THE EVOLUTION OF THE FP CURRICULA IN SOUTH AFRICA SINCE 1994

by

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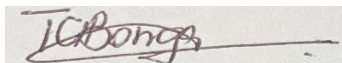
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TITLE OF DISSERTATION: *The evolution of Foundation Phase curricula in South Africa since 1994*

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DEDICATION

I dedicate this dissertation to my beloved late father, Mr M. Makibeni (1939 – 2004), who was the kindest, caring and loving father to us. He always ensured that I strived for excellence. With his support and encouragement, for which I am forever grateful, I have progressed along the academic route. May his soul to rest in peace.

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ABSTRACT

The evolution of the South African Education Curricula after 1994 was a monumental migration meant to equalise the education field which was fragmented and discriminatory in many areas. This affected all role-players in the education system, especially the teachers who had to implement new curricula that were unfamiliar to them. The range of policies from C2005, RNCS, FFL to CAPS caused confusion among teachers, but eventually CAPS was understood and was implemented. This impacted heavily on the Foundation Phase (FP) section of schooling as this phase is always the first to implement changes. The changes resulted in the evolution of the FP curriculum. These changes adversely affected teachers who are the custodians of curriculum and purveyors of knowledge such that learners were directly or indirectly disadvantaged in numerous ways. There were challenges that emerged during the implementation of these changes: multilingualism, provision of resources, teacher-training, learner-performance, and pedagogical approaches. With 11 official languages and sign language being the 12th, South Africa has a unique linguistic identity. Government policy with regard to curricula delivery advocated all 11 South African languages for teaching and learning which had serious consequences on pedagogy, particularly on teachers who were unilingual or bilingual, and on those who were entrenched in teacher-centred approaches. The translation of English documents into various other languages diluted the quality of some languages which were marginalised in the past. This, together with teaching-learning approaches negatively affected learner-performance. South Africa has participated in various regional and international studies including PIRLS, TIMMS and SACMEQ; however, SA's performance has been reported to be one of the worst of all participating countries. In the light of these changes in policy and curricula, this study examined FP schooling to establish the effects of curricula changes since democracy. The qualitative methodology used to collect data involved the elicitation of information from teacher-participants via semi-structured interviews and the perusal of documents from schools in the district. This data was analysed via the thematic approach. The findings revealed that in the early stages of curriculum change in South Africa, content was beyond the South African learners' ability due to multilingualism, cultural diversity and

socio-economic factors and it was recommended that the department of education should focus on pedagogical approaches to improve learning outputs and design South African policy guidelines that address multilingual school communities.

KEY TERMS: evolution, curriculum, Curriculum 2005, Revised National Curriculum Statement, Curriculum and Assessment Policy Statement, multilingualism, curriculum change, Foundation Phase, South African Policy, teaching and learning.

ACRONYMS

ANA – Annual National Assessments

ATP – Annual Teaching Plans

BEd – Bachelor of Education

CAPS – Curriculum and Assessment Policy Statement

COVID-19 – Coronavirus Disease

C2005 – Curriculum 2005

DBE – Department of Basic Education

DCES – Deputy Chief Education Specialist

DDD – Data Driven Districts

DoE – Department of Education

DH – Departmental Head

DHET – Department of Higher Education and Training

DPME – Department of Planning, Monitoring and Evaluation

ECD – Early Childhood Development

EFAL – English First Additional Language

FAL – First Additional Language

FFL – Foundations for Learning

FFLC – Foundations for Learning Campaign

FP – Foundation Phase

HL – Home Language

HSRC – Human Sciences Research Council

IIAL – Incremental Introduction of African Languages

ICT - Information and Communication Technologies

LOLT – Language of Learning and Teaching

NCS – National Curriculum Statement

NDP – National Development Plan

OBE – Outcomes Based Education

PIRLS – Performance in International Literacy Study

PLC – Professional Learning Communities

RNCS – Revised National Curriculum Statement

SA – South Africa

SACMEQ - Southern and Eastern Africa Consortium for Monitoring Educational Quality

SES – Senior Education Specialist

TIMMS – Trends in Mathematics and Science Study

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The introduction of democracy in South Africa in 1994 marked a significant transition from an education system characterised by the systematic deprivation of learners from the Black, Coloured and Indian communities, and the privileging of the White communities. Consequently, the education system inherited by the newly elected democratic Government had to be reformed to eradicate the discriminatory apartheid system which was organised along racial and ethnic lines with 13 departments of education. These were embedded with significant disparities such as the provision of resources, manipulation of syllabic content, different standards, and the administration of examinations on racial lines Department of Planning, Monitoring & Evaluation, (2014). This untenable situation necessitated a seismic shift in Government's planning and implementation to speedily address the past anomalies to bring about equality in education within a short space of time.

After 1994 South African education evolved, particularly in the FP. Curriculum changes were gradually introduced; different curricula models were introduced which were discussed in this study. These changes effected during the past 25 years were identified and the implications thereof were unpacked. Church (2015) defines educational evolution as the change of models within a society over a certain period due to the circumstances and needs of an era. The gradual development of curriculum policies in the FP were explored in this research. Three major curriculum changes since 1994 contributed to the evolution of the FP curriculum. Firstly, the Department of Basic Education (DBE) introduced Curriculum 2005 (C2005) in 1997, which was reviewed in 2000. This resulted in the introduction of the Revised National Curriculum Statement (RNCS) in 2002. Du Plessis and Marais (2015) assert that the Department of Education (DoE, 2012) sought to clarify the role of teachers as curriculum implementers by outlining what to teach, what to plan, and what to assess in line with the Curriculum and Assessment Policy Statement (CAPS) which was implemented in 2012.

After changes and amendments were instituted in the South African curriculum after 1994, Spaull (2019) detected some challenges:

- 78% of Grade 1-3 learners had poor comprehension skills that resulted in poor reading in Grade 4 (PIRLS, 2016).
- 61% of school children performed poorly in Mathematics in Grade 5, which meant that the basic Mathematical concepts had not been grasped in the FP.
- 45% of Grade 4 learners had poor comprehension and inferential skills in the 11 official Home Languages. If basic reading skills are mastered in the FP, it results in Grade 4 learners not being able to read with comprehension in their Home Languages HLs).
- 80% of South African teachers lack pedagogical content knowledge to deliver successful lessons in their respective subjects.

Furthermore, Jansen (2002: 199-215) highlights "the wide gap between ideal policy and practical implementation" of education policies. South Africa is a unique country with its own contextual factors with 11 official languages (RSA Constitution, 1999). The Home Language (HL) was identified as the Language of Learning and Teaching (LOLT) or the medium of instruction in the FP. If the Home Language offered in the FP is the LOLT, then the curriculum specialists should have considered the future prospects of FP learners, financial implications, mediation, training, and implementation of the curriculum.

Badat and Sayed (2014) provide insight into the poor performance of South African learners in the Performance in International Literacy Study (PIRLS) and in Trends in Mathematics and Science Study (TIMMS). The performance of learners who participated in these studies were well below international standards. The poor literacy and numeracy skills were alarming, and this was one reason which prompted the researcher to explore how the basic education system responded to this dire situation by exploring subsequent curriculum changes in the FP. However, even though the curriculum had been reviewed, learner-performance remains concerning in South

Africa. This poor performance from learners implies that teachers' lack of pedagogical content knowledge to teach their respective subjects, is one of the debilitating factors that impede the attainment of quality results.

Criticism is being heaped on the educational system as to what exactly is the cause of poor performance regarding the South African approach to curricula implementation. Assumptions point to all stakeholders, especially the teachers' reluctance to migrate to deliver new subject knowledge by applying creative methods of teaching in line with the CAPS (DoE,1012) policy across all stakeholders. Hence, the necessity to research this area of concern to interrogate factors related to FP curricula that stifle the enhancement of sound teaching-learning environments.

1.2 RATIONALE FOR THE STUDY

Jansen (1997) asserts that the failure of Outcomes Based Education (OBE) was due to the curriculum policy guidelines which were difficult, required extra administrative work, confusing in nature, sometimes contradictory in terminology, and they focused on outcomes instead of content. Jansen (1997) adds that limited teacher-participation in the designing, implementation, and training processes exacerbated the already dire situation.

Russell (1997) identifies the transition of policy to implementation as the main cause why OBE failed. Du Plessis and Marais (2015) establish that the National Curriculum Statement (NCS) was amended to CAPS due to the report published by the World Economic Forum (WEF) which ranked the quality of Mathematics and Science in South Africa as one of the worst among 148 participating countries, adding that the underperformance of learners may be the result of teachers being burdened with extra administrative duties without much time left to plan innovative lessons.

Ramphele (2012) contends that the current South African Education system was worse than under apartheid, while Lekota (2014) describes the South African

education system as being mediocre. Since there is a dearth of studies on CAPS after its implementation in terms of teachers' and learners' perspectives, this study envisages contributing to the body of knowledge that will inform all role-players on the successes and failures of the FP curriculum in order to find solutions to uplift learner-performance and teacher-morale.

The National Development Plan (NDP]) states that there were some successes of the DoE after 1994:

- An improved access to education for most learners;
- Equal allocation of resources for underprivileged and privileged communities;
- Free education for children from poor communities; and
- The introduction of nutritional programmes in schools (RSA, 2012: 302-306).

This project was significant personally and professionally to me as the researcher because I currently work for the DBE in Gauteng, Ekurhuleni North District. One of my duties entailed ensuring the practical and successful implementation of the FP curriculum policies and pedagogical content to improve the quality of FP education.

Therefore, this study sought to explore the changes in the FP curriculum including the implications of these changes. In addition, the study highlighted the successes and challenges of the FP education curriculum as it has evolved in South Africa since 1994. It further investigated the challenges that impeded the delivery and acquisition of skills in the FP classroom in terms of the curriculum revisions instituted by the South African education authorities.

1.3 PROBLEM STATEMENT

There are numerous changes effected in the FP curriculum after 1994. Jansen (2007) states that the change occurred when one political regime was replaced by another. The South African education system transitioned from the apartheid education system

to an inclusive, non-discriminatory, and democratic system for all South Africans. The changes were introduced to bring about an improvement in the South African education system.

The South African Government intended to achieve this by strengthening and expanding the policies to embrace inclusivity at all levels. Curriculum, assessment, admission, and promotion policies were reviewed which led to Outcomes Based Education (OBE) 1997, after which Curriculum 2005 (C2005) was implemented, followed by the NCS in 2000, and lastly to CAPS in 2012. This study endeavoured to explore, among others, how curricula that had been introduced post-1994 have influenced the FP schooling.

1.4 RESEARCH QUESTIONS

The **main** research question:

- How has the evolution of the curriculum influenced teaching and learning in the FP in South Africa?

Sub-questions:

What are the FP Teachers' and curriculum specialists' perceptions about curriculum changes since 1994?

- How have FP curriculum changes affected teachers and learners?

- What factors related to the curriculum have influenced learner-performance in the FP?

- What implications have the FP curriculum changes had on teaching and learning?

1.5 AIM AND OBJECTIVES

The **aim** of the study was to investigate the evolution of the FP education curriculum by focusing on its implications concerning the quality of teaching and learning.

The **objectives** of the study were:

To explore teachers' opinions about curriculum changes since 1994;

To identify curriculum changes, both positive and negative, that have affected teachers' and learners' quality of performance;

To describe challenges that have contributed to underperformance in the FP; and

To explore the implications of curriculum changes for teaching and learning in the F P.

1.6 LITERATURE REVIEW: AN OVERVIEW

1.6.1 Curriculum Defined

Johnson (2015) defines *curriculum* as a process and a product, adding that it is a runway to attain educational goals and the blueprint of an educational programme. Nightingale, cited by Johnson (2015) describes curriculum as a systematic arrangement of selected experiences by a school for a group of learners with a common goal of the attainment of the aims of education.

Hussain, Conner and Mayo (2014: 63) describe "six simultaneities" of interconnected curriculum facets and processes; namely, structure, process, content delivery, teaching, and learning that take place simultaneously. Johnson (2015) alludes to the processes involved in curriculum design and delivery by confirming that these processes are interdependent; they cannot function on their own - for example, in the process of teaching and learning, Deacon (2016:3) states that the focus should be on

the "mastery of subject and pedagogical content", even though it is deemed insufficient. Deacon (2016) contends that teachers should focus on curriculum implementation to ensure that it complies with what they deliver in class, emphasising the necessity to improve the quality of education for all, especially the teaching and learning of numeracy and literacy.

