.2.2 Sub-theme 2.2: Train teachers about effective teaching and assessment methods**

The findings revealed that the departmental head is responsible for facilitating teachers’ professional development. In this capacity, they train teachers about effective teaching and assessment methods. This finding was supported by participant AA, who indicated that the departmental head trains teachers about using various teaching methods to teach learners effectively. In her own words, participant AA said: *“She also train us how to use different methods of teaching the learners. In the workshops, she encourages us to engage in discussions about how to teach the learners effectively.”*

Participant AC also stated that the departmental head is responsible for conducting workshops to train teachers in effective teaching methods: *“The departmental head focuses mainly on training us to design effective teaching methods and assessment methods. His advice assists me to teach my learners effectively because they understand my lessons.”*

Participant BB agreed, and claimed the departmental head also informs teachers how to use various assessment methods to assess learners. Participant BB explained: *“The departmental head invites us to monthly meetings to train us about the teaching methods of CAPS. The departmental head also trains us about the assessment methods, for example, formative, summative, formal and informal assessment method.”* In support, participant BC confirmed that the departmental head is responsible for training teachers in the effective teaching and assessment methods they must use when implementing CAPS. Participant BC responded briefly as follows: *“In the workshop, the departmental head teaches us about teaching methods and assessment methods that we must use when we implement CAPS.”*

According to participant CA, the departmental head *“conducts workshops in January each year. We also discussed about practical teaching methods and assessment methods.”* Participant CC similarly emphasised the departmental head’s responsibility in promoting professional development; this was discussed in relation to teachers’ empowerment to use effective teaching methods to teach and assess learners. Participant CC said: *“In the workshop, we also learn about the different methods that we must use to implement CAPS effectively, how to use teaching and learning resources, and also how to assess the learners.”* Participant DA agreed and provided the following response: *“In the workshop, he also clarified about the best teaching methods that ensure that learners participate in the lesson to understand what they are learning. One of those methods is group work. He also explained how to use different methods to assess learners. He also explained how to compile an effective question paper.”*

Participant DC also mentioned that the departmental head is responsible for training teachers to use effective teaching and assessment methods to implement CAPS. Participant DC reported: *“The departmental head in our school is working very hard to provide us with the necessary knowledge of CAPS. He conducts workshops where he teaches us about preparing to implement CAPS and explaining the teaching methods and assessment methods that we must use to implement CAPS successfully.”*

#### **4.3.2.3 Sub-theme 2.3: Conduct class visits**

The findings revealed that the departmental head also conducts class visits to monitor the implementation of CAPS in the classrooms. This finding was confirmed by participant AB. She said: *“Our departmental head is assisting us every day but she is not conducting professional development sessions. She convenes a meeting once a month to ask us if we have challenges. She tries to resolve most of the challenges but she is also having some challenges with the implementation of CAPS. She focuses mainly on monitoring us to see how we implement CAPS, by conducting class visits. I always implement his advises and it assists me to teach my learners effectively because they understand my lessons.”* This finding was also supported by participant BC who similarly emphasised that the departmental head conducts class visits to monitor how they implement CAPS: *“The departmental head also conduct class visits to see how we follow his advice and this year he conducted only one class visit for me.”*

#### **4.3.3 Theme 3: The principal and the departmental heads’ responsibility in the implementation of CAPS**

The participants were asked about their views on the principal and the departmental heads’ responsibility in implementing CAPS. The analysis of the research findings produced two sub-themes, namely; monitoring the work of the teachers and learners; and promoting professional development.

##### **4.3.3.1 Sub-theme 3.1: Monitor the work of the teachers and the learners**

This sub-theme emerged from theme 3, which focused on the principal and the departmental head monitoring teachers’ and learners’ work by conducting class visits. The findings revealed that the principal and the departmental head are responsible for regularly checking on the work of teachers and learners during class visits. Participant AA responded as follows: *“In our school, the principal assist teachers in the implementation of CAPS checking their work and the work of learners and also conducting class visits. The departmental head is responsible for monitoring the implementation of CAPS by checking lesson plans and the work of learners and*

*sometimes conducts class visits.*” Participant AB supported this finding by emphasising that the principal and the departmental head are responsible for monitoring the implementation of CAPS, as well as teachers’ and learners’ work.

Participant AB said: *“Generally our principal is responsible for assisting us in the implementation of CAPS by monitoring us. The principal only focuses on administration and checking if teachers attend classes. The principal also conducts class visits from some teachers. The responsibility of the departmental head of my subject is to check my work, the work of learners, and lesson plans and sometimes conduct class visits.”* Participant AC agreed that the monitoring of the work of teachers and learners is the principal and the departmental head’s duty in the implementation of CAPS. Participant AC said: *“The principal of our school assists us in the implementation of CAPS by conducting class visits and monitoring the work of teachers. The responsibility of our departmental head is to monitor our work by checking our lesson plans and the work of learners and conducting class visits.”*

This finding was also confirmed by participant DA, who asserted that the principal and the departmental head are responsible for monitoring the work of teachers and the learners: *“In our school, the principal is responsible for ensuring effective implementation of the CAPS because he is the instructional leader and SMT [school management team] head. The principal works with the SMT to formulate rules and regulations that must be followed by teachers when they implement CAPS. The principal also monitors the implementation of CAPS by conducting class visits from some teachers. In our school, the departmental heads are also instructional leaders of the school. The departmental heads are the leaders of a department which may consist of one or two subjects. The departmental heads also make regulations that must be followed by teachers in that department. The departmental heads are responsible for monitoring the implementation of CAPS by conducting class visits, checking annual plans, lesson plans and assessments.”*

In support, participant BB said: *“The principal and the departmental head are always monitoring how we implement CAPS. They are supporting teachers in all subjects, by formulating subject policies, checking their lesson plans, learners’ books and conducting class visits. They also assist the teachers who have problems in*

*implementing CAPS. They also check if teachers are applying assessment methods such as formative, summative, formal and informal assessments correctly.*” Participant BC also shared that the monitoring of teachers’ and learners’ work is a duty of both the principal and the departmental heads. In this regard, participant BC explained: *“The responsibility of the principal and the departmental head is to monitor the implementation of CAPS. They always check the lesson plans and conducting class visits to make sure that teachers are using relevant teaching methods and teaching resources to teach the lessons.”*

According to participant CA, the principal and the departmental head have a duty to support teachers in implementing CAPS, conduct class visits, check lesson plans and learners’ work. In her own words, she responded as follows: *“The principal and the departmental head are our leaders who assist us to implement CAPS. The principal conducts class visits of some teachers to see how we teach. He also checks the lesson plans of some teachers and the work books of our learners. However, she does not have sufficient time to assist us because she is also teaching. What I can conclude about them is that they try to assist us to implement CAPS.”*

Participant CB emphasised that only the principal is responsible for monitoring the work of teachers and learners, while the departmental head should help teachers understand subject content and resolve their challenges. Participant CB said: *“In our school, the principal and the departmental head are very much dedicated, effective and helpful. They have shown a great understanding of CAPS, and that is giving us enough courage. The principal focuses on monitoring our work while the departmental head focuses on assisting us to implement CAPS effectively. She assists us to understand the headings of content that we must teach. She also convenes one meeting per term to discuss the challenges that we experience when we implement CAPS in the classes.”* Moreover, the monitoring of the work of teachers and learners was also confirmed by participant CC, who stated: *“The principal and the departmental head of our school, are working very hard and committed to their work. The principal monitors the teachers in the implementation of CAPS by checking lesson plans and learners’ workbooks and sometimes conduct class visits. Our departmental head also checks our year plans and lesson plans, learners’ books, and sometimes conduct*

*class visits. She also invites us to the meetings once per term to discuss our challenges.”*

Participant DA also supported the stance that monitoring is a primary duty of the principal and the departmental head. She emphasised that the principal and the departmental head are both responsible for monitoring the work of teachers and learners and assisting them, but the principals are also responsible for conducting class visits, designing a budget for the purchasing of support materials, and inviting curriculum advisors to conduct workshops. Participant DA said: *“The principal and the departmental head controls the implementation of CAPS. The principal moderates’ activities before and after writing, help teachers who need assistance, conducts class visits, requests curriculum advisors to come and assist the teachers, arranges the budget for the implementation of CAPS, and buy learner support materials. The departmental head is responsible for equipping the teachers with the necessary knowledge of CAPS so that they can implement it effectively. The departmental head checks the work of the teachers and learners, provides teachers with teaching and learning resources and assists teachers who encounter problems.”*

According to participant DB, the principal and the departmental head should monitor the work of teachers and learners, but the principal also conducts class visits and promotes parental involvement. Participant DB provided the following response: *“In our school, the principal is responsible for monitoring the implementation of CAPS. He always checks the work of teachers and the learners, conducts class visits, and also promotes parental involvement. He also tries his best to procure teaching and learning resources and also conducts a meeting once per term to motivate teachers to implement CAPS effectively. The departmental head is also working very hard to support teachers in the implementation of CAPS. The departmental head conducts workshops and meetings to prepare teachers to implement CAPS effectively. He also monitors the work of teachers in the department by checking their work and the work of the learners.”*

Evidently, it was confirmed that the principal and the departmental heads are responsible for monitoring teachers and learners. In participant DC’s view: *“The principal and the departmental heads are monitoring the implementation of CAPS. Our*

*principal conducts class visits and check the work of the teachers and learners. Our departmental head ensures that all teachers prepare lesson plans and schedules that are aligned with CAPS. He also monitors the presentation of lessons by class visits. He assists teachers if they have challenges and assist those who are still using the old curriculum.”*

#### **4.3.3.2 Sub-theme 3.2: Promote teachers’ professional development**

According to participants AA and BA, only the departmental heads are responsible for teachers’ professional development in preparing them to implement CAPS. Participant AA said: *“The departmental head is responsible for the professional development of teachers,”* and participant BA said: *“The departmental head support and guide teachers, conduct professional development of teachers to ensure the effective implementation of CAPS.”*

#### **4.3.4 Theme 4: The teachers’ responsibility in the implementation of CAPS**

The participants were asked about teachers’ responsibility in the implementation of CAPS. The analysis of the participants’ responses to the question produced three sub-themes, namely to attend workshops and meetings; to design year plans and lesson plans; and to effectively teach and assess learners.