For this study, the understanding of the curriculum in the FP is that it is a process where subject content is designed to be implemented in a FP classroom by teachers with adequate pedagogical expertise to achieve an improvement in the quality of education for all. Due to the fragmented history of the country prior to 1994, the previous curriculum was deemed inadequate for all South Africans, hence the changes.

1.6.2 Curriculum Change

Sahlberg (2015) states that curriculum change can be beneficial if the new knowledge and skills that come with it are competently applied and not neglected. This means that due attention must be paid to the acquisition of new knowledge to promote curriculum change - in this instance, the curriculum designers and teachers. Moreover, for the implementation process to be successful, the way it is organised matters Sahlberg (2015). Successful implementation can occur if policy designers ensure that the new curriculum is not overloaded and structured in a simple manner. Sahlberg (2015) adds that curriculum change should elicit better results via in the creative ways teachers teach and learners learn. Any contextual factors such as overcrowding or inadequate teacher-training, that may hinder curriculum progress and success should be addressed beforehand for effective implementation. Since different FP curricula in South Africa post-1994 came with new knowledge and new approaches that confused both learners and teachers Jansen (1998), the current CAPS (DoE, 2012) curriculum is structured with clearly defined content and assessment activities; however, the results do not reflect an improvement in FP learner-performance.

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In other words, and according to Johnson (2015) curriculum change is a process which aims to improve the quality of education where aims, objectives, content, methods and assessment processes are evaluated to enhance academic performance. The various curricula reforms implemented in the FP were meant to improve the quality of education which needs adequate transition time for implementation and to show evidence of improvement. Hence, to achieve this goal of successful curricula transition, serious consideration, collaboration, and consultation by all relevant stakeholders involved in education must be enacted.

Despite the curricula changes and interventions since 1994 in the FP, the FP Language Subject Committee [FPLSC] (DBE, 2019) indicated that the highest failure rate was in Grade 1, with between 15% and 20% of learners repeating Grade 1. The DBE (2019) exposed some of the factors (among others) that contribute to the high failure rate: the transitioning from Grade R to Grade 1, language barriers, teacher-apathy to change, and overcrowding.

1.6.3 Curriculum Implementation

Carl (2005) contends that for a new curriculum to be successfully implemented, those involved in the change need to be well-informed and well-prepared. The most important players in curriculum implementation are the teachers who must deliver the curriculum, and the learners who are the recipients of curriculum change. The successful implementation of the curriculum depends on teacher-willingness to learn new content, approaches, and methodologies. Adequate preparation of teachers for curriculum change by curriculum specialists plays a crucial role in ensuring successful curriculum change and implementation.

In addition, Hope (2002), cited in Maluleke (2015), contends that school principals are also expected to play a crucial role in ensuring the successful implementation of the new curriculum. Maluleke (2015) states that school principals are expected to provide

staff development opportunities, encourage teachers, monitor implementation, and evaluate progress to determine if additional support is needed.

Researchers Kisirkoi and Mse (2016) maintain that learner-enthusiasm during curriculum implementation depends on passionate teachers who have acquired adequate skills via a sustained professional teacher development programme with a focus on learner-centred approaches, instead of teacher-centred ones. Similarly, Rudhumbu and Mswazie (2016) confirm that after 1994, changes through curriculum implementation eroded the traditional way of teaching and learning; hence, successful curriculum implementation requires teachers to embrace it with a positive committed attitude which will result in better results when learners are taught via learner-centred innovative approaches Rudhumbu & Mswazie (2016). Accordingly, teachers' willingness and passion to implement new knowledge and skills are key imperatives which can be instilled through sustained on-site and external professional development programmes.

1.6.4 South African FP Curriculum Changes

Bantwini and King-Mackenzie (2011: 5) state that in 1994 the focus was on the "cleansing of the racist and controversial syllabus" for any changes could be effected. This was the starting point in laying the foundation for all curricula to be equal and representative of all South Africans. Curriculum 2005 was then launched in 1997 and there was a noticeable paradigm shift from content-driven teaching to OBE where the achievement of outcomes was the main aim of Curriculum 2005.

Bloch (2005) notes that many South African children do not learn to read and write in their mother-tongue or any other language in a multilingual South African classroom; the reality is that even though multilingualism is promoted in South Africa, the majority of non-English speaking learners prefer to be taught in English and not in their mother-tongue as society conscientious us that the doors of opportunity are opened by becoming proficient in the language of the economy, technology, international

communication. The Ministry of Education (RSA, 1996) stated that the purpose for the curriculum changes since 1994 was to equip learners with knowledge and skills necessary for active participation in South African society. The three major curriculum changes that have affected the FP since 1994, were guided by Curriculum 2005, the Revised National Curriculum Statement, and the Curriculum and Assessment Policy Statement.

1.6.4.1 Curriculum 2005 (C2005)

Taylor (1999: 261) defines *Curriculum 2005* as a radical curriculum change that was implemented in the South African education system in 1998 where subject matter was integrated in all subjects. It started with 66 specific outcomes in the FP, where each specific outcome had assessment criteria with a range of statements and performance indicators which indicated a shift from content-based to outcomes-based teaching and learning (Spreen, 2004). The FP subjects were termed *learning areas:* Literacy, Numeracy and Life Skills, which were taught in an integrated manner.

1.6.4.2 Revised National Curriculum Statement (RNCS, 2000)

In 2000, Curriculum 2005 was scrapped and replaced with a new curriculum called the Revised National Curriculum Statement (RNCS). The RNCS switched the focus from outcomes-based education to learner-centred education. Assessment standards were implemented progressively from one grade to the other. Changes were implemented to address the challenges experienced during the Curriculum 2005 implementation; however, Themane and Mamabolo (2011:8) claim that the Revised National Curriculum Statement (RNCS) failed to assist teachers to select knowledge that was contextually appropriate. additionally, assessment guidelines were not easy to understand and implement. Content delivery, which is a crucial aspect in any curriculum implementation, suffered due to the additional administrative duties given to teachers. Moreover, the controversy concerning the language policy and mother-tongue instruction was unsettling, especially for Grades 1-3.

1.6.4.3 Curriculum and Assessment Policy Statement (CAPS, 2012)

The Curriculum and Assessment Policy Statement (CAPS) was a revision of the National Curriculum Statement. Ramatlapana and Makonye (2012) contend that the introduction of CAPS was meant to address all the challenges experienced during the National Curriculum Statement (NCS) implementation. It provided curricula guidelines detailing what to teach and assess in every grade and subject. Also, the policy detailed the time allocation for every subject from Grade R to 12, with an overview of each subject while outlining all the skills that must be taught in each grade.

1.6.5 Factors Contributing to Curriculum Changes

Factors that influence curriculum change include population growth and urbanisation when rural people migrate to urban areas in search of better opportunities Johnson (2015). This impacts on the quality of education and the constraining of available infrastructure, human resources, and teaching-learning materials. The urban areas, which are also economic hubs, require strategies to deal with population growth especially where the availability of education resources is concerned as this hinders the success of curriculum change. Johnson (2015) identifies these hindering factors: financial pressure, resource availability, lack of staff, burdensome workload, learner-abilities, and teacher-training.

Additionally, Makeleni and Sethusha (2014) posit that in South Africa, overcrowding of classrooms is common and this creates a challenge since curriculum delivery relies heavily on sound classroom organisation and management. Makeleni and Sethusha (2014: 103) state that factors such as the lack of proper curriculum implementation, inadequate resources, and poor infrastructure threaten the successful facilitation of the curriculum.

Jansen (1997) attributes the failure of OBE to the following factors:

The language used which teachers, as the main implementers of curricular policies, found difficult to understand, the increase of administrative duties of teachers, the focus on achievement of outcomes instead of curriculum content; and the pedagogical argument.

In summary, factors such as language, teachers' subject content knowledge, population growth, lack of resources, and urbanisation affect curriculum implementation, and ultimately teaching and learning.

1.7 THEORETICAL FRAMEWORK

Funnell and Rogers (2011) contend that the *programme theory* is about an intervention that aims to achieve improved results when implemented which has two components: *a theory of change* that informs processes that bring and drive change, and *a theory of action* that deals with the implementation of the actual strategy. Fullan (2007) views the theory of change as a tool that is useful in informing educational transition in order to attain positive results, whilst Chi, Slotta and De Leeuw (1994) state that a conceptual change occurs when a concept evolves from one form to the other.

Numerous changes were implemented when the FP curriculum was revised from Curriculum 2005 to the National Curriculum Statement, and further revisions took place until the introduction of the current curriculum (CAPS). The reasons behind the changes were to improve the quality of education, especially regarding learner-performance. The theoretical framework of the programme theory is useful as it allows processes that will unearth strategies to inform the study about change in the way curriculum is interpreted. One of the strengths of the programme theory is the theory of change. Stein and Valters (2012: 6) state that the theory of change has four categories:

- Strategic Planning: the organisation looks at the strengths, weaknesses, threats and opportunities of the phenomenon that requires change;

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- Monitoring and Evaluation: the intended outcomes are evaluated to determine if they are met or not;
- Description: the intended change is well defined, and all stakeholders have a common understanding of the concept; and
- Learning: all stakeholders are expected to research and gain insight into the process of change.

According to the *theory of change*, change occurs in society and involves a social process, which is education. One of the key pillars in any education system is the curriculum. The theory of change seeks to evaluate all the processes involved in the change itself, which can either be positive or negative. Change occurred in the FP curriculum, and the categories that have been highlighted in the theory of change will be used as a lens to evaluate the evolution of the FP curriculum.

1.8 RESEARCH METHODOLOGY: AN OVERVIEW

1.8.1 Research Paradigm

Lather, cited in Kivunja and Kuyini (2017), defines a research paradigm as a reflection of what the researcher believes in and the way in which a researcher views the world. Adding that a research paradigm has elements such as *epistemology* which highlights what the researcher knows, *ontology* which is the reality of the phenomenon that is being researched, *methodology* is the process followed during the gathering and analysis of data, and *axiology* refers to the do's and don'ts to be considered during the gathering of data in the research process.

The research paradigm for this study was the interpretive approach. Kivunja and Kuyini (2017) state that in an interpretivist paradigm the phenomenon being studied is interpreted and understood simultaneously while the data is being recorded. Thanh and Thanh (2015) believe that in an interpretivist paradigm, reality can be discovered through the experiences of selected participants in their context. In this study, various

curriculum documents were interpreted, while teachers and curriculum advisors were interviewed to share their views and their realities of teaching and working with the FP curriculum. In the process, various meanings and themes will be constructed and categorised.

1.8.2 Research Approach

Astalin (2013) defines qualitative research as an inquiry that is aimed at building a complete narrative of a phenomenon. The research design has assisted the study in building a narrative about curriculum evolution in the FP since 1994. Amaratunga, Baldry, Sarshar and Newton (2002) state that the qualitative research approach is based on observations made in real-life situations, adding that the researcher is directly involved in what is being researched such that every situation in the research process is considered holistically.

Even though it is conducted in small samples it has "deep, rich and meaningful" results, Amaratunga et al. (2002: 20). It focuses on social matters in social settings with the emphasis on people's lived-experiences. For the purposes of this study, the qualitative research method was appropriate because education is a social process. Audio-recordings during the interviews and the findings emanating from dissecting documents were recorded for analysis and interpretation.

1.8.3 Research Design

The research strategy used in this study was the case study approach. Twycross and Heale (2017) define a case study as an intensive study aimed at examining phenomena in a social context. Such a researcher explores a comprehensive phenomenon and reduces it into manageable units with the aid of relevant questions. Harrison, Birks, Franklin and Mills (2017) maintain that the goal of a case study, as a process, is to analytically research a phenomenon and understand it from the participants' points of view. Twycross and Heale (2017) clarify the case study strategy

by emphasising that the researcher must start by defining the phenomenon that is being researched. This step was followed by a document analysis supplemented by information from semi-structured interviews. For this study, the evolution of the FP curriculum will be defined, followed by what is known about the phenomenon. Documents such as policies, learner-performance data and reports, and other relevant literature will be analysed.

1.8.4 Population and Sampling

Tongco (2007) defines purposive sampling as a type of sampling where participants are not selected randomly; the selection and identification are based on the researcher's experience of the phenomenon being researched. In this study, purposive sampling was used to select a small group of 12 participants (six teachers, and six curriculum specialists) based in the Ekurhuleni North District, Gauteng. Participants were selected according to the following criteria:

Participants who have experienced curriculum changes in the FP since 1994.

Participants who have between 20 and 25 years of experience working in the FP.

Participants who have been actively involved in all major curricula implemented since 1994.