##### **4.3.4.1 Sub-theme 4.1: Attend workshops and meetings**

This sub-theme was produced by analysing theme 4, namely teachers’ responsibility in the implementation of CAPS. The analysis of data revealed that the teachers’ first duty in implementing CAPS is to attend workshops and meetings conducted by the curriculum advisors and the departmental head. This finding was confirmed by participant AA, who responded as follows: *“I ensure that I possess the necessary knowledge and skills to implement CAPS. This can be achieved by attending workshops conducted by the curriculum advisor and the departmental head.”* Participant AA was supported by participant BC, who also asserted that teachers have to attend workshops and meetings conducted by the curriculum advisors and the departmental heads. Participant BC said, *“I attend workshops to learn about CAPS*



*and always consult my departmental head about the implementation of CAPS.”* Participant CA similarly agreed that the teachers are responsible for attending workshops and meetings to learn about the implementation of CAPS: *“At the beginning of the year, I attend workshops and meetings and study a lot to acquire knowledge and skills that will assist me to implement CAPS.”*

#### **4.3.4.2 Sub-theme 4.2: Design year plans and lesson plans**

An analysis of the participants’ responses revealed that the teachers are responsible for preparing for the implementation of CAPS by designing effective year plans and lesson plans. This finding was supported by participant AA, who provided the following response: *“I am the implementer of CAPS in the schools. I am responsible for designing an annual schedule, lesson plans, and assessments for my subject.”* In support, participant AC emphasised the development of effective annual plans and lesson plans as a duty of all teachers. In this regard, participant AC said: *“I am the teacher who implements CAPS. I make year and daily lesson plans as advised by the curriculum advisor.”* This same view was shared by participant BA, who responded: *“I am implementing CAPS by teaching Science. I always prepare myself to teach effectively by designing a year plan and weekly lesson plans. I submit my weekly lesson plans to my departmental head for approval.”*

Participant BB confirmed that teachers are responsible for creating year plans and lesson plans. Participant BB said: *“I first design a year plan which includes the whole syllabus. Then I make weekly lesson plans which guide me to teach the subject daily.”* Moreover, participant BC provided the following response: *“I have prepared my year plan and every week I prepare weekly lesson plans”,* and participant CA shared: *“I design my teaching plan at the beginning of the year that will assist me to implement CAPS.”*

Participant CB also said that the teacher has to design year plans and lesson plans: *“I always prepare myself to teach the subject by designing an annual plan and lesson plans.”* and participant CC said: *“I first prepare my lesson plans that I will use to implement CAPS.”* Participant DB agreed and said: *“I am a qualified teacher who is responsible for ensuring that the learners pass at the end of the year. I achieve this by*

*first preparing myself for my job, by planning my work. I use a year plan and lesson plan to implement CAPS effectively.”* Teachers’ responsibility in designing year plans and lesson plans was also mentioned by participant DC who provided the following response: *“I always design lesson plans based on my year plan and then prepare to teach the lesson successfully.”*

#### **4.3.4.3 Sub-theme 4.3: Effectively teach and assess learners**

This sub-theme was also extracted from theme 4 which, focuses on the teacher’s responsibility in implementing CAPS. Analysing the data of this sub-theme revealed teachers are responsible for implementing CAPS by effectively teaching their subject to learners and assessing learners. This finding was confirmed by participant AA, who responded: *“I also ensure that I have relevant resources to promote effective teaching and learning. I am the leader in the class who must create a good relationship with the learners to support and assist them to learn effectively.”* Participant AB similarly shared: *“My responsibility in the implementation of CAPS is to teach my learners my subject effectively. I go to class every period to present lessons to my learners using different teaching methods. I make sure that my learners participate in the lesson by discussing, asking, and answering questions. I always assess my learners formally and informally and I try my best to teach my learners.”*

Participant AC also supported the claim that teaching and learners’ assessment is teachers’ responsibility: *“I attend all my periods to teach my learners and ensure that they understand what I teach them. I use various methods to teach my learners and involve them in practical work. I always assess my learners while I am teaching and also give them classwork and homework. Every month and term, I give my learners a test. I try my best to assist my learners.”* Participant AC’s response was confirmed by participant BA, who emphasised that he uses different methods to teach Science, assess learners, and involve the learners in practical work. Participant BA shared: *“I go to class in all my periods to teach my learners Science. I try to ensure that my learners understand what I teach by using different teaching methods and I always avoid lecturing my learners. I always involve my learners in lessons and practical work. I also assess my learners during the lesson and give them classwork and homework*

*and monthly test. I try my best to teach my learners effectively but I have some challenges.”*

Participant BB agreed that teachers' primary role is the teaching and assessment of learners. In this regard, participant BB said: *“I have one main duty in the school, namely; to teach the learners my subject very well. I use various strategies to teach the subject very well. I study the content of my subject and teach my learners very well. I teach very well because my learners participate in the lesson and activities and they enjoy my lessons. The principal and the departmental head are also satisfied with how I teach my learners. I also assess the work of my learners every day, using formal and informal assessment methods. I also give my learners a test every month and every term.”* Participant BC further mentioned: *“I teach my learners every day and I don't miss any period. I use various teaching methods to teach my learners, using available teaching aids and learning aids. I ensure that my learners are participating in the lesson through discussions and practical work. I also assess my learners using formal and informal methods of assessment. Well, my job is to make sure that all my learners understand what I teach and to make sure that they all pass the subject.”*

According to participant CA, the effective implementation of CAPS requires various methods to teach and assess learners in the classroom. In her own words, participant CA said: *“I am a teacher who is responsible for implementing CAPS by teaching the learners in the classrooms. I always use various teaching methods that involve learners and always use different formal and informal methods to assess my learners. I always try to ensure that my learners understand what I teach.”*

Participant CB also agreed that teachers are responsible for the teaching and assessment of learners. He emphasised that he uses effective methods to teach and assess learners' understanding of geography. Participant CB provided the following response: *“My duty as a teacher is to implement CAPS or to teach my subject. I am a qualified teacher of Geography and I am responsible for ensuring that this subject is taught effectively. I then read the content of the subject head extensively to be able to teach it to my learners effectively. I use good teaching methods to ensure that my learners understand the content. My learners also participate in the lesson by discussing and doing practical work. During the lesson, I use formative assessment to*

*ensure that my learners understand what I am teaching. After the lesson, I give my learners classwork and homework or project to do at home. My main goal is to ensure that my learners pass at the end of the year.”*

Participant CC confirmed that teachers' main responsibility is to use various methods and teaching aids to teach and assess learners effectively. Participant CC supported this by saying: *“My main duty is to implement CAPS by teaching my learners effectively. I use different teaching methods to teach my learners. I try my best to make sure that my learners understand what I am teaching by using teaching aids, but I do not have enough teaching aids. Every time I try to avoid using lectures by ensuring that my learners participate in discussions, group work, projects and practical work. I also use different methods to assess my learners, for example, oral questions, classwork, homework and projects. At the end of the month and term, I give my learners a test.”*

According to participant DA, teachers' primary responsibility is to provide learners with relevant knowledge. Participant DA explained: *“I have the most important role to play in the implementation of CAPS. As a teacher, I am the only one who provides the learners with the relevant knowledge of my subject by teaching them. I use various teaching methods to make sure that my learners understand the subject matter. I allow learners to participate by asking me questions and participating in discussions. I also use different methods to assess my learners and assist my learners who are experiencing challenges. I study very hard to acquire more knowledge about my subject. I also involve the parents of my learners in the learning of their children by showing them how to assist the learners at home.”*

Teachers' responsibility in implementing CAPS through teaching and assessing learners was also confirmed by participant DB. She supported this role by saying: *“I am a qualified teacher who is responsible for effective teaching of the learners and ensuring that the learners pass at the end of the year. I go to class every day and teach my learners seriously. They enjoy my teaching because I always allow them to participate in the lessons. I always assess my learners using formal and informal methods of assessment to establish if they understand what I am delivering to them. I am committed to my work.”* Participant DC emphasised teachers' responsibility in

teaching and the assessment of learners in the implementation of CAPS. According to participant DC, he uses various teaching strategies and aids to teach Science, assess learners, and ensure they pass at the end of the year. He confirmed this responsibility as follows: *“I am teaching Science and my responsibility is to ensure that my learners understand what I am teaching and pass at the end of the year. I also prepare the teaching and learning aids that I will use during the lesson. I present my lessons every day. Throughout the lesson, I assess my learners to see if they understood the lesson. I have realized that my learners understand and enjoy my lessons. I prefer to use teaching methods where my learners are always active when they learn. After the lesson, I give my learners classwork and homework.”*

#### **4.3.5 Theme 5: The challenges experienced by teachers in the implementation of CAPS**

The participants were what challenges they experienced with CAPS implementation. Four sub-themes emerged from the analysis of their responses to that question, namely the complexity of the curriculum; lack of resources; lack of professional development for teachers; and too much work for the teachers and learners.

##### **4.3.5.1 Sub-theme 5.1: The complexity of the curriculum**

The findings revealed that most teachers did not understand the curriculum very well due to its complexity. Several interviewees identified the complexity of the curriculum as one of the challenges they faced in implementing CAPS. Participant AA, for example, indicated they are unable to implement CAPS because they were not trained properly: *“Yes, I am experiencing many challenges in the school. The major challenge that I experience with the implementation of the curriculum is a lack of understanding of the curriculum due to insufficient professional development of teachers. I need regular professional development to be informed about what I am expected to teach the learners in each learning programme.”*

Participant AB agreed that they experience challenges in implementing CAPS, and the primary challenge was the difficulty in understanding CAPS due to poor professional development. Participant AB provided the following response: *“The major*

*challenge that I experience in the implementation of CAPS is lack of full understanding of a certain section of CAPS to inadequate professional development.”* The complexity of the curriculum was also mentioned by participant BB, who indicated that CAPS is too difficult to understand well. Participant BB responded: *“Another challenge is that it is difficult to understand the implementation of CAPS because of few workshops that are conducted. We need more workshops so that we become clear of CAPS.”* Participant DC also complained about the complexity of the curriculum: *“There are many challenges experienced by teachers in the implementation of CAPS. The main challenge is the lack of sufficient knowledge of CAPS.”*

#### **4.3.5.2 Sub-theme 5.2: Lack of resources**

The results of this study revealed that another challenge in the implementation of CAPS is the lack of resources, such as teaching and learning aids, that should be used in the classrooms. This view was supported by participant AA, who responded as follows: *“The challenge I experience with the implementation of the curriculum is the shortage of textbooks and stationery. Two learners are sharing one textbook and it is difficult to share a textbook.”* Participant AA was supported by participant AB, who said: *“I am also worried about the lack of teaching and learning resources in my subject. I am one of the teachers who always complain to my departmental head about the shortage of textbooks because many learners are sharing textbooks.”*

According to participant BA, a challenge in the implementation of CAPS is the shortage of resources such as textbooks, teaching and learning aids. Participant BA explained: *“My problem in the implementation of CAPS is the shortage of teaching and learning materials in my subject. My learners are sharing textbooks and I do not have sufficient teaching aids to assist me in the implementation of CAPS.”* These same challenges experienced by teachers in implementing CAPS was also emphasised by participant CB, who claimed the shortage of resources and professional development is a significant challenge. Participant CB said: *“In our school, we have challenges in the implementation of CAPS and some of them are the lack of teaching and learning resources such as teaching aids, textbooks and workbooks.”* Participant CC also confirmed that teachers experience challenges in the implementation of CAPS. She emphasised the shortage of resources as a challenge in the implementation of CAPS:

*“In my subject I have challenges. The first challenge in my subject is the shortage of resources such as teaching aids and textbooks. There is also a shortage of teachers in the school. All these challenges disturb me in the implementation of CAPS.”*

Participant DA agreed there are challenges in implementing CAPS, particularly the lack of resources. Participant DA provided the following response: *“I am very worried about a lack of resources in my subject because it is another major challenge in our school. Most learners don’t have textbooks and calculators to use during the lessons.”* Similarly, according to participant DB, teachers are experiencing challenges in implementing CAPS in terms of a shortage of resources. She said: *“Yes there are certain challenges that complicate my implementation of CAPS. My first challenge is the lack of teaching and learning resources such as teaching aids and textbooks.”* Participant DC also reported on the shortage of resources as a severe challenge: *“My challenge is the shortage of teaching and learning resources because of school financial constraints.”*

#### **4.3.5.3 Sub-theme 5.3: Lack of professional development for teachers**

A question was posed to participants to establish whether they received adequate professional development and training about CAPS. The findings of the study revealed participants received inadequate training in the implementation of the curriculum. Teachers attended only one workshop conducted by the DBE to prepare them to implement the curriculum, and all teachers who took part in the study indicated that the available workshops were not satisfactory. Participant AA stated, *“My main challenge is insufficient professional development of teachers. I need regular professional development to be informed about what I am expected to teach the learners in each learning programme.”* What can be concluded from participant AA’s remark is that the workshops were not conducted effectively, and teachers did not understand how the curriculum should be implemented.

These views were confirmed by participant AC, who indicated that the training that was provided was insufficient. In this regard, participant AC responded: *“My main challenge this year is a shortage of training. The training I received this year regarding the implementation of CAPS is not enough. This year, only two training sessions were*

*conducted by the curriculum advisor and the departmental head. Because of the shortage of training, I am not very clear about several aspects of CAPS and it negatively affects my implementation of the curriculum. I need more training to be clear about CAPS.”* According to participant BA, the main challenge with CAPS implementation is insufficient professional development among teachers: *“My main problem in the implementation of CAPS is that I am not yet clear about some sections of CAPS because only one workshop was conducted by the curriculum advisor. I need more clarity about some sections of CAPS and this can be achieved by attending more workshops.”*

Participant BB also confirmed some challenges in implementing CAPS, primarily in terms of the shortage of professional development. Participant BB emphasised: *“There are several challenges that we are facing at our school and the major challenge is that it is difficult to understand the implementation of CAPS because of few workshops that are conducted. We need more workshops so that we become clear of CAPS.”* These challenges were also mentioned by participant CB, who said: *“In our school, we have challenges in the implementation of CAPS and the main problem is that the curriculum advisor and the departmental head conducted only one workshop this year, while we still need more information about the implementation of CAPS.”*

Participant CC confirmed teachers experience various challenges in implementing CAPS, primarily in terms of a shortage of professional development. Participant CC said: *“In my subject I have challenges. The first one is receiving inadequate training from my curriculum advisor and the departmental head. I need more information about CAPS but it is not easy to meet the curriculum advisor. My departmental head is always busy and we meet her once per term.”* Participant DC agreed there is insufficient professional development and resources for teachers to implement CAPS effectively. Participant DC provided the following response: *“There are many challenges experienced by teachers in the implementation of CAPS. The main challenge is that we were not equipped with sufficient knowledge and skills in the implementation of CAPS. We attended only two workshops this year. I am still struggling to implement CAPS because I am not yet very clear about the curriculum.”*



#### **4.3.5.4 Sub-theme 5.4: Too much work for teachers and learners**

The study's findings revealed that a major challenge in the implementation of CAPS is too much work for teachers and learners. Participant BB confirmed teachers have too much administrative work with CAPS. She explained this challenge as follows: *"There are several challenges that we are facing at our school and the major challenge is too much administrative work of CAPS, which hampers the successful implementation of CAPS."*

The challenges experienced in implementing CAPS were also supported by participant BC who emphasised that learners have too much work to do. This perception was relayed as follows: *"The major challenge in the implementation of CAPS is that there are more activities and tasks and learners are unable to finish them. Learners are always noisy because most of the activities required group work. Another problem is that many learners are afraid of CAPS and they always believe that it is difficult to learn."* Participant CA also mentioned the challenges they were experiencing in implementing CAPS, namely that there are too many administrative duties for teachers, and the curriculum is very broad. Participant CA reported: *"According to my understanding, CAPS has increased the workload of teachers, especially paperwork. We are required to write so many things before we start teaching. I have also discovered that the content of CAPS is too much and it is not easy to finish. So, we are forced to work after school and even during the school holidays. Sometimes we have to rush to finish the content, not realizing that the learners did not understand."*

#### **4.3.6 Theme 6: The impact of LTSMs on the implementation of CAPS**

The participants were asked about the impact LTSMs had in the implementation of CAPS. An analysis of the data related to theme 6 produced two sub-themes, namely LTSMs assist teachers in teaching effectively; and LTSMs help learners understand the subject matter.

#### 4.3.6.1 Sub-theme 6.1: LTSMs assist teachers in teaching effectively

This sub-theme indicates that LTSMs assist teachers to teach effectively. This perception was confirmed by participant AA, who asserted that teaching and support materials assist teachers in providing more details of what they are teaching. In his own words, participant AA explained: *“Learning and teaching support materials are very important in teaching and learning. They assist me to teach because they provide more details of what I am teaching.”* Participant AB also claimed that LTSMs assist teachers to teach effectively. According to participant AB, a teacher cannot teach in the absence of teaching materials. Participant AB supported this perception by providing the following response: *“The LTSM is very important in my implementation of CAPS. I can teach effectively because we have textbooks, although there is a shortage of textbooks for learners. Textbooks are key to learning in my class. I also use teaching aids such as overhead projector, cards, and pictures, which assist me to ensure that learners understood the lesson I am teaching.”*

Participant AC also mentioned the use of teaching aids to support the teacher. He asserted that he realised he could not teach effectively without teaching aids. Participant AC provided the following response: *“The LTSM is very important in my implementation of CAPS. I can teach effectively because we have textbooks, although there is a shortage of textbooks for learners.”* Participants BB and BC similarly agreed on the importance of LTSMs in supporting teachers. Participant BB indicated that the LTSMs is vital to teaching learners: *“These are the keys to effective teaching and learning. They assist teachers to use different teaching methods to teach the learners very well”*, while participant BC responded as follows: *“The teaching and learning aids are assisting me to teach my subject effectively. Without teaching and learning aids, I cannot succeed to teach my learners effectively.”*

The role of LTSMs in assisting teachers was also confirmed by participants CA and CB. Participant CA said: *“In my classroom, I always use LTSM but I don’t have enough LTSMs. In every lesson I use teaching aids such as videos and pictures. These resources promote effective teaching”*, while participant CB responded that: *“I have used teaching and learning resources for a long time. I have discovered that LTSMs have a very strong impact on the implementation of CAPS, learning and academic*

performance of the learners. The teaching aids assist me to ensure that I teach effectively.” Moreover, participants CC and DA also mentioned the importance of LTSMs in assisting teachers to teach effectively. They indicated that LTSMs simplifies and improves teaching.

According to participant CC: *“The LTSM assist me and my learners. I use teaching aids such as pictures and charts, to make my teaching simple and understandable. I also use an overhead projector to simplify the content of my lesson. In my subject, we don’t have enough LTSM but they improve teaching in the classroom”*. Participant DA responded: *“I always regard learning and teaching support materials as the only instruments which ensure that CAPS is implemented effectively. I will never teach effectively without teaching aids.”*

Participant DB agreed on the use of LTSMs to assist teachers in improving their teaching or in teaching effectively. Participant DB shared that teacher could achieve their goals due to LTSMs because these tools reinforce teaching. Participant DB supported this view by explaining: *“We all want to use teaching and learning resources in our lessons because they assist us to achieve our goals. Without teaching and learning materials, my teaching will be very weak. What I can say to the LTSM is: ‘Thank you LTSM, you are a foundation of my work, long live’.”*

According to participant DC, LTSMs assist teachers to provide simple explanations when they teach. In her own words, participant DC provided the following response: *“What is called LTSM assists me to implement CAPS effectively. Surely, I cannot teach effectively if I don’t use teaching aids. That is why I don’t like to teach if I do not have teaching aids and if my learners do not have learning aids. LTSM such as the pictures is a proof of what you are teaching. I surely enjoy using teaching aids in my class because they promote teaching and learning.”*

#### **4.3.6.2 Sub-theme 6.2: LTSMs help learners understand the subject matter**

An analysis of the participants’ responses revealed that LTSMs are also used to help learners understand the subject matter. This finding was supported by participant AA, who responded briefly as follows: *“The learners also need learning materials because*

*they can understand the subject matter easily.*” In addition, participant AB said: *“The learners also use learning aids such as pictures and cards, to ensure that they understand what they are learning. The LTSMs are very useful but I don’t have sufficient LTSMs in my subject.”* Participants AC and BA also confirmed that LTSMs are used to help learners understand the subject matter. According to them, the LTSM helps learners become clear about what they are learning. Participant AC indicated that he uses various teaching aids to ensure learners understand what he is teaching: *“I also use teaching aids such as overhead projector, cards and pictures, which assists me to ensure that learners understand what I am teaching fully. The learners also use learning aids such as pictures and cards, to ensure that they understand what they are learning. The LTSMs are very useful but I don’t have sufficient LTSMs in my subject. Textbooks are a key to learning in my class”* Participant BA similarly provided the following response: *“LTSMs are very important in the implementation of CAPS. My learners use learning aids to understand what I am teaching very clear and to learn at home. The important learning aid of the learners is the textbooks and they read them many times to understand what I taught them. I also use teaching aids to ensure that learners understand what I teach them.”*

The impact of learning aids was also supported by participants BB and BC. They indicated that learners use LTSMs to gain clarity about what they are learning and perform practical activities. Participant BB provided the following response: *“They also assist the learners to understand what they are learning. The teachers also use learning aids to do practical work, homework, and classwork and even use them in the examinations, for example, the calculators”*, while participant BC said: *“LTSMs simplify what I am teaching and make my learners understand what I am teaching very well. The pictures, videos, textbooks, charts, calculators and maps make my learners understand what they are learning.”*

Using LTSMs to support learners’ understanding of what they are learning was also mentioned by participants CA and CB. They emphasised that LTSMs, such as calculators, textbooks, and pictures, play a significant role in promoting learners’ understanding of what they are learning. Participant CA said, *“In my classroom, I always ensure that my learners have learning resources such as textbooks, workbooks, pictures and calculators. These resources promote effective learning*

*because they enable the learners to understand what I am teaching or what they are learning". Moreover, Participant CB provided the following response: "I have used teaching and learning resources for a long time. I have discovered that LTSM have a very strong impact on the implementation of CAPS, learning and academic performance of the learners. The teaching aids assists me to ensure that the learners understand what I am teaching. Without learning aids learners cannot understand what I am teaching. Learning aids such as textbooks, workbooks, and pictures are very important for learning. I also use a video which inspires and motivates the learners to enjoy and understand what I am teaching."*

The importance of LTSMs supporting learners to learn effectively was also reiterated by participants CC and DA. Both participants emphasised that LTSMs are used to ensure learners understand what they are learning, and they claimed the textbook is a key to learning. In her own words, participant CC responded briefly by saying: *"My learners use pictures, sheets, textbooks and charts to simplify their understanding and learning"*, while participant DA provided the following response: *"Learners will never learn or understand what they are learning without learning aids. For example, a learner cannot be successful in learning without a textbook."*

According to participant DB, the LTSMs help learners to achieve their goals at school by promoting their understanding of the subject matter. Participant DB said: *"We all want to use resources in our lessons because they assist us to achieve our goals. The LTSM as you call it strengthens our subject matter by promoting the understanding of the learners. I always use an overhead projector, charts and pictures in my class to ensure that my learners understand my subject matter fully. My learners cannot learn effectively without textbooks, pictures and other learning aids."* Moreover, participant DC confirmed LTSMs' role in assisting learners by sharing: *"Learning aids such as textbooks are a key to learning because learners can learn anywhere and can read many times. I surely enjoy using teaching and learning aids in my class because they promote learning."*

#### **4.3.7 Theme 7: The strategies that can be implemented to enhance the implementation of CAPS**

Participants were asked to describe what strategies can be applied to enhance the implementation of CAPS. An analysis of the participants' responses produced four sub-themes, namely regular professional development conducted by the curriculum advisor and the departmental head; ensuring sufficient resources are available; the curriculum advisor and the departmental head monitoring teaching; and the use of effective teaching and assessment methods.

##### **4.3.7.1 Sub-theme 7.1: Regular professional development conducted by the curriculum advisor and departmental head**

One of the strategies that can be executed to enhance the implementation of CAPS is regular professional development, conducted by the curriculum advisor and the departmental head. Participants AA, AB, AC, BA, BB, BC, CA, CB, CC and DC all agreed there is a need for regular professional development for teachers. According to participants AA and AB, the curriculum advisor and the departmental head should conduct regular professional sessions to empower teachers with extensive knowledge and skills to implement CAPS.