1.9 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

Canals (2017: 396) emphasises the use of oral and written presentations during data collection. Yin as cited by Yazan (2015:142) believes that it is better to make use of "interviews, direct observation and participant observation' when collecting data. In this study, questions were generated beforehand in preparation for the semi-structured interviews where participants talked about their views and experiences in curriculum evolution. Qualitative data collection methods such as individual interviews and document analysis were used. Document analysis involved the interrogation of

curriculum documents, and published learner-performance data from the DBE and other state agencies such as the Human Sciences Research Council (HSRC).

1.9.1 Interviews

Easwaramoorthy and Zarinpoush (2006) define interviews as processes used to collect information about what people have experienced, and how they feel and think about topics being investigated. Semi-structured interviews were conducted in a systematic manner with various stakeholders where enquiries and sharing of experiences were conducted with teachers and curriculum experts. The objectives of the study were defined before the interviews were conducted.

1.9.2 Document Analysis

Document analysis is defined as a systematic evaluation of various documents related to the study Bowen (2009). The FP curriculum documents and assessment reports related to the study were analysed, and comparisons were made between the analysed documents and reports. Data that was gleaned from the documents and then analysed in line with the aim, objectives, and research questions. Gaps and anomalies were identified in the documents and were recorded as data to be discussed. This study's data was "verified and corroborated with evidence from literature sources" Bowen (2009: 30).

1.9.3 Data Analysis and Interpretation

Merriam (2002) states that data analysis can be intensified once the data has been presented, adding that this involves consolidation, reduction and interpretation. Yin (2002) agrees that it is necessary to examine, categorise and tabulate the data after collection.

In this study, collected data was interpreted and tabulated into various categories as per formulated themes. In other words, themes based on the collected data were formulated, and patterns were identified during the data analysis. Similarities, differences and gaps were identified, categorised, and recorded accordingly.

1.10 CREDIBILITY AND TRUSTWORTHINESS

Anney (2014: 276) defines credibility as "the confidence that can be placed in the truth of research findings" adding that strategies can be applied to determine the credibility, validity, and reliability of findings, such as the use of various methods to collect the data and the process on how the data is captured (such as recorded interviews) and verified for authenticity and transparency when sent back to the participants (member checks). Anney (2014: 275-276) highlights criteria that can be used to determine if the qualitative research is trustworthy:

Truth value concern - the degree to which truth and confidence can be established; consistency concern - the certainty of ensuring that findings can be repeated consistently in the same context; and the ability to determine that there is no bias, interest or motivation which can influence the investigation.

In this study, various methods for data collection were used, such as semi structured interviews and document analysis. The interviews were recorded with participants' permission permission beforehand, and the recorded interviews were presented to the participants for verification. The trustworthiness of the study was further maintained by curtailing bias, interest or motivation that would have impacted negatively on the study. Truth, value and consistency concerns were addressed when they arose.

1.11 ETHICAL CONSIDERATIONS

Christians (2000: 144-145) emphasises adherence to four guidelines concerning the code of ethics of a research study: the informed consent - where participants must

participate voluntarily, openly, willingly and freely; deception - where deliberate misrepresentations are opposed; privacy and confidentiality - where participants' identities are safeguarded; and accuracy of all collected data must be prioritised.

Permission to conduct the research was sought from the Gauteng Department of Education. Also, the study adhered to the ethical guidelines of the University of South Africa. The participants received consent forms to read and sign, and they were informed of their voluntary participation. The participants' identities were kept confidential, and the accuracy of the collected data was prioritised. Identities of the participants were protected by assigning codes/pseudonyms, and data from documents was collected from reliable sources.

1.12 LIMITATIONS AND DELIMITATIONS

Theofanidis and Fountouki (2019) contend that limitations are potential weaknesses of a study that are out of the researcher's control which may affect the study results and outcomes. This study has been limited to document analysis and interviews due to time-constraints and travelling costs. Findings cannot be generalised for the FP in the whole country.

The study intended to view the evolution of the FP curriculum since 1994. It further investigated how the new curriculum changes influenced teaching and learning in the FP in South Africa. The study was conducted in Gauteng, in the Ekurhuleni North Region. FP curriculum specialists and teachers participated in the study.

1.13 DEFINITION OF KEY CONCEPTS

Curriculum

For the purpose of this study, curriculum is referred to a programme that is designed for a school, guided by education policies, with operational frameworks implemented in a classroom aimed at improving the quality of teaching.

Foundation Phase (FP)

According to *White Paper on Education and Training* (DHET, 1995: 31) the FP forms part of the compulsory schooling phase, which starts with a reception class (pre-school) followed by Grades 1, 2 and 3.

Language of Learning and Teaching (LOLT)

Stein and Valters (2012) define Language of Learning and Teaching (LOLT) as the language that is used for teaching and learning in the classroom. It is known as the medium of instruction or language of instruction. According to the National Development Plan 2030, the learners' home language is expected to be the LOLT in the FP (RSA, 2012).

1.14 CHAPTER LAYOUT

Chapter 1

Chapter one presents the introduction, background of the study, rationale for the study, the problem statement with research questions, and the aim and objectives. The outline of literature review and an overview of the research methodology are also included. This chapter further briefly describes credibility, trustworthiness, research ethics, limitations, and delimitations of the study.

Chapter 2

Chapter two consists of an extensive literature review with theoretical frameworks. Change theory was the theoretical framework that underpinned the study's direction. The following sub-topics were touched upon: curriculum, curriculum change, curriculum implementation, South African FP curriculum changes, and factors involved in the curriculum changes.

Chapter 3

The research methodology, research approach, population and sampling, instrumentation, and data collection techniques were discussed in this chapter. The type of sampling and questionnaires were also explained. The qualitative research approach, and the case study research design were unpacked. Sampling, data collection and data analysis, as well as ethical approval, were presented in this chapter.

Chapter 4

The analysis and interpretation of the collected data were described in this chapter. Semi-structured interviews and document analysis were the data collecting instruments applied in this study. Responses to the questions posed in interviews were tabulated, presented, and interpreted. The findings identified through analysing documents were interpreted and recorded. Patterns, similarities, differences and themes informed by the analysed data were presented in this chapter.

Chapter 5

This final chapter focused on the findings and conclusions that emanated from the analysed data. The gaps identified in the study were highlighted. Topics for future studies were suggested, and the implications, recommendations, and conclusions of this study were outlined.

1.15 CONCLUSION

This chapter provided an overview of the study titled the *Evolution of FP Curricula in South Africa since 1994.* The background, rationale, statement of the problem, literature review, research methodology, credibility and trustworthiness, research ethics, limitations and delimitations of the study, and definition of key concepts were outlined. The next chapter discussed the literature study in detail.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The overview of the research study was presented in chapter one. Chapter two focused on the review of existing literature that provides insight into the evolution of the FP curricula in South Africa since 1994. The literature review was gleaned from journal articles, books, DBE and Higher Education policies, Provincial reports, dissertations and theses. In reviewing both national and international literature, I found some pertinent information related to the phenomenon of curriculum evolution. This chapter included themes such as curriculum, the evolution of curriculum, curriculum change, African and International perspectives, and factors that contribute to curriculum changes.

2.2 DEFINING CURRICULUM

The concept of *curriculum* is generally a contested one. According to Li and Chen (2017), the curriculum is the core of education in that every country's quality of education is determined by the way curriculum is designed, implemented, examined and measured. Further, Kneen et al. (2020) claim that the term *curriculum* can be likened to running a race as the programme of study that is implemented must answer questions such as *why we have education.* Additionally, Adu and Ngibe (2014) maintain that curriculum is the social offering of knowledge, skills and values to learners in school which is the main purpose of education. McLachlan et al. (2018) define curriculum in the lower grades as a school-based national document made up of aims and objectives, content, methodologies and assessment processes for the purpose of developing competence in the acquisition of knowledge, skills, and values.

Pinar (2013) defines curriculum as the site of school's activities, outlining the aims and providing guidelines for teachers on executing the aims, adding that we should learn how the Chinese view curriculum as a clear distinction between *to know* and *to be educated*. Penn (2011) states that holistic curriculum is broadly framed around the physical, cognitive and socio-emotional strengths from various social backgrounds, which is most relevant to the FP where the children's development evolves resulting in the change of behaviours after interacting with various stimuli. Leask (2015) maintains that a formal curriculum is planned and presented in an orderly manner with all the relevant components like the syllabus; the informal one represents all support services that are not included in the formal school syllabus but occurs at an educational institution. Alsubaie (2015) notes the 'hidden curriculum' which is aimed at the expression and representation of attitudes, knowledge, and behaviours defined as social skills which includes respect, discipline, and communication, to name a few. Such characteristics engender social change like Africanism which advocates the spirit of Ubuntu which can be displayed in educational institutions.

Mynard and Stevenson (2017:170) provide hints that are valuable in creating a recognised, valued, and effective curriculum especially when reviews and revisions are required:

- Definitions – Development of a well-defined mission statement must be prioritised. Involve key stakeholders in all stages of curriculum development;
- Time - where the developers need to anticipate some form of resistance from colleagues. It is advisable to start small with mini-courses in order to win over the confidence of all involved. Grow the programme gradually and in the process, monitor what works well in various contexts;
- Build bridges – involve all stakeholders. Do not leave anyone out of the various stages of development. Build trust in order to receive support when curriculum innovation is proposed;

- Conduct systemic research to get credible information about benefits and possible threats to the curriculum;

- Transparency – inform stakeholders about successes/failures through publications and notifications; and

- Topical issues – to get support from various administrators in the society, discuss the latest curriculum developments and new terminology in the media.

In the South African context and for the purposes of this study, the FP curriculum is defined as a process where subject content is designed to be implemented in a FP classroom by teachers with adequate pedagogical expertise to achieve an improvement in the quality of education for all. Modifications were effected to South African FP Curriculum since 1994 when revisions were made due to challenges faced by various stakeholders, especially teachers during the implementation process. These changes resulted in the evolution of the South African FP curriculum since 1994.

Lastly, it is noteworthy that teaching can only be effective when the delivery of lessons is executed by experts in subject areas of the new FP curriculum such that learner-performance is uplifted to higher levels.

2.3 EVOLUTION OF CURRICULUM

In South Africa, FP curricula experienced monumental transformation after 1994 when various stakeholders were involved. During this process a paradigm shift was witnessed by all those who were involved in education. The degree of involvement by all stakeholders in the curriculum change is outlined in the sub-sections below.

Li and Chen (2017) define the evolution of curriculum as a process when curriculum undergoes a series of monumental transformations, which are defined by deliberations and interactions between local, cultural and global forces. Similarly, Sugianto (2020) states that curriculum evolution is a complete metamorphosis of educational syllabi

such that real transition occurs when all stakeholders involved in teaching and learning are aware of the changes. Since stakeholders include curricula developers, curricula officials, monitors, and teachers and learners of different cultures who are involved in the education process, locally and globally, it is imperative that all of them be provided with the actual determinants of curriculum implementation with clear guidelines. Sugianto (2020) emphasises that when curriculum evolves, shifting of education paradigms occur which reveals challenges, the need for innovative approaches, and dedicated teachers.

Fischel, Olvet, Lu and Chandran (2019) define evolution as a gradual, orderly, continuous process of change where the development of a phenomenon from one condition to another is affected. Modification, differentiation, and growth are some of the processes that constitute evolution. For evolution to attain the desired outcome, time is of the essence. Modification processes of curriculum cannot be rushed because order must be maintained. Modifications are done to accommodate developments over a significant period to provide an optimum balance between the needs of the country, society, teachers, and learners.

Rivet, Singer, Schneider, Kraijick, and Marx (2000), in their study of the evolution of curriculum recommend that the intensive professional development of teachers must be prioritised to accomplish the goals of evolution. Rivet et al. (2000) mention that when curriculum specialists discovered that there was a lack of suitable resources to match subject content in schools serving diverse populations, they devised five strategic principles (below) to adhere to the process of curriculum evolution:

2.3.1 Contextualisation

Attention was focused on cognition and community which allowed participants to visualise how the change related to the community, family, and themselves. This meant that it was important to consider contexts and adapt to their needs, instead of using a one-size-fits-all approach in the process of interaction with the phenomenon.

In the evolution of the South African education curricula, the developers were aware of the diversity of their communities and other contextual factors. However, in the process of interaction with the curriculum phenomenon, the straight-jacketed approach resulted in various revisions where outcomes were more favourable in some communities than others, which led to widening the gap of inequalities between the haves and have nots. Lindsjö's (2018) study on contextualising the quality of primary education in urban and rural settings revealed that the provision of quality education varies to a certain extent, as learners from urban areas are more advantaged compared to learners from rural areas.