In this regard, participant AA said: *"I think something should be done to improve the implementation of the CAPS. The first one is for the curriculum advisor and the departmental head to conduct regular professional sessions to empower the teachers with more knowledge and skills for implementing CAPS."* Similarly, participant AB provided the following response: *"There are many things that can be done to improve the implementation of CAPS in our schools. We can improve the implementation of the CAPS in schools when we receive regular training about the implementation of CAPS."*

Facilitating professional development to prepare teachers to implement CAPS was also supported by participants AC and BA. Participant AC said teachers should receive regular training to prepare them to implement CAPS effectively: *"There are many things that can be done to improve the implementation of CAPS in our schools. We*

*can improve the implementation of the CAPS in schools when we receive regular training about the implementation of CAPS". In support, participant BA mentioned that all stakeholders should participate in improving the implementation of CAPS: "I believe that it is the duty of all of us to improve the implementation of CAPS. The curriculum advisors and the departmental head must conduct workshops at least once per term."*

Teachers' professional development was also supported by participants BB and BC as the best strategy for improving the implementation of CAPS. Participant BB emphasised that both curriculum advisors and departmental heads should improve the implementation of CAPS by conducting regular workshops for teachers. Participant BB supported this strategy by explaining: *"The curriculum advisors should conduct many workshops and train teachers to implement CAPS effectively. The departmental heads must improve the implementation of CAPS by conducting many workshops and also assisting the teachers where they have difficulties"*. Participant BC provided the following response: *"Various things can be done to improve the implementation of CAPS. I suggest that the curriculum advisors and the departmental heads must conduct more professional development sessions because we still need more knowledge about CAPS."*

Participants CA and CB confirmed teachers' professional development is an effective strategy for improving the implementation of CAPS. Participant CA claimed the departmental head is responsible for conducting professional development at least once per term. Participant CA said: *"I think there is a lot to be done to improve the implementation of CAPS. We need more training in CAPS to gain more knowledge and skills and the departmental head must conduct at least one workshop per term to assist and guide us."* Similarly, participant CB explained that the curriculum advisors, principals, and the departmental heads should facilitate regular professional development sessions to improve the implementation of CAPS: *"To improve the implementation of CAPS in our school, our instructional leaders must also conduct more professional development sessions so that we can gain more knowledge about CAPS."*

The significance of teachers' professional development in improving the implementation of CAPS was also supported by participants CC and DA. They both

indicated that only the curriculum advisor and the departmental head should conduct professional development sessions. Participant CC said: *“The challenges that we experience in our school disturb us in the implementation of CAPS. We must try to resolve our challenges. The curriculum advisor and the departmental head must conduct more workshops to equip us with more knowledge of implementing CAPS”*, while participant DC responded as follows: *“I hope that we can improve the implementation of CAPS by attending regular professional development sessions. The principal and the departmental head must always support the teacher by conducting regular professional development sessions.”*

#### **4.3.7.2 Sub-theme 7.2: Ensuring sufficient resources are available**

The data analysis revealed that adequate resources are required in the school to implement CAPS effectively. This finding was confirmed by participants AA and AB, who mentioned sufficient resources are necessary to implement CAPS effectively. Participant AA asserted that the DBE has to ensure adequate resources are available in the schools, since these resources will assist teachers in implementing CAPS effectively. Participant AA supported this view by stating: *“I think something should be done to improve the implementation of CAPS. To ensure effective implementation of CAPS, I recommend that the department should supply the schools with sufficient teaching and learning resources such as teaching aids, textbooks, calculators and learning aids.”*

Participant AB shared this opinion and responded as follows: *“There are many things that can be done to improve the implementation of CAPS in our schools. We can improve the implementation of CAPS in schools when we use sufficient teaching and learning materials when we teach. All these can improve the implementation of CAPS.”*

The necessity of sufficient resources in schools was also reiterated by participants AC and CA as the best strategy to promote the effective implementation of CAPS. In this regard, participant AC indicated that teachers and learners require adequate resources to enhance the effective implementation of CAPS: *“We can improve the implementation of CAPS in our schools when we use sufficient LTSMs when we teach”*, while participant CA said: *“I think there is a lot to be done to improve the*



*implementation of CAPS. We also need enough LTSM to promote teaching and learning.”*

Moreover, participants CB and CC agreed sufficient resources are one of the best strategies for ensuring the effective implementation of CAPS. Participant CB explained: *“To improve the implementation of CAPS in our school we need enough teaching and learning resources such as teaching aids, textbooks, and workbooks”*, while participant CC emphasised that the DBE should ensure there are enough LTSMs as well as sufficient teachers: *“The challenges that we experience in our school disturb us in the implementation of CAPS. We also request the Department of Education to supply our school with sufficient teaching and learning aids. More teachers must be employed in our school to ensure that we comply with the official 1:40 teacher-learner ratio. All of them will assist me to improve my implementation of CAPS.”*

The need for adequate resources from the DBE was also supported by participants DA, DB and DC. Participant DA indicated the DBE should ensure sufficient textbooks and calculators are available while teaching and learning occur. Participant DA provided the following response: *“DBE must provide our school with enough teaching and learning resources. We need enough textbooks and calculators to use during the lessons. DBE must also appoint more teachers to avoid the problem of overload of periods in the classrooms which makes it difficult for effective teaching and learning.”* Conversely, participants DB and DC emphasised that the DBE should employ sufficient teachers in schools and ensure adequate teaching and learning resources. Participant DB said: *“I am requesting our department to solve our challenges by employing more teachers and providing us with sufficient teaching and learning resources”*, while participant DC said: *“I hope that we can improve the implementation of CAPS by using sufficient teaching and learning resources.”*

#### **4.3.7.3 Sub-theme 7.3: The curriculum advisor and the departmental head monitor teaching**

An analysis of the data revealed that one of the best strategies for ensuring the effective implementation of CAPS is to monitor teaching. This strategy was confirmed by participants AB, BA, BC, CA, CC and DC. Participant AB shared that curriculum

advisors should monitor teaching by visiting schools regularly, and the departmental heads must support teachers: *“There are many things that can be done to improve the implementation of CAPS in schools. We can improve the implementation of CAPS in schools when curriculum advisors visit our schools regularly instead of coming once per year. The departmental heads must also assist us with the challenges that we experience when we teach. All these can improve the implementation of CAPS.”* Participant BA emphasised that principals should conduct regular class visits: *“I believe that it is a duty of all of us to improve the implementation of CAPS. The principal must also be involved in the implementation of CAPS by conducting class visits of all teachers.”* Participant BC also agreed to the regular monitoring of teachers by the departmental head as another best strategy for enhancing CAPS implementation: *“The departmental head should also conduct more class visits to understand how we implement CAPS”*, while participant CA asserted that curriculum advisors should visit schools to resolve the challenges faced by teachers. Participant CA provided the following response: *“We need to improve the implementation of CAPS. Curriculum advisors must visit our school to come and assist us with our challenges.”*

Participants CC and DC agreed that monitoring teachers would be an effective strategy for improving the implementation of CAPS. In this regard, participant CC indicated that the curriculum advisor must visit schools to support teachers: *“The curriculum advisor must be able to visit our school when we request her to come. My departmental head must also have time to listen to us every day because we need assistance”*, while participant DC emphasised that the principal and departmental head must monitor teachers: *“The principal and departmental head must always support teachers by monitoring teaching.”*

#### **4.3.7.4 Sub-theme 7.4: The use of effective teaching and assessment methods**

The analysis of the data related to the main theme revealed one of the best strategies for enhancing curriculum implementation is to use effective teaching and assessment methods in the classrooms. This finding was supported by participants AB, AC, BA, BB, BC, CA and DC. Participant AB said teachers adequately implement CAPS by using different teaching and assessment methods, emphasising learners’ participation

and attending all lessons. Participant AB responded as follows: *“We must also use various teaching methods and emphasize learner participation in activities. We must also attend all our periods and use different methods of assessment”*. In support, participant CA said: *“We must use various teaching methods and emphasize learner participation in activities. We must also attend all our periods and use different methods of assessment. The departmental heads must assist teachers with the challenges that they experience when they teach. All these can improve the implementation of CAPS.”*

Participants BA, BB, and BC also confirmed the use of effective teaching and assessment methods to improve the implementation of CAPS. Participant BA claimed teachers must use different teaching and assessment methods, but they should avoid the lecture methods. In this regard, participant BA said: *“I believe that it is our duty to improve the implementation of CAPS. I must also improve the implementation of CAPS by using different teaching methods but avoiding lecture method, ensuring that my learners participate in the lessons, conduct practical lessons and always use formative, formal and informal assessments”*.

Participant BB mentioned the use of group work, extra classes and projects in the classroom to enhance the effective application of CAPS. Participant BB explained: *“I think teachers should use effective teaching strategies such as applying group work, conducting extra classes, and doing projects. All teachers must also overcome their challenges by using teamwork, where they help one another.”* Similarly, participant BC indicated that teachers must use different teaching methods and more practical work to enhance effective implementation of CAPS: *“Eee... eee... I must also improve curriculum implementation by using various teaching aids e.g., overhead projector and involve learners in more practical activities.”*

Participants CA and DC also agreed on using various teaching and assessment methods as the best strategies for enhancing the effective implementation of CAPS. According to participant CA, the principal should support the departmental heads, and the government should ensure there are enough teachers in schools. Participant CA provided the following response: *“The principal must assist the departmental heads to do their work effectively. DBE must also ensure that there are enough teachers in the*

*schools.” Similarly, participant DC indicated that teachers should improve their implementation of CAPS by designing effective lesson plans and assessing learners. In her own words, participant DC said, “I hope that we can improve the implementation of CAPS by designing lesson plans and assessing the learners effectively. We must use various teaching and learning methods and include practical activities to promote learning.”*

#### **4.4 ANALYSIS OF DATA COLLECTED THROUGH OBSERVATIONS**

In this study, observations were also used to collect data. Observation entails collecting data by the researcher watching, evaluating, drawing conclusions, and making comments about interactions and relationships (Ciesielska, Bostrom & Ohlander, 2018:69). The purpose of classroom observation was to investigate teachers’ performance, enhance their performance, and define activities in the classroom. The observation that was conducted in this study was based on “Classroom Observation Theory”. Ivy Panda (2019:25) states the Classroom Observation Theory entails systematic classroom observation. It is an empirical method of assessing learners’ responses to learning outcomes from direct observations. All behaviours and activities are specified during the classroom observation. The observer has a certain time to record behaviours and everything they view from learners and teachers in a classroom environment.