2.3.2 Standards-based principles

Communication of national standards, tools, and approaches on how to help various stakeholders understand the new content of the curricula was prioritised. In the process, the pedagogical approach regarding the construction of new knowledge, and learning through benchmarking was the focus. In order to achieve this, Rivet et al. (2000) claim that benchmark lessons were used in the process of introducing new terminology and processes involved in the new curriculum. The South African FP approach in communicating new content and measuring the amount of knowledge that needed to be constructed, was determined by means of baseline assessments administered in various school terms amongst all grades. However, the results of such assessments should assist in determining the correct pedagogical approach. Similarly, Tierney, Simon and Charland (2011) purport that academic results are yardsticks designed to determine academic achievement, and to plug the 'loopholes' where there are weaknesses, adding that fairness and transparency are some of the elements that must be implemented in this process.

2.3.3 Collaboration and student discourse

During the process of evolution, collaboration is promoted amongst teachers and learners within the learning community by means of small and large group activities.

Slater and Ravid (2010) emphasise the synergy that is created when more points of view are incorporated into the system. Importantly, communication among various stakeholders involved in the education sector must aim at information discovery, solutions to questions, and discussions on strategies to be implemented to eradicate weaknesses within the system. In this regard, collaboration involving various stakeholders such as SGBs (School Governing Bodies), communities, parents and school principals is key in order to give moral and professional support that can be availed to teachers and learners during curriculum implementation.

2.3.4 Learning tools

Rivet et al. (2000) indicate that existing tools in various contexts are integrated with learning technologies such as ICT materials. The utilisation of these tools is dictated by the nature of content presented in the process of navigating the curriculum. In a diverse country like South Africa, contextual factors hinder the utilisation of some tools - such as the adequate and proper utilisation of available resources which require mediation and proper control.

2.3.5 Scaffolds between and within projects

In the process of curriculum evolution, scaffolding is conducted to support student learning through modelling lessons (Taber:2018). Support structures are designed to cater for different cognitive levels. These structures create a safe environment when challenging and demanding tasks are given. Regarding the CAPS curriculum, modelling of lessons is advocated to cater for various cognitive capabilities of learners. Scaffolding is also executed during community of practice (CoP) activities for trainee-teachers and those in service, where teachers are supported in terms of delivering content and utilisation of resources and strategies based on their needs. Scaffolding is also promoted in the provision of scripted lesson plans, but teachers tend to rely on only what has been provided in their given scaffolded example. This reliance on

scripted lesson plans minimises the ability of teachers to interpret certain concepts without the aid of a lesson plan.

The OBE (2000) was adopted as the main philosophy that would be fully operational in 2005. The methodology changed from teacher-centred to learner-centred approaches. In the evolution of curricula, restructuring, redressing and revisions occur. In this process, various weaknesses are detected; hence, OBE and subsequent policies were abandoned to eventually embrace CAPS (DoE, 2012).

2.4. CURRICULUM CHANGE

During curricula evolution, changes are effected to existing curricula which then result in various additional outcomes in certain areas. Curriculum change is discussed further in terms of its rationale, process and in context for this study:

2.4.1 The Rationale for Curriculum Change

The rationale for curricula changes effected by various countries is to keep abreast with global changes. Sugianto (2020: 37) states that "education is the only way to empower the young generation to face the challenge of global competition", adding that curriculum change will not make a difference in terms of learning output if the learning process does not change. A change of methods, emphasising teaching and learning, must occur for the enactment of curriculum change. In the process of teaching and learning, teachers must focus on migrating to innovative pedagogical approaches. Sugianto (2020) proposes a shift in traditional teaching behaviours, from teacher-dominated behaviours to student-active methods, from lecturing to gaining interactive access to learners, from teaching to guiding, and from explaining to modelling. For the learner, the focus should be on teaching-learning activities included in the new curriculum to achieve the maximum benefit from it in terms of knowledge, skills and values. The migration of ideologies and methodologies is expected to be implemented by the teachers to meet global competition. The context and conditions

of such implementation are key for the actual change to attain positive results regarding better learner-performance.

Nkosana's (2013) study on curriculum reform in Botswana found that curricula change is more than just a change of curricula - the reform must be evident in the classroom, in educational institutions, and in the whole education system. Nkosana (2013) adds that all stakeholders, including teachers and learners, must be brought on board during the innovation and implementation of such change, so that curriculum innovations succeed. However, in most instances it fails when there is inadequate infrastructure, when serving a different agenda, or when school cultures and new pedagogical methods are incongruent with the dominant approaches implemented by schools. According to Nkosana (2013: 69-70), curriculum reform can also succeed when teachers who are the key players see the urgency and need of the advocated change; and there are clearly defined goals for the reform to be translated to practice.

There are clearly defined roles played by various role-players such as:

- o The Regional District Offices are actively involved to direct and support schools;
- o The principals, as the main agents of change, bring legitimacy to the reform, and offer support regarding availability of resources; and
- o Teachers' commitment to and embracing of change that will make them agents of change as they embark on the mastery of the dynamics of change aimed at improving the lives of learners, irrespective of their backgrounds.

Addy (2012) emphasises the role of practising-teachers during the drafting and formulation of curricula, stating that they strike a balance between vagueness and ambiguity of the changes. Caution is also advised against over-specification of curriculum documents because adaptations might be necessary as the teaching contexts vary on a yearly basis. Addy (2012) advises that piloting new curricula builds

expertise amongst stakeholders and minimises costs. Piloting can generate excitement about curricula reforms, such that possible adaptations may occur beforehand.

2.4.2 The Process of Curriculum Change

Li and Chen (2017:1472) claim that in China, the transformation of the Early Childhood Curriculum was centred on three concepts: "evolution, revolution and innovation", where *evolution* defined the development of the curriculum, *revolution* defined the actual change in the thinking and behaviour of various stakeholders, and *innovation* defined the experimentation stage where new methods and processes are created. Different approaches are adopted by various countries in a curriculum reform. Li and Chen (2017) highlight the top-down approach, which emphasises the hierarchal and bureaucratical nature of curricula designs, where there is a lack of consultation, interaction and consideration for frontline teachers who ultimately enact the implementation process. This non-participation and divide between the initiators and teachers lead to teacher-demotivation, which results in poor outcomes. This approach is similar to the South African approach, where teachers are expected to implement curricula without prior participation or inputs during the initiation phase.

Consequently, Li and Chen (2017) propose a hybrid approach, which is a combination of top-down and bottom-up approaches. While a change of ideas does not mean a change of practices, adaptation of practices might be beneficial. Modern teaching approaches pose a challenge for teachers as the social, cultural, and contextual factors of each country must be considered. In South Africa, curricula changes were implemented over a period of time in line with global changes.

2.4.3 South African Curriculum Change

The initial curriculum change in South Africa was instituted as a response to the apartheid curriculum which was teacher-centred, authority-driven, Eurocentric, and

content-based with a top-down approach. Apartheid literally meant "apartness", which was a policy of separating people based on race - a period in South African history that privileged white people, and its effects are still felt in the inequalities of educational provisioning Clark & Worger (2016:4). The OBE was therefore introduced to counteract the apartheid discriminatory philosophy of education which left a horrendous legacy that still affects us today. Jansen and Taylor (2003) state that Curriculum 2005 was thereafter established based on the principles of OBE, which centred around learners where the teacher's role was that of a facilitator focusing on formative assessment which is informal in nature, as opposed to summative assessment.

Consultation processes are followed in every country before curricula changes are implemented in the classroom where various stakeholders collaborate such that each stakeholder plays an active and crucial role. Jansen and Taylor (2003) assert that it is the South African Ministry of Education's responsibility to design policies based on norms and standards developed through collaborative processes. The adopted policy must be then implemented by all nine South African Provincial Education Departments.

According to Adu and Ngibe (2014: 983), "Curriculum 2005 (C2005) was introduced in 1997, the Revised National Curriculum Statement (RNCS) in 2002, the National Curriculum Statement (NCS) in 2007, and lastly the Curriculum and Assessment Policy Statements (CAPS) was introduced in 2012". This means that curricula reviews were conducted where the cascade model was identified as one of the main challenges Jansen & Taylor (2003). Suzuki (2008) highlights the challenges of the cascade model by identifying some of the disadvantages:

- The distortion of the original message and intent, and the effects become diluted due to misrepresentations and misinterpretation of original facts; and
- A wide gap exists between the central level of training and the local level.

During NCS implementation in South Africa, the Ministry of Education introduced a 4-year programme via the Foundations for Learning Campaign (FFLC) in 2008 to improve learner- performance in reading, writing and numeracy in all South African schools (DBE: 2011). The Foundations for Learning Campaign was very prescriptive, as it provided teachers with lesson and assessment plans. Govender (2014) asserts that FFLC was not successful, owing to various reasons including inadequate time for training, inadequately trained facilitators, and the ineffective cascade model. Consequently, the DoE was not in favour of proceeding with the FFLC and the cascade model.

Addy (2012) states that one of the reasons South Africa introduced various changes to the curricula was to address vagueness; hence, the restructuring from Curriculum 2005 to NCS to RNCS and then to CAPS. Adequate consultation with relevant stakeholders and strategising are advocated by various scholars involved in curricula reforms worldwide (Chun-Lok et al: 2010). Various curricula reforms in South Africa were not successful as a result of non-consultation, hence the restructuring of curricula. Adu and Ngibe (2014) state that South African education policy developers need to strategise and restructure curricula by consulting and involving teachers practising in rural and urban schools for their varying experiences as custodians of curricula. Hence, the piloting of a new curricula with implementation strategies could minimise the chances of failure.

Addy (2012) advises that curriculum change cannot be rushed if stakeholders anticipate favourable outcomes. However, in the curricula evolution process in South Africa, there is no evidence of adequate consultation with teachers in various contexts such as in rural and urban learning communities. Curricula have undergone changes, nationally and internationally for various reasons (discussed in the following sections).

2.4.4 International Perspectives of FP Curricula

Global curricula changes occur owing to changes in societies and contextual factors. Penn (2011) states that the content of what is learnt by children and how they learn it varies from one country to the other, due to a country's contexts. Regarding changes in curricula, consistency and the quality in the training of student teachers and practising teachers are identified as the main factors that can overcome challenges in curriculum delivery Penn (2011). If these factors are combined, then quality education can be achieved. How does one then define quality education?

Green (2011) affirms that quality education can be attained through creative and innovative teaching-learning experiences. In this regard, Nyland and Ng (2015:474) identify teachers as the main role-players in any curriculum reform due to them being "the power-base of professional expertise". However, caution is advised on too much reliance on one stakeholder when the future of a country depends on successful implementation of the curriculum. Since the utilisation of new practices in curriculum change poses a challenge amongst teachers, it is important to create a culture of change in classrooms, districts, higher education institutions, and other institutions of teacher development. In countries like Singapore, the training of teachers, directors and managers of institutions is mandatory, whereas in countries like Australia it becomes voluntary for teachers who are already in service, thus resulting in different outcomes.

Sinnema and Aitken (2013) highlight commonalities in international curricula reforms. They identified some goals that define curriculum reform policies where curriculum is viewed as an important lever in the establishment of education where teaching practice is influenced and improved to foster learner-achievement. Sinnema and Aitken (2013) add that diversity and transformation in a country are addressed during the enactment of reform to equip the young generation with adequate skills required in the 21st century. Many countries' approaches to curricula reforms differ where teaching methods, parental involvement and subject content are concerned Sinnema

and Aitken (2013). Some countries base their teaching methods on learner-needs rather than the needs of the country where both top-down and bottom-up approaches are implemented, while the content taught addresses each country's culture and needs.

Content knowledge and skills inform the curriculum to be implemented in every classroom. According to Wood and Chesworth (2017), the curriculum reform in the United Kingdom (UK) is organised in themes that address Literacy, Mathematics, Creative arts and Physical Education. Similarities are evident in the approach as evidenced in language and literacy based on Vygotskian (1978) principles where the use of narratives, phonological awareness skills, and dialogic encounters are the cornerstones to improve critical-thinking, collaborative writing, and reading in the lower grades. Wood and Chesworth (2017) emphasise the introduction of a 'silent' period for bilingual children which will be used to acquire, internalise and link what the learners know in their mother-tongue to English FAL, adding that problem-solving which provides reasoning opportunities in various social contexts especially during Mathematics activities, should be embedded in each curriculum. In the UK there is a major focus on the conceptual development of number and number operations compared to other Mathematical strands such as time, space and shape - quite similar to the South African curriculum in the lower grades. Creative development is also fostered in the creative arts, and at least 10 minutes on physical development per school day.

In the process of curriculum redress, countries encounter challenges which vary from one country to the other. Empirical evidence presented by Cheung and Wong (2012) reveals that teacher workload and diversity of learning in a classroom are factors that had a significant impact in curriculum reform implementation in Hong Kong. Park and Sung (2013) concur adding that teacher-training is key for an improved curriculum implementation in Korea. A literature review makes us aware of similarities regarding challenges experienced, which only differ in the degree of experience and how different nations overcome them. The African continent had a fair share of curricula

changes during the 19th century; lessons were learnt in the process and various scholars shared their experiences via their studies.

2.4.5 African Influences on the FP Curricula

African countries experienced changes in their education curricula, which began evolving during the 19th century. Most African countries were colonised prior to gaining independence from their colonisers. In the process of gaining their own identities, they effected curricula reforms with some elements of their colonisers' curricula, but with each country's identity. Makwinja (2017) contends that the aim of the changes made in Botswana was to develop a nation of critical-thinkers, problem-solvers and learners who can think innovatively. The country's high failure rate and deterioration of the education system prior to the reform resulted in the overhaul of the education system. Makwinja (2017) adds that the focus of the curriculum reform shifted from the mastery of the 3R's (reading, writing and arithmetic) to the acquisition of practical and new skills through introduction of practical subjects such as Agriculture to improve the development of the country. Raselimo and Mahao (2015) who concur with the curriculum change in Lesotho state that curriculum and assessment policies were introduced to shift from examination-focused curricula to an integrated curriculum and assessment system. Different scholars indicate that some of the main aim of various countries' curricula reforms was to improve the lives of the people and build the nations by shifting from traditional to global trends.

Curricula reforms in African countries, especially in Botswana and South Africa, occurred around the same time, which included similarities, different pedagogical approaches, and challenges. Tabulawa (2009) states that Botswana revised its curriculum in 1994 due to global patterns when South Africa was also in the process of curriculum revision. Both Lesotho and Botswana curricula reforms focused on learner-centred pedagogies aiming to improve education outcomes and responding to national development needs. Nkosana (2013) mentions the challenges of changing from teacher-centred to learner-centred approaches in African countries claiming that

teacher-centred pedagogical styles are so entrenched in educational institutions that it becomes a mammoth task to implement curricula changes in African countries. Nkosana (2013) adds that other factors such as the infrastructure and culture in schools compounds the crucial supportive roles played by school principals in the implementation of curriculum change.

During various curricula changes, different stakeholders reflect and identify what has worked, what has not worked, and then they strategise in order to minimise challenges. Addy (2012) highlights the importance of keeping track and records of strengths and challenges in each reform by referring to Botswana where officials involved in the design of a curriculum reform developed a manual that called on past experiences to inform subsequent reform efforts to avert any possible duplication of past challenges. Addy (2012) advises that developing curricula in phases, starting with lower phases before finalising in the higher phases, is workable. Most African countries, South Africa in particular, have implemented this strategy in various curricula reforms. This involves a process where short-term, intermediate and long-term goals are specified which builds the confidence of all stakeholders.

The importance of teacher-training is emphasised by Makunja (2016) as evidenced in Tanzania during curriculum reform. More critical factors in curricula reforms in Africa were identified: teacher- and school-preparedness were emphasised by Esau and Mpofu (2017: 114) who also identified obstacles during the Grade 3 curriculum reform in Zimbabwe: inadequate mastery of the new curriculum content by teachers, insufficient staff development, lack of resources, poor infrastructure, and the absence of funding. Esau and Mpofu (2017) recommend the following: stakeholder awareness, necessary moral and financial support, and commitment by Higher Education Institutions (HEIs) to introduce courses to close glaring content gaps and realigning curricula to innovative and creative trends.

Similarities between the South Africa and Namibian curricula reforms have been identified by Mncube and Madikizela-Madiya (2013) where Namibia, like South Africa,

had to change the language of learning and teaching (LOLT) from Afrikaans to English in an era when the lack of English proficiency among learners and some teachers were apparent. While it is acknowledged that the progress made in enrolment figures in Namibia, it is claimed that the Namibian curriculum is still not in line with the world trends. South Africa also does not fare well in International Assessments such as PIRLS and TIMMS, which is attributable to the LOLT which contributes to poor learner-performance in core subjects. Accordingly, it can be concluded that language is one of the determiners of successful curricula reforms in a country; and all communities, both rural and urban, need to be considered and consulted when initiating curricula changes in order to attain positive outcomes. These critical curricula changes, particularly in SA's FP after 1994, cannot be over-emphasised. Since, the FP lays the groundwork for further development, moulding learners and assisting them to define their future careers has become the responsibility of adult citizens, particularly FP teachers.

2.4.6 The South African FP Curricula

This section will look at FP curricula in two parts; namely, Grade R curricula and FP curricula due to the way in which the system is structured.

2.4.6.1 Grade R

Atmore, Van Niekerk and Ashley-Cooper (2012) state that since 1994, there has been quantitative and qualitative progress in the Early Childhood Development (ECD) sector, where the 0-4 age cohort of learners was managed and administered by the Department of Social Work, and the 5-9 age cohort was managed by the Department of Basic Education. This resulted in an increase in enrolled learners and an improvement on the quality of work done in the ECD sector.

Grade R is the year before Grade 1 which is now formally tied to the FP band of formal schooling since 2011. The Policy on the Minimum Requirements for Teacher

Education Qualifications, as revised in 2014, emphasises teacher- competence in Grade R to prepare Grade R learners for formal teaching while ensuring that Grade R learners learn through play, develop physical coordination, and acquire competence in the fundamentals of Numeracy and Literacy DHET (2015). The Grade R curriculum focuses on core developmental areas: social, emotional, cognitive, perceptual, and physical which are viewed as building blocks that nurture the development of young children. The auxiliary learning areas cover languages, numeracy, knowledge and skills as stipulated in the ECD curriculum document (2015).

Reddy, Juan and Meyiwa (2015) state that after 1994 the following publications pronounced some processes that were implemented by the Government in ensuring that ECD's policy processes, which is inclusive of Grade R, were considered:

- *The Constitution* of South Africa (1996) in Section 29 of the Bill of Rights, states that everyone has the right to basic education, which means that no child can be excluded from accessing education in South Africa;
- The *Education White Paper on Education and Training* (1995) outlines the role of the Department of Education in developing policy for children from 0-9 years with a focus on 5-year-olds; and
- In 1996, the South African Government adopted a National Programme of Action with the intention to deliver basic education for ECD such that an Interim ECD Policy was adopted in 1996 for curriculum provision and testing of the National Reception Year Project, with the following aims:
  - o Make and test processes related to ECD Curriculum;
  - o Promote OBE and assessment;
  - o Develop norms and standards for the training of ECD practitioners in OBE; and
  - o Making the reception year compulsory for admission into Grade 1, as well as the provision of reading books to improve children's literacy skills.

Considering the above, Clasquin-Johnson (2011) states that prior to 2004, there was no official curriculum in Grade R; the National Curriculum Statement (NCS) was introduced into Grade R classes only in 2004. Prior to 2004, Grade R practitioners designed their own curricula, and upon implementing NCS they viewed it as being developmentally inadequate. Based on the research conducted, Clasquin-Johnson (2011) proposed instructional leadership for NCS implementation to convince Grade R practitioners on the correct implementation of the Grade R curriculum to benefit learners socially and culturally in the South African context. In 2012, when CAPS was implemented countrywide, it was inclusive of Grade R content, concepts, skills and daily programme plans in all three (3) subjects: Mathematics, Home Language, and Life Skills. To this end, all CAPS documents were made available in all 11 official languages.

2.4.6.2 FP: Grades 1-3

The South African FP curriculum underwent various changes after 1994 with Curriculum 2005 being the initial curriculum change after 1994. Since Curriculum 2005 was introduced in a haste, Nunallal (2012) states that various revisions ensured its restructuring into the National Curriculum Statement. Thereafter, the Revised National Curriculum Statement was replaced by CAPS in 2012. Sethusha and Makeleni (2014) state that in 2005, FP teachers started to implement NCS amid confusion and uncertainty caused by the trainers themselves which resulted in the review of NCS into CAPS.

Nunallal (2012) praises CAPS in that it is more structured as teaching and assessment guidelines are outlined clearly, adding that when the Foundations for Learning Campaign was introduced in 2008 by the DoE, the aim was to improve Literacy and Numeracy in the FP. The CAPS is not a new curriculum but rather the repackaging of NCS after an extensive review aiming to elucidate what to teach in every grade in every subject. Du Plessis and Marais (2015) concur that the CAPS layout and structure includes clearly defined topics and sub-topics with examples and

assessment guidelines for teachers, in addition to timetabling that gives clarity on when and how teachers can plan their teaching-learning activities.

The CAPS curriculum offers Mathematics, Home Language, First Additional Language and Life Skills in the FP. Each subject has its own definition, aims, skills and content specified in the guidelines. The Mathematics CAPS document includes the weighting of the content areas, while the Home Language (HL) and First Additional Language (FAL) documents have language components which are also weighted that guide practitioners on the time and assessment details needed to teach content areas. The Life Skills CAPS document is subdivided into study areas; it is the only subject that is taught in FP but not meant for promotional purposes. The other three (3) subjects have certain assessment levels to be achieved by learners in order to be promoted to the next grade. Lastly, the CAPS document connects Grade R to other FP grades (DBE, 2011).

2.4.7 Challenges of the CAPS Curriculum

Teachers, as custodians of the curriculum, have raised concerns relating to the CAPS implementation in schools. Du Plessis and Marais (2015) state that CAPS can be restricting in schools with creative teachers, adding that challenges such as implementation, inadequate resources, high failure rate, and poor learner-performance have exacerbated the situation. Lenyai (2011) highlights that it is imperative for teachers to ensure that what is contained in the English First Additional Language (EFAL) curriculum document be translated into practice and monitored and supported very closely by the Provincial Education officials to promote its sustainability as this is crucial because English becomes the LOLT in the Intermediate Phase (IP) for the majority of South African learners. Importantly, teachers must be equipped with the necessary skills and expertise to produce competent learners at the end of Grade 3 such that they possess good comprehension and communication skills.

One of the most contentious issues concerning the CAPS curriculum is the time allocated to English First Additional Language in the FP compared to time allocated to Home Language. According to CAPS DBE (2011), the maximum time allocated to Home Language is eight (8) hours per week, whereas the minimum time is seven (7) hours per week, compared to four and three hours respectively for FAL. One of the reasons was the amount of content in the FAL curriculum. The challenge lies in the fact that the LOLT in the next phase (Intermediate Phase) will most likely be English, and with only 50% of the time devoted to EFAL in FP, the foundation for the IP LOLT will be shaky, hence learners will struggle in the IP to understand content in English.

More challenges in CAPS curriculum are highlighted by various scholars such as Maharajh (2016) who investigated challenges plaguing the South African Education system, and attributes them to the CAPS curriculum where teachers have not been able to grasp the technical expertise needed, theoretical knowledge, and principles of CAPS that inform the curriculum change. Maharajh (2016) confirms that challenges such as the lack of resources, poorly trained teachers, overcrowded classrooms, and the language issue hamper the smooth process of curriculum change. Maharajh (2016) recommends a teacher-learner ratio of 1: 30 be installed for teachers to pay special attention to every learner in the classroom, in addition to availing appropriate resources for the effective implementation of curricula. Van der Nest (2016) concurs by classifying the appropriate use of educational resources for successful curriculum implementation into three categories:

- Human resources who are teachers and the pedagogical content they embody;
- Cultural resources referring to the languages as South Africa is a multilingual country where each language has its own features with its own concepts; and
- Material resources that include technology (e.g. ICT) in a diverse country with rural, semi-rural, townships and towns with various contextual factors and curricular documents.

The circumventing of challenges as recommended by scholars (above) will assist the education system to achieve the aims and objectives set in the various curricula documents.

2.4.8 Contextual Factors Influencing Curriculum Change

One of the most significant features of South Africa is its diverse context. In the process of curriculum change, there is a range of contextual factors; some are multilingualism, quality of teacher-training, and learners' ability to grasp new curriculum content, skills, and values.

2.4.8.1 Language Policy/Multilingualism in the FP Curriculum

According to the language policy of the DoE (2015), all FP curriculum documents should be presented in all 11 official languages of South Africa. The FP CAPS documents are presented in all 11 official languages. The South African linguistic character is unique as the Constitution (RSA: 1996) stipulates that South Africa has 11 official languages, with sign language being recently installed as the 12th official language. The South African Constitution entrenches the right of every child to receive education in the language of his/her choice. Research suggests that in the early years of schooling children learn best in their mother-tongue. After the finalisation of the South African Constitution a new multilingual policy was developed. In this regard, Foley (2010) contends that the poor throughput rates in South Africa is linked to learners learning in African languages such that some do not even reach matric.