In this study, the researcher asked participants to record their lessons using an audio recorder. The researcher then collected the audio recorder from the participants after they presented their lesson, compiled notes on how the curriculum was implemented in the classroom, and completed the observation schedule. The following observation schedule was used to evaluate teachers’ implementation of CAPS:

**Table 4.3: Observation schedule**

<b>IMPLEMENTATION OF CAPS</b>			
This scale is intended to measure teachers' practices in implementing CAPS in the classroom. Aspects measured in this scale are devised specifically on the philosophical basis of CAPS.			
	<b>Low (1,2)</b>	<b>Mid (3,4,5)</b>	<b>High (6,7)</b>
Lesson preparation	The teacher did not prepare himself/herself with a comprehensive syllabus and lesson plans	The teacher was equipped with a lesson plan but failed to implement most of the planned activities in the classroom	The teacher was equipped with a comprehensive syllabus and lesson plan, and successfully implemented most of the planned activities
	The teacher was not prepared for lessons and tasks	The teacher was mostly prepared for lessons and tasks, but occasionally lost time from instruction in last-minute preparation, gathering materials, searching notes for information, etc	The teacher was fully prepared for lessons and tasks and displayed a high degree of familiarity with content, procedures, etc
Contextualisation of instruction	There was no indication that the teacher tried to relate classroom activities with students' daily life to bring context and meaning to the activities	There were some indications that the teacher tried to relate classroom activities with students' daily life to bring context and meaning to the activities	The teacher always tried to relate classroom activities with students' daily life to bring context and meaning to the activities
Implementation of genre-based teaching	There were a few indications that the	To some extent, the teacher tried to	The teacher consistently

	teacher designed the lesson plan based on a specific genre or text type	design the class activities based on a specific genre/text type	presented the lesson using a design based on a specific genre or text type
Stimulating inquiry among learners	The teacher failed to stimulate the learners in inquiry-based activities. Most classroom activities were from the teacher to learners	On occasion, the teacher tried to stimulate inquiry among learners	The teacher tried to stimulate inquiry among learners very frequently and helped them initiate themselves in solving the problems
Providing a model for the learners	The teacher failed to model expected targeted behaviour to learners	The teacher occasionally modelled expected behaviour to learners	The teacher always modelled expected behaviour to the learners to support their achievement
Promoting interaction among learners	Learners rarely, if ever, engaged in positive interactions with one another	Although there was no clear evidence of a strong emotional connection among learners, there was an underlying positive tone to their interactions	Learners were positively connected in a planned activity to support their understanding
Using authentic assessment to assess learners' achievement	The teacher did not seem to use authentic assessment to assess learners' achievement	The teacher tried to use authentic assessment, but it was often of low relevance to learners' activities in the real world	Most of the time, the teacher appropriately used authentic assessment to assess learners' achievement

The following table illustrates the results of the researcher's observation of curriculum implementation in the four sampled schools.

**Table 4.4: Observation findings**

	PARTICIPANTS											
	1	2	3	4	5	6	7	8	9	10	11	12
Lesson preparation	H	M	H	H	H	H	H	H	M	H	H	H
Contextualisation of the instruction	H	M	H	H	H	H	H	H	H	H	H	H
Implementation of genre-based teaching	H	H	H	H	H	H	H	H	H	H	H	H
Stimulating inquiry among learners	M	H	H	H	H	H	H	H	H	H	H	H
Providing a model for the learners	H	H	H	H	H	H	M	H	H	H	H	H
Promoting interaction among learners	H	H	H	H	M	H	M	H	H	H	H	H
Using authentic assessment to assess learner' achievement	H	H	H	H	M	H	M	H	H	H	M	H

**Key: Low > 1,2; Mid > 3,4,5; High > 6,7**

**H represents High; M represents Mid**

#### 4.5 DISCUSSION OF FINDINGS

This section discusses the main findings from the data analysis, how it answered the sub-research questions, and were confirmed by literature. Data were first collected by the researcher posing seven interview questions to participants. The participants were first asked about curriculum advisors' responsibility in the professional development of teachers. All the participants responded to the question. The findings revealed that eleven participants (participants AA–DB) indicated the curriculum advisor's main duty is to train teachers to design year plans and lesson plans to implement CAPS

effectively. The findings emphasised that the year plans and lesson plans improve teaching and learning in schools.

Participants AA, AC, BA, BB, BC, CA, CB, CC, DA, DB and DC supported the view that the curriculum advisor must train teachers in the effective use of various teaching methods (except the lecture method) to implement CAPS effectively in the classrooms. Only participant AB did not support this function of curriculum advisors. These findings are confirmed by the DBE (2013:35), which indicates that the curriculum advisor is responsible for ensuring a strategy for curriculum delivery and development is designed and reviewed. It also claims that an assessment of curriculum programmes, formal and informal learner assessments, and the provision of technical and expert support and guidance is provided to the principals, departmental heads, and teachers to improve curriculum implementation.

In line with these findings, the Honourable Minister of Basic Education of South Africa, Ms Motshekga (2016:119), in her Education Budget Vote Speech for the 2016/2017 Financial Year, emphasised the need to improve the quality of teaching and learning through better teacher support, development, more learning materials, infrastructure development, preservation and maintenance. The participants in this study agreed and shared they should receive training, as facilitated by curriculum advisors.

The researcher explored participants' views on the departmental head's responsibility in the professional development of teachers. In this section, the participants emphasised three professional development functions of the departmental head, namely to conduct workshops to train teachers in designing year plans and lesson plans; to train teachers about effective teaching and assessment methods that should be used to implement CAPS effectively; and conduct class visits. The first two functions of the departmental head were supported by the majority of the participants, while participants AB and BC only confirmed the third function of conducting class visits. The departmental heads spend significant time training teachers to design effective teaching and assessment methods to improve the implementation of the curriculum in South Africa.



The participants were also asked about the principal and departmental heads' responsibility in the implementation of CAPS. All the participants revealed that the principal and the departmental head have to monitor teachers' work and assist them in implementing CAPS. The participants also claimed that the principal is responsible for inviting curriculum advisors to conduct workshops and designing a budget for the implementation of CAPS. Two participants (AA & BA) also mentioned that the departmental heads are responsible for the professional development of teachers to prepare them for the effective implementation of CAPS. According to Hallinger (2012:223), professional development workshops equip teachers with the necessary skills for the effective implementation of the curriculum and improve learners' academic performance. As instructional leaders, the principal and the departmental heads are responsible for conducting professional development workshops. The primary purpose of professional development in schools is to increase the effectiveness of all who are engaged in the teaching-learning process.

The participants were asked about teachers' responsibility in the implementation of CAPS. Only three participants (AA, BC, and CA) indicated that teachers have to attend workshops and meetings, conducted by the curriculum advisors and the departmental heads, to improve their implementation of CAPS. Participants AB, AC, BA, BB, BC, DA, CB, CC, DB and DC also emphasised that teachers are responsible for preparing themselves to implement CAPS by designing year plans and lesson plans that will be used to implement CAPS. According to the "Norms and Standards for Educators", the teacher, as a curriculum implementer, should be able to comprehend and design original teaching and learning programmes, interpret the designed learning programmes, identify the required teaching and learning methods, and identify and design relevant teaching and learning materials (Department of Education, 2013:20). Furthermore, it indicates that the teacher, as curriculum implementer, is a learning mediator who is responsible for mediating learning according to the various requirements of the learners, and designing and managing assessments according to the aims, objectives and level of learning.

The participants were asked about the challenges they experienced with the implementation of CAPS. They emphasised four challenges, namely the complexity of the curriculum; insufficient professional development; a shortage of resources; and

too much work for teachers and learners. The findings revealed that the complexity of the curriculum was one of the primary challenges experienced with the implementation of CAPS; most teachers did not understand the curriculum due to its complexity. This finding is confirmed by Skosana and Monyai (2013 in Molapo 2016:6), who argue that teachers should be catalytic agents in steering the implementation of the curriculum. Du Plessis (2013b:74) also supports this claim by indicating that a new curriculum will have little impact until teachers have had time to understand and assimilate it. The participants also lamented the lack of resources, such as teaching and learning aids that should be used in the classrooms, and there were reports of inadequate training in the implementation of the curriculum. Workshops were also not satisfactory because teachers attended only one workshop conducted by the DBE to prepare them to implement the curriculum. These findings were supported by the DBE (2009, in Hoadley, 2012:43-45), which indicates that the main problem in implementing the curriculum is that teachers are not prepared to implement the new curriculum because they receive limited in-service training and are simply instructed to implement the new curriculum. Cheung and Wong (2012:47-50) reveal several challenges that hinder the implementation of curriculum change, including teachers' heavy workload, learning diversity in class, and teachers' inadequate understanding of the required changes.

The participants were asked about the impact of LTSMs in the implementation of CAPS. The analysis of data revealed that LTSMs assist teachers to teach effectively, and help learners understand the subject matter. The participants were ultimately asked what strategies can be applied to enhance the implementation of CAPS. An analysis of the participants' responses revealed four strategies for enhancing the implementation of CAPS, namely regular professional development conducted by the curriculum advisor and departmental head; ensuring sufficient resources are available; monitoring of teaching by the curriculum advisor and the departmental head; and the effective use of teaching and assessment methods. The Department of Education of South Africa is responsible for organising instructional leaders to conduct professional development sessions for teachers. These sessions equip them with the relevant knowledge to improve the quality of their work and help them to overcome their challenges in the implementation of CAPS (Jordaan 2009, in Hoadley, 2012:141). The Department of Education (2013:20) emphasises that the teacher is responsible for

selecting and preparing suitable textual and visual resources for teaching and learning to promote the implementation of CAPS.

Moreover, according to Connor (2019:64), supervision should be performed at all levels of every process to minimise errors. This enhances continuous improvement, productivity, and quality of products and services. Teachers must therefore interpret and design learning programmes and identify the requirements for a specific context of learning. They must also be competent in assessments and possess a clear understanding of the purposes, methods, and effects of assessment to provide helpful support and feedback to the learners (Department of Education, 2013:34-36).

The second data analysis phase was based on an observation schedule. It was determined that three teachers very effectively implemented CAPS in the four schools. Most of the participants received high-performance ratings in their implementation of CAPS, while few participants were rated as presenting mid-level performance. The analysis also showed there was no participant with low performance. Therefore, these findings revealed there is effective implementation of the curriculum in the four schools. The researcher observed teachers' responsibility in the implementation of CAPS using an audio recorder. All observations were based on Main theme four: The teacher's responsibility in the implementation of CAPS. This theme produced three sub-themes, namely; attend workshops and meetings, design year plans and lesson plans, and effectively teach and assess learners.

The researcher observed that all participants, except participant AA and CC, were equipped with a comprehensive syllabus and lesson plan, and successfully implemented most of the planned activities. Participants AA and CC were equipped with a lesson plan but failed to implement most of the planned activities in the classroom. The researcher also observed that all participant, except participant AB, always tried to relate classroom activities with students' daily life to bring context and meaning to the activities, while there were some indications that participant AB tried to relate classroom activities with students' daily life to bring context and meaning to the activities. The researcher also observed that all the participants consistently presented the lesson using a design based on a specific genre or text type.

Participants AB-DC tried to stimulate inquiry among learners very frequently and helped them initiate themselves in solving problems, while on occasion, participant AA tried to stimulate inquiry among learners. All participants (except participant CA) always modelled expected behaviour to the learners to support their achievement, while participant CA occasionally modelled expected behaviour to learners. The researcher also observed that all participants agreed, except participants BB and CA, learners were positively connected in a planned activity to support their understanding, while participants BB and CA, although there was no clear evidence of a strong emotional connection among learners, there was an underlying positive tone to their interactions. Lastly, the researcher observed that, most of the time, all participants except participant BB, CA and DB, appropriately used authentic assessment to assess learners' achievement, while participants BB, CA, and DB, tried to use authentic assessment, but it was often of low relevance to learners' activities in the real world.

The observations revealed that three teachers very effectively implemented CAPS in the four schools. Most of the participants received high-performance ratings in their implementation of CAPS, while few participants were rated as presenting mid-level performance. The analysis also showed there was no participant with low performance. Therefore, these findings revealed there is effective implementation of the curriculum in the four schools.

#### **4.6 CHAPTER SUMMARY**

In Chapter 4, the data collected from the interview responses and observation of teachers were analysed and interpreted. Tesch's thematic qualitative data analysis method was used to analyse all the data collected through the interviews (Creswell, 2015:33). The findings focused on the responsibility of the curriculum advisors and the departmental heads in the professional development of teachers; the responsibility of the principals, the departmental heads, and the teachers in the implementation of CAPS; and challenges experienced by teachers in the implementation of CAPS. The impact of LTSMs and the strategies that can be used to enhance the implementation of CAPS were also discussed in this chapter.