Literacy is regarded as an integral part in the primary school curriculum. Killen (2007:31) emphasises that "language is a vital part to include or exclude students from learning", adding that the medium of instruction (LOLT) should facilitate in acquiring knowledge. The question arises: are South African learners and teachers proficient in the LOLT of the schools?

Reddy et al. (2015) reveal that OBE was primarily implemented in countries where English is spoken by most citizens, adding that during apartheid, South African education was divided into ethno-linguistic compartments which insisted on the mother-tongue as LOLT for first eight (8) years of schooling for African children; however, due to the 1976 Soweto uprisings which was a reaction against the imposition of Afrikaans as the LOLT, an amendment of the language policy resulted in the eight (8) years being reduced to four (4) years. They have highlighted factors that contribute to underperformance in schools which include Home Language, Language of learning and teaching/ medium of instruction. In the context of mother-tongue instruction in the FP, Green (2011) concurs with other scholars that teaching and learning will be successful if the image of African language teaching amongst South Africans changes, but this seems unlikely as student-teacher enrolment for African indigenous languages is quite low. Green (2011) further highlights findings from the various National Examinations where learners who were instructed in their mother-tongue (African languages) attained lower scores than their peers taught in English or Afrikaans.

International research in psycholinguistics in developed countries including Canada, USA, Germany, and UK, revealed that students whose HL is different from the dominant language require six (6) to eight (8) years of bilingual education termed as *additive bilingualism* where students are immersed in the HL as the second language (SL). Reddy et al. (2015) highlight the lack of alignment between South African curriculum policies and language policies during curricula reviews and design are enacted as separate processes. The rapid transition into English as the LOLT after three (3) years of schooling has been identified as *a strategic error* according to Reddy et al. (2015) who state that the ability to speak a language fluently should not be equated to the comprehension of academic language found in curriculum policies. Reddy et al. (2015:26) expose the following incongruences made during the transformation process of the education system:

- The language education policy discussions were kept separate from, and not included within debates on curriculum and assessment change (DoE, 1997b).
- Within the curriculum discussions, language was treated as a subject, while its role as a language of learning across the curriculum received little attention.
- In the curriculum documentation, literacy was conceptualised as largely independent of the language/s through which reading, and writing occurs in school.
- The terminological slippage in relation to what is meant and what is understood by multilingual education, multilingual schools, mother-tongue education, additive bilingualism, and additive multilingual education.

Reddy et al. (2015:26) recommend upskilling teachers with knowledge and expertise to manage teaching and learning in a multilingual class which will strengthen their use of HL and SL.

2.4.8.2 Teacher-training

Teacher development has been a common theme amongst scholars who have researched curricula changes in various countries. Reddy et al. (2015) confirm the importance of training trainee-teachers and in-service teachers in different curricula reforms. Foley (2010) emphasises the importance of mother-tongue education, and states that it lies with teacher-training institutions in preparation for curriculum delivery. Foley (2010) discovered that initially few student teachers enrolled for African Language teaching programmes; hence, there is the need for HEIs to revise curricula to suit South African Language teaching curricula needs.

Accordingly, Nomlomo and Desai (2014) assert that some HEIs in the Eastern Cape and Western Cape have adopted a language programme for the Bachelor of Education Degree (FP) such that student teachers are offered a language course to address the challenge of FP teachers who teach in the LOLT requiring an African language such as isiZulu or Sesotho or isiXhosa. The programme is designed to

introduce isiXhosa as the First Additional Language (FAL) for all English and Afrikaans-speaking student teachers, and Afrikaans for isiXhosa- speaking student teachers. However, the shortage of appropriate isiXhosa texts due to Black languages being marginalised in the past, have led to translating some English texts into isiXhosa – a practice that still perpetuates Eurocentric views.

Necessary interventions need to be intensified in HEIs to ensure that student teachers complete their studies to acquire necessary skills that will improve teaching and learning to promote curriculum delivery in schools. Modisaotsile (2012) recommends better teacher-training opportunities in HEIs by re-opening teacher-colleges to equip more teachers with the necessary skills to face the prevailing challenges in the country's education system. Green et al. (2015) found that isiXhosa emerges as the least represented language in teacher-training, with very few universities preparing students as African Language teachers, adding that direct interventions must be implemented to ensure that the number of African Language teachers increases in teacher-training institutions to foster the teaching of African Languages as academic subjects.

In consideration of promoting African languages as LOLTs, the DHET (2015) initiated the revision of the policy on the minimum requirements for teacher education qualifications to address language challenges experienced in schools. The DHET (2015) policy guidelines regarding the above are as follows:

- If students select Afrikaans as a Home Language/ First Additional Language and English as a First Additional language, they are expected to study an African Language for conversational competence.
- If they select English as a Home Language, they are expected to study an additional language at First Additional Language level.

- If students select to study an African Language at Home Language level, they are expected to study English at First Additional Language and Afrikaans at conversational level.

Teacher preparation and curriculum implementation are some of the core processes in curriculum evolution, hence the emphasis on teacher-training. As the curriculum evolved, changes continued to take place in teacher-training. One of the reasons for curriculum change was to migrate from teacher-centred approaches to learner-centred approaches. However, Du Plessis (2020) confirms challenges such as those faced by student teachers in implementing learner-centred pedagogy when conducting communities of practice activities, gaps in knowledge, role-players not knowing the benefits of learner-centred pedagogy, overcrowding, and discipline – all of which impede learner-centred approaches in teaching-learning. Chiphiko and Shawa (2014) add that the failure to include learner-centred approaches in lesson plans results in the inability to stimulate learners' interests.

The cascade model has been adopted by the DBE to disseminate information during various curriculum changes. D'Ortenzio (2012), cited by Gwele (2019), contends that the cascade model is a process where information, main messages, and different approaches are disseminated through a series of consecutive training processes. In this chain the information gets distorted, and this is exacerbated by the limited number of participants at these sessions due to absenteeism, transportation, apathy, far-off venues, and other contextual factors. Du Plessis (2013) opines that there are teachers who have never been trained by subject specialists due to reasons stated above. Coetzee (2012) cited by Du Plessis (2013) concurs that there are teachers who did not receive training in the NCS but were expected to implement it in their classrooms, and were later expected to implement CAPS in 2011. Du Plessis (2013) also raises the issue of the overwhelming number of policies teachers are confronted with, and such 'overkill' of information compounded by ambiguities in policies, make curricula

change a tiresome and demotivating process, especially when policies are unilaterally structured by policymakers.

2.4.8.3 Learners' limitations

FP learners come into the school system with innate abilities and as learning takes place, some limitations come to the fore. While curriculum is implemented in schools in the form of content and skills, learners are taught and expected to learn and achieve outcomes, what factors prevent them from learning? Kalyuga (2013) stresses the importance of prior knowledge as the foundational factor that influences the achievement of learning outcomes, and recommends the need to identify levels of learner-expertise to optimise quality academic performance.

Graven and Heyd-Metzuyanim (2014) identify factors that limit the acquisition of skills in Mathematics as referred to in the curriculum: social disadvantage, language issues, teachers' level of subject knowledge, and the opportunity to learn. Further, Harrop (2012) focuses on the ability of learners to achieve linguistic skills, affirming that globally linguistic proficiency is viewed as a pre-requisite for economic success by various governments. The question in a South African context would be, *in which language can proficiency be expected to ensure the above-mentioned success?* When learners start formal schooling in the FP, they can communicate, but the limitation is that the language of communication is not always the language of teaching and learning. Hence, Harrop (2012) emphasises the importance of a linear relationship between instruction time and achievement; the more time allocated to a subject, the better the achievement, but this can be impeded by the lack of sustainable teacher supply, inadequate training, provision of teaching materials, demotivation among learners due to contextual factors, and parental apathy. The absence of the 'linguistic bath' (spontaneous immersion in real-life language situations that foster language acquisition in a second language) aimed at improving linguistic proficiency of learners and preparing them for real-life communication inside and outside the classroom can be a concerning factor that may influence the choice of the LOLT.

Pearce and Dunwoody (2013) state that it is necessary to propose common standards to create a common thread in curriculum design and implementation. One of the aims of education is to ensure lifelong learning, which is applicable to both teachers and learners. Pearce and Dunwoody (2013) identify tenacity as one of the qualities of lifelong learners. Tenacity is one of the key traits that every learner and teacher should have. Self-driven learners are those whom every teacher wishes to have in class. This trait must be inculcated in learners by teachers who display the drive and resolve that will assist them to gain confidence and preparedness to deliver curriculum. Pearce and Dunwoody (2013) add that teachers should also possess resilience times of difficulties amid curriculum changes by promoting excellence in their learners. The provision of a rigorous curriculum, patience, and firmness can assist learners to achieve and maintain excellence in classroom activities, and to become lifelong learners to tackle life's inevitable challenges.

During curriculum change, teachers are encouraged to practise synthesis by combining what they already know with something they are learning to create something new Pearce & Dunwoody (2013). This process should take place during teaching and learning, and during curriculum change. If learners and teachers do not implement these principles, then limitations that emerge could impede teaching and learning.

2.4.8.4 Teaching and learning in the new curriculum

Various scholars, including Sargent (2009), have explored teaching and learning where there have been curricula reforms in rural primary schools in North Western China, and have recommended that much practical work is necessary for learners to acquire new skills and knowledge in the lower grades. Mohammed-Meerah et al. (2010) add by referring to their findings in a research study conducted in disadvantaged communities of Malaysia which revealed the lack of motivation amongst teachers to explore new concepts as they tend to resort to the use of textbooks and teacher- centred approaches which do not assist learners in exploring

new concepts. In South Africa, literature reveals that a series of poorly planned workshops which brought about confusion amongst teachers, impeded the successful implementation of curricular reforms (DoE, 2012).

The South African teachers as change agents in the implementation process (DoE: 2006), play an important role for successful and effective teaching and learning to be achieved. In this regard, the DBE has devised seven (7) roles to promote teachers' competency:

- *Educator as a learning mediator*

The learning content should be mediated in a manner that cater for needs of all learners in their care, inclusive of learners with barriers to learning. The teacher must demonstrate sound knowledge of subject content and principles that are appropriate to teach in a South African context. The teacher will then be expected to adapt the curriculum according to the South African context taking into consideration the needs of all learners under his/her care.

- *Educator as an interpreter and designer of learning programmes*

An educator should be able to design and interpret learning programmes to select and prepare suitable resources to create and sustain a conducive learning environment that caters for the needs of learners. The deluge of curriculum changes which create a mammoth task for teachers to interpret, may lead to confusion.

- *Educator as a leader, administrator, and manager*

Teachers should take the lead and manage learning in the classroom, perform administrative duties, and ensure that a safe space is created for all learners. Administrative duties that enhance learning must be completed prior, during and after the learning process.

- *Educator as a scholar, researcher and lifelong learner*

Teachers should participate actively in professional development programmes where they are expected to research the subject content they teach to enhance their ability to deliver the content. Active participation in the learning process helps teachers grow holistically by acquiring the necessary tools to deal with the multitude of changes in education.

- *Educators taking on community, citizenship and pastoral roles*

Teachers are expected to play a prominent role in developing young citizens to be respectable and responsible citizens playing a positive role in democratic communities. They should achieve this by promoting democracy in decisions taken amongst learners and fellow teachers. Teachers should also participate in supportive roles in matters critical to the communities they serve such as in HIV/Aids related matters.

- *Educators as assessors*

It is imperative for teachers to have a sound understanding of all assessment processes that are implemented in an integrated manner in teaching and learning. Since assessment is a critical feature in the teaching and learning process, the ability to understand and apply assessment processes assists in providing timeous and transparent feedback to learners and parents. To this end, assessment guidelines have been integrated in every curriculum change that has taken place in South Africa since 1994.

- *Educators as subject specialists*

Teachers are expected to be specialists in the subjects they teach, as well as experts in the medium of instruction they transmit subject content. To achieve this they must be well-trained and grounded in subject content, general knowledge and skills. They are also expected to be familiar with the strategies and different approaches needed to deliver well-planned lessons. Being a specialist in a subject minimises confusion and fosters growth to cope with changes that may be encountered from time-to-time.

In the South African context, culture, multilingualism, and other forms of diversity must be considered before curriculum changes are implemented. Also, the conducting of assessment tasks can be better understood and facilitated with the aid of teacher development forums in order to bridge the gap between theory and practice in the classrooms.