The analysis and interpretation of the research findings revealed teachers' positive experiences and the challenges they faced with the implementation of CAPS in the four selected schools. The findings also emphasised the various responsibilities of the SMT in the implementation of CAPS and the strategies that can be used to enhance the implementation of CAPS. A summary of the research findings, conclusions and recommendations are presented in Chapter 5.

# **CHAPTER 5: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

## **5.1 INTRODUCTION**

The study aimed to explore teachers' experiences and professional development in implementing CAPS in Shiluvane Circuit. The objectives of this study were to explore curriculum advisors' responsibility towards teachers' professional development; explore departmental heads responsibility towards teachers' professional development; explore the principal and the departmental heads' responsibility in the implementation of CAPS; reveal the challenges experienced by teachers in the implementation of CAPS; identify the impact of LTSMs on the implementation of CAPS; and recommend strategies that can be implemented to enhance the implementation of CAPS. Chapter 4 focused on the presentation, analysis, and interpretation of data collected during the interviews and observation of teachers. The following main themes were addressed:

- The curriculum advisors' responsibility towards teachers' professional development.
- The departmental heads' responsibility towards teachers' professional development.
- The principal and the departmental heads' responsibility in the implementation of CAPS
- The teachers' responsibility in the implementation of CAPS
- The challenges experienced by teachers in the implementation of CAPS.
- The impact of LTSMs on the implementation of CAPS.
- The strategies that can be implemented to enhance the implementation of CAPS.

These themes were used as the reference point guiding the research sub-questions for interviews. The summary of the findings and conclusion of this chapter are also based on the above themes. This chapter presents an overview of the research chapters, a summary of research findings, contributions of the study, recommendations and a conclusion.

## 5.2 SUMMARY OF CHAPTERS

In this section, the summary of chapters is presented. In Chapter 1, the background and significance of the study, the problem statement that triggered the study, the main research question and sub-research questions, aim and objectives of the study, summary of the research design and methodology, clarification of pertinent concepts, and chapter division of the research were presented (*cf.* 1.2 to 1.9).

Chapter 2 provided an overview of the reviewed literature and the theoretical framework of the study. It also explored the responsibility of the curriculum advisors, the principals, the departmental heads and teachers in curriculum implementation (*cf.* 2.2 to 2.7). This study was based on the Situativity Theory, developed by Vygotsky (Durning & Artino, 2012:188). According to Amin, Yusnita, Ibrahim and Muda (2013:28), the principals and the departmental heads' responsibility in curriculum implementation is to equip teachers with the necessary knowledge and skills to improve the quality of teaching and learning. The literature revealed that curriculum advisors are responsible for designing and reviewing strategies of curriculum development, the assessment of curriculum programmes, formal and informal assessments of learners, and conducting professional development sessions with principals, departmental heads and teachers to improve curriculum implementation (Du Plessis, 2013a:54).

According to the "Norms and Standards for Educators" (DoE, 2000, cited in Ornstein & Hunkins, 2013:12), a teacher is responsible for developing learning programmes and resources, obtaining curriculum knowledge and implementing it in the classroom, mediating learning according to the diverse needs of the learners, and performing class administrative and management duties. The teacher is also responsible for researching the learning area, conducting learner assessments, and involving parents, community groups and professional bodies when implementing the curriculum. The literature review also revealed the main challenges in the implementation of the curriculum.

These challenges were a lack of understanding of the curriculum due to insufficient professional development of teachers (Deacon, 2012:05); difficulty in interpreting the

learning outcomes of new curricula (Ornstein & Hunkins, 2013:14); teachers struggling to understand the content and implement the curriculum; inadequate financial support (Maharajh, Nkosi & Mkhize, 2016:379); lack of support for the implementation of CAPS (Yusof, Ibrahim & Rahim, 2017:18, Fink & Silverman, 2014:24; Nkabule & Amsterdam, 2018:02); and a shortage of teachers (Mouton, Louw & Strydom, 2012:1211; Fredericks, 2016:01). The literature also reflected the factors that positively influence successful curriculum implementation, such as continuous communication with learners, instructional supervision, evaluation (Chaudhary, 2015:986), support from the Department of Education, and continuous problem solving (Hoadley, 2012:32). Lastly, the literature emphasised four professional development models, namely observations, open classrooms, lesson study and study groups (Burns, 2014:01).

Chapter 3 focused on the research design and methodology (*cf.* 3.2 to 3.7). The four types of research approaches discussed in this chapter were positivism, post-positivism, constructivism, and critical theory paradigms (Creswell & Piano Clark, 2018:80; Rahi, 2017:01). This study was guided by a constructivist paradigm, phenomenological research design, and qualitative research approach (Pandey & Pandey, 2015:12). The population of this study was teachers from selected secondary schools in Shiluvane Circuit. The target population for this study was three teachers from each of the four selected schools. In this study, observation and telephonic interviews were used to collect data, and the thematic data analysis method was used to analyse data.

In Chapter 4, the research findings were presented, analysed and interpreted qualitatively. The data were analysed using Tesch's thematic data analysis method (Creswell, 2015:33), and presented in two sections. The first section presented data collected through telephonic interviews, and the second section presented data collected through observations (*cf.* 4.2 to 4.3).

Chapter 5 outlines the conclusions that emanate from the investigation's findings, as discussed in the previous chapters. The findings are summarised in the next section according to the research questions. Ultimately, conclusions are drawn from the findings and recommendations are presented.



### **5.3 SUMMARY OF FINDINGS COLLECTED THROUGH INTERVIEWS**

This section summarises the research findings, based on the main themes that emerged from the interviews with participants.

#### **5.3.1 Theme 1: Curriculum advisors' responsibility towards teachers' professional development**

The participants were asked to discuss the curriculum advisors' responsibility in the professional development of teachers. According to the data collected from the telephonic interviews with participants, the following duties are performed by curriculum advisors to promote teachers' professional development:

- Conduct workshops to train teachers to design year plans and lesson plans to implement CAPS in the classrooms.
- Conduct workshops to train teachers in effective teaching and assessment methods.

Curriculum advisors' responsibility in the professional development of teachers is confirmed by Du Plessis (2013a:54), who identified three functions of curriculum advisors, namely designing a curriculum development strategy; assessing curriculum programmes for learners (formally and informally); and facilitating the professional development of principals, departmental heads and teachers to improve curriculum implementation.

#### **5.3.2 Theme 2: Departmental heads' responsibility towards teachers' professional development**

The participants spoke about the departmental head's responsibility in the professional development of teachers. According to the information gathered from the participants, the departmental heads:

- Train teachers to design year plans and lesson plans.
- Train teachers about effective teaching and assessment methods.
- Conduct class visits.

Amin, Yusnita, Ibrahim and Muda (2013:28) support these claims regarding the departmental head's role in teachers' professional development. They state that the departmental head is responsible for equipping teachers with the necessary knowledge and skills to improve quality teaching and learning.

### **5.3.3 Theme 3: The principal and the departmental heads' responsibility in the implementation of CAPS**

The participants were asked about the principal and the departmental heads' responsibilities in the implementation of CAPS. According to the information gathered from the participants, principals and departmental heads are responsible for the following in the implementation of CAPS:

- Monitor the work of teachers and learners, and conducting class visits.
- Promote teachers' professional development to train them to adopt CAPS.

These findings were similarly confirmed by Esa, Musa, Mansor and Ibrahim (2017:19), who emphasise that the principal and departmental heads must improve teaching and learning. They also claim that principals and departmental heads should manage curriculum changes by monitoring the work of teachers and learners while conducting class visits.

### **5.3.4 Theme 4: The teachers' responsibility in the implementation of CAPS**

The participants mentioned teachers' responsibilities in the implementation of CAPS. According to the information gathered from the participants, the following are teachers' responsibilities in the implementation of CAPS:

- Attend workshops and meetings conducted by the curriculum advisors and the departmental heads.
- Implement CAPS by designing appropriate year plans and lesson plans.
- Implement CAPS by effectively teaching the subject to the learners and assessing the learners.

Teachers' responsibility in the implementation of CAPS is supported by Ornstein and Hunkins (2013). They claim the teacher is responsible for developing teaching methods and instruments to facilitate curriculum planning in the school. Teachers also blend theory building with practice, understand and interpret learning programmes, design original learning programmes, and identify the requirements for a specific context. The teacher is ultimately responsible for selecting and preparing appropriate learning materials, presenting lessons in their classrooms, assisting learners in organising their learning experiences, serving in subject committees, conducting research in the subject, and designing and managing assessments to the level and intent of teaching and learning.

### **5.3.5 Theme 5: The challenges experienced by teachers in the implementation of CAPS**

The participants were asked what challenges they experienced in the implementation of CAPS. According to the findings, the following challenges are experienced by teachers:

- The complexity of the curriculum.
- Lack of resources, such as LTSMs.
- Lack of professional development of teachers.
- Teachers and learners have too much work.

The complexity of the curriculum was also mentioned by Ornstein and Hunkins (2013:14). They indicate that one of the major challenges with implementing the curriculum is the complex nature of the curriculum, especially in terms of terminology. Moreover, a lack of resources was emphasised in Maharajh, Nkosi and Mkhize's

(2016:379) study; they found that many schools do not have sufficient teaching and learning resources. Hongbiao (2013:345) indicates that many schools in Limpopo Province have not had sufficient learning resources for several years, and learners needed to share, which is inconvenient. The lack of professional development of teachers is also confirmed by Yurtseven and Bademcioglu (2016:214), who emphasise that teachers feel uncomfortable with the new curriculum because of insufficient professional development. According to Fredericks (2016:01), many teachers are uncomfortable with teaching because they have too much work due to the continuous resignation of teachers.

### **5.3.6 Theme 6: The impact of learning and teaching support materials (LTSMs) on the implementation of CAPS**

The participants were asked about the impact of LTSMs on the implementation of CAPS. According to the information gathered from the participants, LTSMs have the following impact on the implementation of CAPS:

- LTSMs assist teachers in teaching effectively.
- Support materials help learners understand the subject matter.

LTSMs are any tool or resource used to enhance teaching and understanding of the subject content. The availability of resources in schools motivates and encourages teachers to engage learners and facilitate effective teaching and learning. To be able to comply with the needs of CAPS documents, teachers need to have access to relevant LTSMs.

### **5.3.7 Theme 7: The strategies that can be implemented to enhance the implementation of CAPS**

The participants mentioned several strategies that can be implemented to enhance the implementation of CAPS. These strategies included:

- Regular professional development conducted by the curriculum advisor and the departmental head.
- Ensuring the school has adequate resources.
- Monitoring of teaching by the curriculum advisor and the departmental head.
- Using effective teaching and assessment methods in the classrooms.

The participants' responses are supported by Chaudhary (2015:985), who asserts that the principal and the departmental head should improve curriculum implementation by conducting regular professional development sessions, regular class visits, promoting the use of various teaching methods, allocating more teaching time to subjects taught at the school, and providing sufficient LTSMs.

#### 5.4 SUMMARY OF FINDINGS COLLECTED THROUGH OBSERVATIONS

This section presents a summary of the findings of the data collected through observations. An analysis of the observations of the 12 teachers revealed:

- **Lesson preparation:** Ten teachers showed high performance in curriculum implementation during lesson preparation, while two teachers had medium performance.
- **Contextualisation of the instruction:** Eleven teachers showed high performance in curriculum implementation in terms of contextualising their instructions, while one teacher had medium performance.
- **Implementation of genre-based teaching:** All teachers showed high performance in curriculum implementation in terms of implementing genre-based teaching.
- **Stimulating inquiry among learners:** Eleven teachers showed high performance in curriculum implementation by stimulating inquiry among learners, while one teacher had medium performance.
- **Providing a model for the learners:** Eleven teachers showed high performance in curriculum implementation by providing a model for the learners, while one teacher had medium performance.

- **Promoting interaction among learners:** Ten teachers showed high performance in curriculum implementation by promoting interaction among learners, while two teachers had medium performance.
- **Using authentic assessment to assess learner' achievement:** Nine teachers showed high performance in curriculum implementation in terms of using authentic assessment to assess learners' achievement, while three teachers had medium performance.

An analysis of the above findings confirmed the effective implementation of CAPS in the sampled schools. The researcher found high performance among most teachers in their implementation of CAPS, while few teachers had mid-level performance. An analysis of the data obtained through the teachers' observation revealed that there was no teacher with low performance. According to Burns (2014:01), observation is one of the models of professional development strategies for improving the implementation of CAPS. Burns (2014:01) states that a senior teacher in a school, a consultant, or a very experienced colleague monitors teachers in their classes, evaluates their instructional methods, and offers formal feedback. The observation model is used as a form of peer coaching, and it assists teachers to refine specific areas of practice.

Since observation takes place in the classroom, it is also referred to as an open classroom model of professional development. Teachers thereby design lessons and allow colleagues to come and observe the lesson and provide input in a post-observation session (Burns, 2014:01). The observation is accompanied by discussion and knowledge exchange that benefits both the teacher and the students. Ornstein and Hunkins (2013:12) also emphasise that the teacher must present lessons in their classrooms by sticking to the plan that has taken so much time and effort to develop and use a learner-centered approach. Also, teachers should possess adequate knowledge, skills, beliefs, concepts, strategies, approaches and procedures about the subject matter. This affirms teachers' influence on the successful implementation of CAPS.

## **5.5 CONTRIBUTION OF THE STUDY**

The findings of this study will have benefits in improving teachers' professional development and the implementation of CAPS in the classroom. The findings revealed several challenges in the implementation of CAPS. Two of the challenges are that most teachers do not understand the curriculum very well due to its complexity, and inadequate professional development is offered to teachers. It was also determined that it is difficult to understand CAPS implementation because teachers only attended one unsatisfactory DBE workshop to train them in implementing the curriculum. Therefore, the findings of this study will assist teachers in understanding CAPS and how it can be applied effectively in South Africa.

As an exploratory study, this study presents a new direction for future research directed at enhancing professional development and quality education in South African schools. The findings will contribute to teachers, learners, parents, and the learning theory.

### **5.5.1 Contribution to teachers**

The identification and disclosure of the causes of teachers' problems in implementing CAPS could set a series of events in motion to promote CAPS implementation in schools. The results of this study will make teachers aware of effective strategies to improve teaching and learning related to the implementation of CAPS, and the quality education in their schools. Teachers will then prepare themselves to use effective methods to improve teaching and learning in the classrooms.

As mentioned in Chapter 2, effective curriculum implementation relies on maximum participation of all stakeholders of the school in strategic planning, orientation, training, implementation, monitoring and evaluation. This study's findings could motivate teachers to collaborate effectively with the curriculum advisors, the principals and the departmental heads to implement CAPS effectively. The study could also assist instructional leaders in determining what steps they can take to help their teachers improve their teaching and implement CAPS in their schools. Instructional leaders can motivate teachers to engage in relevant continuous professional development tailored

to their needs. Moreover, as part of the effective implementation of CAPS, teachers must be provided with simple, easy-to-use, evaluative tools that might support effective curriculum implementation.

### **5.5.2 Contribution to learners**

The findings of this study will also contribute to supporting learners. The primary goal of this research is to enhance the professional development of teachers to fully equip them with the relevant knowledge and skills to enable them to improve teaching and learning in their schools. It is only through improved instruction and effective learning that learners will be able to develop positive attitudes towards learning. This will result in teachers developing a sense of efficacy and confidence in their ability to do well in the classroom. When learners are confident of their ability to learn, they will become more engaged in effective learning. Therefore, the findings of this study could improve teachers' academic performance, potentially decreasing attrition rates and the cumulative deficits of learners progressing to higher grades without having acquired the necessary skills.

### **5.5.3 Contribution to parents**

The findings of this study emphasise parents' responsibility in terms of learners' academic performance. The results showed a variety of curriculum implementation techniques that can be used to increase parental engagement in children's education. These strategies will enable the parents to contribute to effective curriculum implementation and the quality of education, teaching, learning and academic performance. Many scholarly studies refer to the importance of parental assistance in children's learning. Parents can engage at different levels and according to their availability (*cf.* 2.4.7). This study emphasised that teachers should work creatively to solicit parental support that is sustainable.

### **5.5.4 Contribution to learning theory**

The research findings could also help to advance learning theories. This study was based on the Situativity Theory, a theoretical lens by which successful learning can



be examined (Durning & Artino, 2012:189). According to Vygotsky, the Situativity Theory emphasises learning as being connected to the situation, with individual cognition and meaning being socially and culturally constructed. This involves working collaboratively, addressing contextualised authentic problems, and negotiating meaning through practice. Teachers should therefore collaborate practically to solve problems in the classroom.

What is relevant to teacher professional development is that colleagues work together on a real problem, which involves team members supporting each other. In this study, the Situativity Theory was used to explore teachers' professional development and implementation of the curriculum.

## **5.6 RECOMMENDATIONS FOR THE STUDY**

The following recommendations are made to improve the education system in terms of teachers' professional development and implementation of CAPS.

### **5.6.1 Recommendations for further research**

The findings from this study indicate that teachers did not have sufficient time for professional development, and the curriculum advisors did not play a big enough role in empowering teachers to implement the curriculum effectively. The researcher suggests there is a need for further research in different districts to explore the teachers' experiences with other curriculum advisors. This study raises the following questions for further research:

- How will teachers be better prepared with knowledge and skills to execute the curriculum to develop their schools over time?
- What are the minimum knowledge and skills required by teachers to implement CAPS?
- What are the best strategies and models of effective implementation of CAPS?
- What are the best teacher development programmes that should be included in higher education institutions to produce highly skilled teachers?

### **5.6.2 Recommendations for the improvement of practice**

In this study, poor professional development among teachers was the primary problem identified in the implementation of CAPS. The knowledge and skills teachers receive from training equip them for better curriculum implementation at school. Various studies attest that teachers' professional development is vital in implementing CAPS because they must be equipped with specific skills to implement the curriculum effectively. The following recommendations are made for improving the implementation of CAPS:

- The DBE should design new professional development policies for teachers to promote the effective implementation of CAPS and ensure that the policies are implemented effectively.
- The schools should reinforce a culture of positive behaviour by inviting experts and professionals to conduct professional development sessions with teachers.
- Instructional leaders should continuously monitor teachers' implementation of the curriculum.
- The curriculum advisors and SMT representatives should often collaborate to help teachers successfully enforce CAPS.
- Teachers' professional development must be compulsory because the skills and knowledge they gain ensure learners receive a quality education.
- State and district administrators should find and train expert teachers to act as mentors and coaches for other teachers in their areas of expertise.
- Providing effective professional development requires sufficient time and quality implementation.

### **5.7 CONCLUSION**

The primary aim of this study was to explore teachers' experiences and professional development in implementing CAPS in Shiluvane Circuit. The objectives of this study were to explore curriculum advisors' responsibility towards teachers' professional development; explore departmental heads' responsibility towards teachers' professional development; explore the principal and the departmental heads'

responsibility in the implementation of CAPS; reveal the challenges experienced by teachers in the implementation of CAPS; identify the impact of LTSMs on the implementation of CAPS; and recommend the strategies that can be implemented to enhance the implementation of CAPS. An analysis of data revealed that curriculum advisors, principals and departmental heads conduct workshops to train teachers in designing year plans and lesson plans to teach and assess learners effectively in the classrooms. The findings also revealed that teachers attend workshops and meetings, design appropriate year plans and lesson plans, teach and assess the learners effectively. The complexity of the curriculum, lack of resources, such as LTSMs, lack of professional development of teachers and too much work are challenges experienced by teachers in the implementation of CAPS. The findings also revealed that the LTSMs assist teachers in teaching effectively and support learners to understand the subject matter. Regular professional development sessions, ensuring the school has adequate resources, monitoring of teaching, and using effective teaching and assessment methods are the best strategies for the effective implementation of CAPS. It is hoped that the findings of this study will contribute to the effective implementation of CAPS in schools.

In this chapter, an overview of the previous chapters, summary of the empirical investigation, contribution of the research and recommendations were presented and analysed. The performance ratio, according to the researcher, would help to improve teachers' professional development and the successful implementation of CAPS. The study's findings support the notation that teachers' professional development is critical to promote overall school progress.

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## APPENDIX A: ETHICAL CLEARANCE



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/08/12

Ref: **2020/08/12/4513895/20/AM**

Name: Ms M Malatjie

Student No.:4513895

Dear Ms M Malatjie

**Decision:** Ethics Approval from  
2020/08/12 to 2023/08/12

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**Researcher(s):** Name: Ms M Malatjie  
E-mail address: Malatjiem73@gmail.com  
Telephone: 0736367691

**Supervisor(s):** Name: Prof TI Mogashoa  
E-mail address: mogasti@unisa.ac.za  
Telephone: 076 372 5084

**Title of research:**

**Teachers' experiences regarding their professional development and implementation of the curriculum and assessment policy statement in Shiluvane circuit**

**Qualification:** MEd Curriculum Studies

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Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/08/12 to 2023/08/12.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/08/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



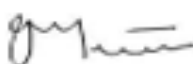
University of South Africa  
Pretor Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/08/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

The reference number **2020/08/12/4513895/20/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
motlhat@unisa.ac.za



**Prof PM Sebato**  
**EXECUTIVE DEAN**  
Sebatpm@unisa.ac.za

## **APPENDIX B: PERMISSION LETTER TO LIMPOPO DEPARTMENT OF EDUCATION**

Enq: Malatjie M M

Cell: 073 636 7691/076 867 0491

Email address: [malatjiem73@gmail.com](mailto:malatjiem73@gmail.com)

P.O. Box 915

LETABA

0870

Date -----

The director: Planning and Research  
LIMPOPO DEPARTMENT OF EDUCATION  
Private Bag X 9489  
POLOKWANE  
0700

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN LIMPOPO MOPANI WEST DISTRICT

I Malatjie Maggy doing research under the supervision of Prof Mogashoa T I, contact number: 0763725084 an associate professor in the Department of Curriculum and Instructional Studies, for a Masters' Degree at the University of South Africa. I, hereby, request permission to conduct research classroom observations and interviews with the teachers with twenty-two years and above teaching experience attached to schools in Mopani West District.

My research topic is: Teachers' Experiences Regarding their Professional Development and Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Shiluvane Circuit. The aim of the study is to explore Teachers' Experiences and Professional Development in Implementing the Curriculum and Assessment Policy Statement in Shiluvane Circuit. The benefits of this study are: Department of Education, Teachers, Learners, Policy Makers, Curriculum Advisors, Parents, and the community. The study will also assist educational authorities to be

more aware of the importance of involving teachers in the planning of professional development programmes and in policy-making. There will be no risk for the participants involved. There will be no reimbursement or any incentives for participating in the research. Feedback procedures will include providing copies of the research report to the schools that participated in the study and discussing the findings and recommendations with the participants. I will also send a copy of the report to the Department of Education through the University of South Africa. The dates and times for interviews that will take place at the schools will be mutually agreed upon with the participants. I will ensure that the research does not interfere with the participants teaching time and obligations.

I hope my request shall be considered.