In a multilingual country such as South Africa, several stakeholders such as teachers, parent communities and learners themselves need much convincing in the use of mother-tongue as a medium of instruction in the FP. This is so because the benefits of mother-tongue education and African languages are not evident when it comes to the economic and general communication spheres of the country. Foley (2010) affirms that the significant role played by English as a medium of instruction not only in higher phases in schools, but also in the economic activities of the country, has motivated parents and learners to adopt English for bilingualism purposes to cross regional, cultural and linguistic barriers. Barnard (2010), cited by Foley (2010), states that the purpose of Bantu education was to prepare uneducated South African citizens for manual labour. Since the language policy allows for English to be the medium of instruction in the Intermediate Phase where it is not well established, learners who had an indigenous language as a LOLT in FP are disadvantaged. Commitment to discourse on the language issue by teachers and administrators is emphasised by Killen (2007) for an education system to work.

Spaull (2015:39) lists three (3) recommendations to address how low-quality education as poverty trap can be eradicated:

An implementation of a national reading campaign where every child is expected to read fluently with comprehension in the LOLT at the end of Grade 3 with emphasis on parental involvement where every child's reading will need monitoring by teachers and parents.

Increase teachers' content knowledge based on reviewed literature and pedagogical skills for the subjects they teach. Teacher developmental programmes and teacher-training with special attention given to Maths and Languages to uplift the standard of education.

District Officials or subject advisors' work and qualifications must be audited. As experts in their respective subjects, questions are raised on whether they are appointed on merit due to reports of questionable qualifications.

In improving quality of teaching and learning, teachers need to reflect on their practice and continually strive to improve in their teaching as stated by Killen (2010). Learning is developmental and successful learning strategies implemented by teachers in the past must be copied and implemented. Experience plays an important role in defining quality of teaching and learning because educators are expected to modify their teaching approaches to the experiences, they had in their schooling years.

Arends & Kilcher (2010) state that accomplished teachers who ensure that their students flourish arm themselves with commitment to continuous learning. The willingness to learn new strategies in refining their craft and teacher commitment play an important role in improving quality of teaching and learning. Arends & Kircher (2010:2) further define teaching as the art and science used to help children learn. This art must always be refined in order to produce quality results.

2.5 Theoretical Framework

This study was underpinned by two theories: programme theory and curriculum theory. These are relevant to both curriculum changes and curriculum reform which are appropriate to the phenomenon under investigation.

2.5.1 Programme Theory

Funnell and Rogers (2011) encompass the key principles of the programme theory in "If you can dream it, you can build it". This theory entails a vision for any reform to be clearly defined for measurable outcomes to be achieved where successes and challenges are a learning curve. This model defines explicitly how an intervention taken by an organisation like curriculum change contributes to a chain of intermediate results to achieve an intended social change. Programme theory is subdivided into two components:

- A *theory of change* which defines the main processes by which change comes into societies. These processes can be social or physical which affect social norms that lead to behaviour changes.
- A *theory of action* which explains the activation of interventions. The actions that are introduced are expected to change the perception of social norms.

Funnell and Rogers (2011) mention that programme theory is used by organisations for planning, monitoring and evaluating. For the purposes of this study, programme theory is used by the South African Government and Department of Education where planning of curricula reforms occurs in the initiation stage during the shift from apartheid education to OBE. Deliberations and consultations were initiated amongst the various stakeholders at the National level of the DoE where academics and unions were consulted. The monitoring and evaluation of the processes were administered by conducting National Assessments to determine the level of acquisition of curriculum skills acquired by learners during the revision of curricula from C2005 to CAPS.

When conducted competently, Funnell and Rogers (2011) state that programme theory can:

- Create agreement amongst diverse stakeholders. This means that since South Africa is a diverse country catering for diverse needs of her citizens, an agreement must ensue where all stakeholders, in this instance schools with their contextual factors, are catered for. This yield better results and minimised various revisions, and in the long run saves a lot of the country's resources.

- The improvement in structuring curricular plans by exposing differences in the socio-economic status of school communities via collaboration among various stakeholders, was possible. Schools that have adequate physical and human resources could achieve better National Assessment results compared to the schools with inadequate resources (DBE:2014). This created an opportunity for further redress and restructuring of SA Curricula.

However, when the programme theory is not conducted well:

- The intention of the intervention and its achievement can be misrepresented by the creation of a distorted and incomplete picture. The PIRLS and TIMMS results give a negative outlook on the interventions which were aimed at improving learner performance.

- Staff can be demotivated thereby deflecting attention from what really counts. For this study, various scholars alluded to demotivation and confusion amongst teachers concerning curricula changes.

For programme theory to serve its purpose, it must be developed, represented and used in a thoughtful and strategic way to suit each situation; and when that happens, it is called programme theory. In the South African curricula evolution, there are elements of the programme theory that have been achieved, especially the intentions, and clarity of curricula content; however, the implementation strategy needed urgent attention.

2.5.2 Curriculum Theory

Lundgren (2009) claims that the curriculum theory is about the processes involved within a central school administration, while Barrow (2015) defines it as a theory that deals with curriculum and all related matters. Pinar (2012) regards the curriculum theory as an interdisciplinary study of educational experience aimed at engendering understanding, resistance and change. Young (2014) identifies two roles played by curriculum theory:

2.5.2.1 A critical role

Curriculum theory plays a critical role when it analyses strengths, weaknesses and assumptions of existing curricula. Young (2014) states that curriculum theory has principles that define education as a practical and specialised activity. Curriculum is defined as being specialised due to the nature of knowledge teachers are expected to possess, and that which learners receive in schools. The South African curriculum implemented after 1994 adopted an outcomes-based philosophy. During South Africa's revisions of curricula, various scholars alluded to their strengths and weaknesses. Weaknesses, such as clarity of content and language challenges were somewhat addressed when the Department of Basic Education introduced RNCS and CAPS.

2.5.2.2 A normative role

The normative role refers to the rules that guide the design and implementation of curricula, as well instilling moral values in the society that receives the curriculum. Curricula guidelines are derived from curriculum theory. Curriculum theorists view education as a practical process where pedagogy plays a prominent role. Young (2014) emphasises the social relationship between a learner and a teacher where existing knowledge is analysed to produce the best alternative knowledge. Young (2014) adds that curricula are designed for diverse groups of learners and thus require

acknowledgement of prior knowledge. South African curricula is guided by the country's Constitution that acknowledges the diversity of the country. However, due to contextual factors in some areas such as overcrowding and poor infrastructure, this poses a threat to the achievement of expected outcomes.

Aristotle, cited by Smith (2000), classifies knowledge into three disciplines: the theoretical discipline referred to as syllabus, the practical discipline referred to as the process, and the productive discipline meaning the product. In this study, the theoretical discipline was the curriculum which does not only present content, but also methodologies on how to implement content. The practical discipline occurs in the classroom where the actual implementation takes place where teaching-learning is undertaken by teachers who are custodians of the curriculum. The productive discipline refers to the results where a change of behaviour, values and attitudes is evident after knowledge has been disseminated. Methodologies and contextual factors are then considered in order to suit the different contexts evident in the schools.

Smith (2000) identifies four (4) ways of approaching curriculum theory:

(a) Curriculum as a body of knowledge to be transmitted

Curriculum theorists caution curriculum specialists not to confuse curriculum with syllabus. They view curriculum as the body of knowledge of various subjects which should be delivered to students via the most effective methods.

(b) Curriculum as an attempt to achieve a product

Smith (2000) affirms that curriculum is a product of a systematic study that has a purpose which must be attained by those involved in it. A change in the learners' behaviours, intellectually and emotionally, must be evident when curriculum knowledge has been imparted to them. Taba, cited by Smith (2000), designed a guide

that will develop productive thinking – the steps are diagnosing the need, selection and organising of content, and quality learning experiences.

The curriculum theory has identified challenges in power relations - learners have no voice in defining what to learn, and how to learn it. The bureaucratic nature of the South African education system consists of such a body that unilaterally makes decisions (such as selection of content) on behalf of schools when formulating policies.

Another challenge is when learners overlook other activities with opportunities to learn such as the 'hidden curriculum' due to the prescriptive nature of the curriculum, time-constraints, and the amount of content to be taught. Smith (2000) cautions that the pedagogic practice needs examination as it can impact on the objectives and outcomes of curricula. Hence, learner-performance is highlighted by various scholars as the determiner of effective pedagogical practice.

(c) Curriculum as a process

Smith (2000) states that curriculum is a process of interaction between teachers, learners, and content. Teachers should understand their roles and what is expected from them; and in the process, indulge in conversations with teachers and learners to widen their perspectives on curriculum matters. Evaluation is then done in order to determine if the desired outcomes are achieved or not. In an educational encounter with learners, the context, teachers' principles, and quality of instruction need examining. Curriculum theory is designed to enable teachers to reflect on their work before, during and after interventions are implemented in the curriculum process. If curriculum evolves, it is upon teachers to acknowledge the need for the methodologies and approaches to also evolve.

(d) Curriculum as praxis

Smith (2000) affirms that critical pedagogy is imperative during a teaching-learning experience. This encourages dialogue and negotiations on curriculum matters among all relevant parties. However, the social context must also be considered as curriculum matters cannot be fully understood without focusing on the settings and contexts. In this study, dialogue and negotiation were encouraged regarding curriculum content in relation to social contexts. Strengths, weaknesses, threats and opportunities must be explored in order to achieve quality learning outcomes. This determines positive behaviours of learners and teachers who were involved in the process of curriculum change.

2.6 CONCLUSION

The purpose of this chapter was to dissect literature to answering the research question: How has the evolution of the curriculum influenced teaching and learning in FP in South Africa? The literature reviewed on the rationale behind the curriculum change in the South African context explains processes of various curricula changes. The contextual factors that influenced teaching and learning in FP curriculum evolution have been identified. The contextual factors that have been identified in this study are teacher-training, multilingualism and learners' abilities. Consistency and quality training of teachers are critical in achieving successful curriculum change. The crucial role played by teachers as custodians in the implementation process of the curricula policies were explored. Two theories underpinned this study's theoretical framework: first, the programme theory which highlights the processes involved in curriculum change and the social change which is the end result of any curriculum implementation; and second, the curriculum theory where curriculum issues are explored and the social relationship between teacher and learner. Chapter three (3) discussed the qualitative methodology followed in this study, data gathering methods, and research processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter two evidence was provided from previous literature on curricula change where classroom culture and consultation with various stakeholders, especially teachers, were emphasised. The teaching contexts and the crucial role played by language as a medium of instruction were also interrogated in chapter two. This chapter three presented the research methodology which was aimed at answering the main research question: *How has curriculum evolution influenced teaching and learning in the FP?* The tools used during data collection facilitated the investigation into curriculum evolution which assisted in understanding curricula changes and its implications on the quality of teaching and learning in the FP. Specifically, the research methodology, research design, rationale for empirical research, research approach, instrumentation, data analysis, and interpretation of data were discussed in this chapter.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

The main objective of this study was to empirically explore teachers' opinions about curricula changes since 1994 in order to ascertain how such changes influenced teachers and learners in the classroom. This process was supported by the perusal of curricula documents to enlighten the researcher on the FP curricular changes that emerged after 1994. The research methods and data collection strategies implemented in the study included document analysis and semi-structured interviews which compensated for each other's shortcomings. The researcher dissected policy documents, national and international studies, and relevant assessment records to access insight into the evolution processes and teachers' experiences. In addition, fieldwork research was conducted and complemented with desktop research which entailed document analysis of curriculum-related documents.

3.3 RESEARCH DESIGN

The research paradigm, research approach, and research strategy were discussed in the following sub-sections.

3.3.1 Research Paradigm

In this study, the researcher determined that after 1994, the FP curriculum evolved through numerous revisions from curricula designed for apartheid education to the CAPS curriculum. Throughout this evolution, curriculum designers followed the bureaucratic principle of making decisions on behalf of various stakeholders, including teachers who are responsible for implementation of curriculum in the classrooms.

Lather cited by Kivunja & Kuyini (2017) defines a research paradigm as a reflection of what the researcher believes in and the way in which a researcher views the world. Rehman and Alharthi (2016: 51) define a research paradigm as a basic belief system where one understands the reality of the world we live in, and studies it. Kivunja and Kuyini (2017: 26-28) add that a research paradigm has elements which Rehman and Alharthi (2016) call the foundations of a research study, such as *epistemology* which highlights what the researcher knows, *ontology* which is the reality of the phenomenon that is being researched, *methodology* involving the process followed during the gathering and analysis of data, and *axiology* which are the do's and don'ts in the gathering of data.