Yours Faithfully

-----

Malatjie M M



## **APPENDIX C: LETTER REQUESTING PERMISSION FROM THE CIRCUIT MANAGER**

ENQ: MALATJIE MM

Cell: 0736367691

Email Address: [malatjiem73@gmail.com](mailto:malatjiem73@gmail.com)

P.O. Box 915

LETABA

0870

Date -----

THE CIRCUIT MANAGER

Department of education

Shiluvane Circuit

Private Bag X 1411

LENYENYE

0857

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOPANI WEST  
DISTRICT AT SHILUVANE CIRCUIT

I Malatjie Maggy doing research under the supervision of Prof Mogashoa T I, contact number: 0763725084 an associate professor in the Department of Curriculum and Instructional Studies, for a Masters' Degree at the University of South Africa. I, hereby, request permission to conduct research classroom observations and interviews with the teachers with twenty-two years and above teaching experience attached to selected schools in Mopani West District at Shiluvane Circuit.

My research topic is: Teachers' Experiences Regarding their Professional Development and Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Shiluvane Circuit. The aim of the study is to explore Teachers' Experiences and Professional Development in Implementing the Curriculum and Assessment Policy Statement in Shiluvane Circuit. The benefits of this study are:

Department of Education, Teachers, Learners, Policy Makers, Curriculum Advisors, Parents, and the community. The study will also assist educational authorities to be more aware of the importance of involving teachers in the planning of professional development programmes and in policy-making. There will be no risk for the participants involved. There will be no reimbursement or any incentives for participating in the research. Feedback procedures will include providing copies of the research report to the schools and the circuit office that participated in the study as well as discussing the report's findings and recommendations with the participants. I will also send a copy of the report to Mopani West District and the Limpopo Department of Education. The dates and times for interviews that will take place at the schools will be mutually agreed upon with the participants. I will ensure that the research does not interfere with the participants teaching time and obligations.

I hope my request shall be considered.

Yours Faithfully

-----

Malatjie M M

**APPENDIX D: LETTER REQUESTING PERMISSION FROM THE  
SCHOOL PRINCIPAL**

ENQ: MALATJIE MM

Cell: 0736367691

Email Address: [malatjiem73@gmail.com](mailto:malatjiem73@gmail.com)

P.O. Box 915

LETABA

0870

Date -----

THE CIRCUIT MANAGER

Department of education

Shiluvane Circuit

Private Bag X 1411

LENYENYE

0857

Dear Sir/Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I Malatjie Maggy doing research under the supervision of Prof Mogashoa T I, contact number: 0763725084 an associate professor in the Department of Curriculum and Instructional Studies, for a Masters' Degree at the University of South Africa. I, hereby, request permission to conduct research classroom observations and interviews with the teachers with twenty-two years and above teaching experience attached to selected schools in Mopani West District at Shiluvane Circuit.

My research topic is: Teachers' Experiences Regarding their Professional Development and Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Shiluvane Circuit. The aim of the study is to explore Teachers' Experiences and Professional Development in Implementing the Curriculum and Assessment Policy Statement in Shiluvane Circuit. The benefits of this study are: Department of Education, Teachers, Learners, Policy Makers, Curriculum Advisors,

Parents, and the community. The study will also assist educational authorities to be more aware of the importance of involving teachers in the planning of professional development programmes and in policy-making. There will be no risk for the participants involved. There will be no reimbursement or any incentives for participating in the research. Feedback procedures will include providing copies of the research report to the schools and the circuit office that participated in the study as well as discussing the report's findings and recommendations with the participants. I will also send a copy of the report to Mopani West District and the Limpopo Department of Education. The dates and times for interviews that will take place at the schools will be mutually agreed upon with the participants. I will ensure that the research does not interfere with the participants teaching time and obligations.

I trust my request will receive your favourable consideration.

Yours Faithfully

-----

Malatjie M M

## APPENDIX E: PARTICIPANT INFORMATION SHEET FOR TEACHERS

Date: -----

**Title: TEACHERS' EXPERIENCES REGARDING THEIR PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT.**

Dear Prospective Participant

My name is Malatjie M.M and I am doing research under the supervision of Mogashoa T I, contact number: 0763725084 an associate professor in the department of curriculum instructional studies towards a Master's Degree at the university of south Africa. I am inviting you to participate in the study entitled: **Teachers Experience regarding their Professional Development and Implementation of the Curriculum and Assessment Policy Statement in Shiluvane Circuit.**

This study aims to collect important information that could benefit: Department of Education, Teachers, Learners, Policy Makers, Curriculum Advisors, Parents, and the community. You are invited because we are working in the same circuit and I am interested in teachers with twenty-two years and more experience in the Department of education. I obtained your contact details from the Circuit Manager and in your school, there will be three participants.

The study involves lesson observations, telephonic unstructured interviews and audio tape will be used as some useful information can be missed. The interview will be for a duration of 10 to 15 minutes at time which will not disrupt the normal teaching and learning, while observation will be done in the classroom for 60 minutes during lesson presentation using an audio-tape recorder. The interviews will last for a period of 12 days since the researcher is having 12 participants, each participant will be interviewed for one day.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. Your presence is of very much important to participate because your input will benefit all stakeholders indicated in this study. There are no negative consequences for you if you participate in this research project and there is no risk or harm in this study.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research or your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

All information collected during the study will be treated as confidential. Participants' identity and records will be kept confidential. Participants' anonymity, confidentiality and privacy will be maintained in research process as part of ethical requirement. The report of the study including data collection and analysis may be submitted for publication, but participants' name will not be identifiable because they will remain anonymous. Hard copies of your answers will be stored by the researcher for a period of five years in a locked in researchers' cupboard for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval, if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant programmed software.

Participating in this study is voluntarily and there is will be no incentives. The researcher has applied for written approval from the Research Ethics Review Committee of the University of South Africa (UNISA) to conduct this study. A copy of the written application letter may be obtained from the researcher.

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Prof. Mogashoa T I on 0763725084 at [mogasti@unisa.ac.za](mailto:mogasti@unisa.ac.za).

Thank you for taking time to read this information sheet and for participating in this study.

Yours faithfully

---

Malatjie M M

## APPENDIX F: INFORMED CONSENT FORM FOR PARTICIPANT

Contact number.: 073 636 7691 / 076 867 0491

Email address: [malatjiem73@gmail.com](mailto:malatjiem73@gmail.com)

Date -----

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the audio-recording of the interviews and I have received a signed copy of the informed consent agreement.

Participant's Name and Surname (please print)

-----

-----  
Participant Signature

-----  
Date

Researcher's Name and Surname: MALATJIE MM

-----  
Researcher's signature

-----  
Date



## APPENDIX G: OBSERVATION SCHEDULE FOR TEACHERS

TOPIC: TEACHERS' EXPERIENCES REGARDING THEIR PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT.

<b>IMPLEMENTATION OF CAPS</b>			
This scale is intended to measure teachers' practices in implementing CAPS in the classroom. Aspects measured in this scale are devised specifically on the philosophical basis of CAPS.			
	<b>Low (1,2)</b>	<b>Mid (3,4,5)</b>	<b>High (6,7)</b>
Lesson preparation	The teacher did not prepare himself/herself with a comprehensive syllabus and lesson plans	The teacher was equipped with a lesson plan but failed to implement most of the planned activities in the classroom	The teacher was equipped with a comprehensive syllabus and lesson plan, and successfully implemented most of the planned activities
	The teacher was not prepared for lessons and tasks	The teacher was mostly prepared for lessons and tasks, but occasionally lost time from instruction in last-minute preparation, gathering materials, searching notes for information, etc	The teacher was fully prepared for lessons and tasks and displayed a high degree of familiarity with content, procedures, etc
Contextualisation of instruction	There was no indication that the teacher tried to relate classroom	There were some indications that the teacher tried to relate classroom	The teacher always tried to relate classroom activities with students' daily

	activities with students' daily life to bring context and meaning to the activities	activities with students' daily life to bring context and meaning to the activities	life to bring context and meaning to the activities
Implementation of genre-based teaching	There were a few indications that the teacher designed the lesson plan based on a specific genre or text type	To some extent, the teacher tried to design the class activities based on a specific genre/text type	The teacher consistently presented the lesson using a design based on a specific genre or text type
Stimulating inquiry among learners	The teacher failed to stimulate the learners in inquiry-based activities. Most classroom activities were from the teacher to learners	On occasion, the teacher tried to stimulate inquiry among learners	The teacher tried to stimulate inquiry among learners very frequently and helped them initiate themselves in solving the problems
Providing a model for the learners	The teacher failed to model expected targeted behaviour to learners	The teacher occasionally modelled expected behaviour to learners	The teacher always modelled expected behaviour to the learners to support their achievement
Promoting interaction among learners	Learners rarely, if ever, engaged in positive interactions with one another	Although there was no clear evidence of a strong emotional connection among learners, there was an underlying positive tone to their interactions	Learners were positively connected in a planned activity to support their understanding
Using authentic assessment to	The teacher did not seem to use authentic	The teacher tried to use authentic assessment, but it	Most of the time, the teacher appropriately used

assess learners' achievement	assessment to assess learners' achievement	was often of low relevance to learners' activities in the real world	authentic assessment to assess learners' achievement
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## APPENDIX H: INTERVIEW QUESTIONS FOR TEACHERS

TOPIC: TEACHERS' EXPERIENCES REGARDING THEIR PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT.

Interviews will be unstructured

### GENERAL QUESTIONS:

1. Which qualifications do you hold?
2. Are you furthering your studies?
3. Which subjects are you teaching?
4. Did you measure with the subjects you are teaching?
5. Are you currently offering your measure subjects?
6. How long have you been in the teaching field?
7. Do you enjoy teaching field?

### MAJOR QUESTIONS:

1. What is the role of the curriculum advisor curriculum advisor in the professional development of teachers?
2. Explain the role of the departmental head in the professional development of teachers.
3. Are you satisfied with the professional development conducted this year? Motivate your answer.
4. What is the role of the principal and the departmental heads, in the implementation of CAPS.?
5. What is your role in the implementation of CAPS?
6. What is the impact of learning and teaching support materials (LTSM) in the implementation of CAPS?
7. What are the challenges that you experience in the implementation of CAPS?
8. What can be done to improve the implementation of CAPS in schools?
9. Do you think schools should continue to implement CAPS or it should be replaced by another curriculum? Motivate your answer.

## APPENDIX I: LANGUAGE EDITING CERTIFICATE

# Between lines editing

Leatitia Romero  
Professional Copy Editor, Translator and Proofreader  
(BA HONS)

Cell: 083 236 4536  
leatitiaromero@gmail.com  
www.betweenlinesediting.co.za

12 July 2021

To whom it may concern:

I hereby confirm that I edited the dissertation entitled: “TEACHERS’ EXPERIENCES REGARDING THEIR PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT”. Any amendments introduced by the author hereafter are not covered by this confirmation. The author ultimately decided whether to accept or decline any recommendations made by the editor, and it remains the author’s responsibility at all times to confirm the accuracy and originality of the completed work. Research participants’ verbatim quotes were not grammatically altered or checked for contextual accuracy. The author is responsible for ensuring the accuracy of the references and its consistency based on the department’s style guidelines.



Leatitia Romero

### Affiliations

PEG: Professional Editors Group (ROM001) – Accredited Text Editor  
SATI: South African Translators’ Institute (1003002)  
REASA: Research Ethics Committee Association of Southern Africa (104)

## APPENDIX J: TURNITIN REPORT

### TEACHERS' EXPERIENCES REGARDING THEIR PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SHILUVANE CIRCUIT

#### ORIGINALITY REPORT

<b>24%</b> SIMILARITY INDEX	<b>18%</b> INTERNET SOURCES	<b>3%</b> PUBLICATIONS	<b>18%</b> STUDENT PAPERS
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#### PRIMARY SOURCES

<b>1</b>	Submitted to University of Stellenbosch, South Africa Student Paper	<b>4%</b>
<b>2</b>	Submitted to University of Venda Student Paper	<b>2%</b>
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