The research paradigm selected for this study was interpretivist in nature. Thanh and Thanh (2015) state that interpretivism seeks experiences and interprets them the way in which various people understand the phenomenon that is being researched. According to Alase (2017) the interpretivist paradigm is participant-oriented, and it allows researchers to bond with the participants as they explore their experiences. Creswell, cited by Thanh and Thanh (2003), state that interpretivist researchers believe in the concept of human experience where the researcher seeks in-depth

information from society of the phenomenon that is being researched. However, different people interpret phenomena from different angles. Actual interpretation occurs when the researcher searches through collected data for terms and statements presented by individuals through records and verbalisation. In this study, interpretation occurred while searching for data via document analysis and semi-structured interviews.

Thanh and Thanh (2015:25) mention the characteristics of interpretivism:

- This paradigm can accommodate multiple versions of truths.
- It considers the context in which the research is conducted as critical when interpreting data, and affirms the belief that reality takes place in a society.
- It is open to change in the process of seeking multiple perspectives as participants are expected to share experiences.
- It promotes holistic participation by its participants and is open to subjectivity in an ever-changing world that is constructed by the society that owns its experiences.

Throughout the interpretation process, the context of curricula changes, the contextual nature of schools where participants experienced changes, and the contextual nature of South Africa with its unique identity of different cultures and languages, were also considered.

3.3.2 Research Approach

The research approach chosen for this study was qualitative in nature because it aligns with research aims that build a complete narrative of the evolution of the FP curriculum in South Africa. Silvermann (2016) posits that qualitative research is a theoretical-driven process that compliments quantitative research. Alase (2017) adds that qualitative research allows participants to interact and be subjective when

exploring phenomena, while Yin (2011) claims that qualitative research has features that define its selection as a research approach.

Yin (2011) articulates the following characteristics of qualitative research:

- It is about studying the meaning of participants' lives under real-life situations. Participants in this approach are not inhibited within the confines of an institution. In a qualitative approach, there is no statistical presentation necessary. Participants are allowed to freely express themselves regarding the curricula changes experienced in various institutions.
- Qualitative study represents and captures views of the participants. Participants can articulate their experiences related to real-life events.
- It covers contextual conditions within which participants live. Contextual conditions such as social, institutional, environmental, and factors are considered as they influence events.
- It gives insight into emerging concepts that can explain a phenomenon. A desire to explain events that impact and influence a phenomenon is created.
- It does not rely on one source of evidence but strives to use multiple sources. The data is collected from a variety of sources can triangulated from the various sources.

One of the objectives of this research study was to identify factors that influenced learner-performance in FP. Contextual factors and conditions that influenced curricula change and learner-performance were covered by participants during semi-structured interviews. This research did not utilise multiple sources of data as participants comprised of various Heads of Department from schools of different contextual factors and backgrounds, who freely expressed their experiences without any restrictions by highlighting what has worked, and the shortcomings which they experienced.

3.3.3 Research Type

The research adopted a case study approach. Astalin (2013) views a case study as a survey done on events, policies, and institutions that form part of a study. Rule and John (2011) concur with Astalin adding that a case study allows a researcher to present an in-depth analysis of a phenomenon by utilising more than one data collection method. Yin (2011) agrees that case studies are used to document and analyse different phenomena, evaluate processes, and produce outcomes of interventions. In this study, the evolution of curricula in the FP since 1994 was examined in its context (schools) where curriculum is implemented. The concept of evolution was divided into discrete questions for the participants to be able to interpret and answer them in an unambiguous manner. As such, participants were encouraged to draw on their experiences to describe this phenomenon in an in-depth manner.

To achieve a rich and in-depth analysis of the phenomenon, document analysis was conducted, where policies and national and international assessment reports were perused and analysed. Additionally, semi-structured interviews were conducted with teachers and curriculum specialists who experienced the curricula changes in the FP to augment and support data presented in the document analysis.

3.4 RESEARCH METHODS

The research methods discussed in this chapter focused on the research process and the tools used to arrive at the end result. The selection of participants and data collection methods and instruments are described in this section.

3.4.1 Selection of Participants

In this study, purposive sampling was selected as a strategy to collect data. The selection of participants for this study was informed by the experience they possessed in FP during curriculum changes in Gauteng, RSA. Etikan, Musa and Alkassim (2017)

define a sample as a small quantity of a population, and purposive sampling as a deliberate choice of participants with identified characteristics who are well acquainted with the phenomenon being researched. In this study, participants were selected on the basis of the information and experience they possessed on the phenomenon under investigation Ames, Glenton & Lewin (2019). As such, the purposive sampling strategy implemented in this study was homogenous in nature as it focused on participants with similar jobs and life experiences related to the research topic. The six (6) selected teachers represented a geographic spread in the region where three were from performing schools, and the other three from underperforming schools. The following criteria and processes were applied to select participants:

- Participants must teach at performing and underperforming schools based on performance statistics submitted at the district office (Data Driven Districts Dashboard).
- Participants should have experienced curriculum changes in the FP since 1994.
- Participants who have between 20 - 25 of experience working in the FP.
- Participants who have taught and monitored curricula implementation in the FP since 1994.

The 12 participants were all based in Gauteng (6 teachers and 6 FP curriculum specialists).

3.4.2 Instrumentation and Data Collection Techniques

Semi-structured interviews and document analysis were the main data collection techniques applied in this study. Bardach as cited by Owen (2009) supports this by agreeing that in policy research, the most likely sources of data fall into two categories: interviews and document analysis. Moreover, Canals (2017:396) emphasises the use of oral and written presentations during data collection. Alshenqeeti (2014) adds that success, validity, and reliability are determined by the research methods and data collection techniques applied and selected by the researcher. Oral and written

presentations were explored during data collection processes. Instruments such as audio-recorders and notebooks were utilised to capture and analyse authentic and valid data.

3.4.2.1 Document analysis

Document analysis is one of the methods that was utilised in this study during the collection of data process. Curricula documents and national and international assessment reports of South African learners were analysed. Some of the documents were printed and others were electronic copies. Bowen (2009) explains that when documents are analysed, they are examined and interpreted to assist the researcher to elicit and interpret meaning. Yanow, cited by Owen (2014), advises that it is wiser to commence with document-reading before conducting interviews so that the researcher can be armed with relevant data gathered from documents before interviewing candidates. Documents and interviews were conducted interchangeably due to the COVID-19 protocols. During document analysis, policy documents and assessment reports were studied in order to interpret and make-sense of information regarding curriculum changes.

Owen (2014) states that an organisation is defined by its documents rather than its buildings. In addition, Love (2013) states that the use of documents has improved throughout history, while Hodder (1994:172) states that written texts provide a truer indication of original meanings. Too much reliance on documents tends to relate and record information that is incomplete, especially where political agendas may be involved. However, the documents used in this study are documents that have been in the public domain where schools can access them and interact with them as and when the need arises.

Documents analysis suited tracking how change and development in FP curricula occurred over a period of time such that comparisons could be made. In this study, the perusal of documents entailed signposting relevant textual passages for analysis.

Bowen (2009) who advocates the thorough and repetitive reading of documents for interpretation of relevant texts, recommends two major approaches for document analysis: content analysis which involves organisation of content into categories that are relevant to the research question, and thematic analysis which entails identification of patterns within the data resulting in themes which are categorised and re-analysed. However, Silverman (2000) disagrees with Bowen's (2009) recommendations as he believes that the interpretation of the text is obscured in the process of categorisation.

Curriculum-related documents ranging from the era of Curriculum 2005 to the Curriculum and Assessment Policy Statements (CAPS) were perused several times for analysis. The other documents that were critically analysed were National Assessment reports such as the Annual National Assessment (ANA) reports, PIRLS, TIMMS, and SACMEQ. Thematic and content analyses were conducted, and the categorisation of identified themes were presented. During the analysis processes, all data was re-read for authentication and triangulation purposes.

3.4.2.2 Interviews

Semi-structured interviews were conducted with selected teacher-participants and curriculum specialists who experienced curriculum changes in FP since 1994. Alshenqeeti (2014) supports the interview technique confirming that it used by researchers to elicit powerful data concerning participants' views. Cohen et al. as cited by Alshenqeeti (2007:29) agree that the interview technique is a "valuable method used to explore construction and negotiation of phenomena in natural settings". Also, Berg (2007:96) supports the utilisation of interviews stating that "interviews add value in the sense that they allow the interviewees to speak in their own voice and in the process, express their own thoughts and feelings" about the phenomenon. In this study semi-structured interviews were conducted in order to support and augment the data that was dissected during document analysis. Accordingly, an interview schedule was followed in this study as the most appropriate tool in semi-structured interviews

to facilitate a systematic manner to elicit data from teachers and curriculum specialists who experienced curricula changes in the FP since 1994.

Alshenqeenti (2014:41) states that a good interview is one that flows naturally to elicit rich information, adding that the following key elements should be considered when using interviews:

- Value - valuing the interview and words of the interviewer should be prioritised.
- Trust - objectivity, accuracy and honesty should be guaranteed and valued by those involved in the process.
- Meaning - declaration of truth when the meaning is misunderstood.
- Wording - shorter questions and longer answers are encouraged.

These key principles were considered during the compilation of interview questions, and during the actual conducting of the interview. Follow-up questions are also planned to assist the researcher to probe for details, richness, depth, elaboration, and clarification.

An interview schedule (See appendix 8) was devised which included names, times, and venues for interviews. Telephonic interviews were arranged (where necessary) to adhere to Covid-19 protocols. An audio-recorder was used (with consent) to record interviews. Before the commencement of interviews, consent forms (See appendix 7) were disseminated to all participants for all information on the research process; if in agreement, participants were asked to sign the consent forms which were collected and stored for safekeeping.

3.4.3 Data Analysis and Interpretation

Collected data was analysed and interpreted simultaneously. Ngulube (2015) concedes that separating data collection from data analysis can pose a challenge as

both can be done simultaneously. To circumvent this a record of formulated themes was kept, and in the process, the answers to the research questions were formulated. Ngulube (2015) adds that flexibility by the researcher can lead to adjusting questions and in addition to asking supplementary questions during data collection. Supplementary questions, especially during semi-structured interviews were asked, and in the process, summaries and interpretations were done. These were based on the responses of the participants during semi-structured interviews.

Swanson (2005: 239) define "qualitative data as collected information described in words extracted from various sources, contending that participants' articulations are authentically interpreted during data analysis" and that researchers should keep a memo to record observations, thoughts, hunches, and interactions with presented data. The data analysis process recommended by Swanson and Holton (2005: 237) entails:

- *Sensing themes* where the researcher is immersed in the collected data to identify patterns and make-sense of the themes that emerge from the data.
- *Constant comparison* occurs when the researcher constantly compares the incidents and statements as they occur. Every piece of data that is received is compared and categorised with the existing data that is already presented.
- *Recursiveness* occurs when the data analysis is performed simultaneously with the first interview or interaction with the first document and in the process the researcher identifies what is emerging and reconstructs data as he notes the progress in the study.
- *Inductive and deductive thinking* where concepts are developed from the presented data, and themes are confirmed/disproved from collected data.
- *Categorisation and coding* to be completed during the interpretation of data.

In this study, data analysis entailed identification of patterns, and their categorisation into themes. Data collection and data analysis were conducted simultaneously where

comparisons were done. Supplementary questions and summaries were developed based on the interpretation of presented data. Probing began when participants were vague, or contradicted themselves, or repeated answers given in previous questions. Coding and categorisation were executed where responses and data derived from data analysis had similar content which was grouped together to inform the themes presented in chapter four. Confirmation of the themes was done as the data was being analysed, where patterns were identified and categorised.

3.5 TRUSTWORTHINESS

The selection of participants for semi-structured interviews was done according to a checklist which was developed to determine participants' knowledge and experience in terms of FP curriculum changes. Trustworthiness is based on criteria such as credibility, transferability, dependability, and confirmability which promotes reliability and the validity of research. In this project, discussions proceeded with the respective school community (teachers and curriculum specialists) prior to the interviews in order to ensure that the data would be trustworthy. The selection of documents was done with thorough circumspection, and in consultation with institutions such as the HSRC (Human Sciences Research Council) to ensure validity, authenticity and reliability Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs (2014). This study scrutinised every phase of qualitative data analysis from preparation to the results stage, in addition to reporting in a systematic and logical manner with the accurate selection of words to describe the phenomenon.

In this study, the data was collected from reliable sources defined by criteria used to select participants. The accurate and authentic reporting methods limited misunderstanding and misinterpretation of themes in the phenomenon. Cope (2014:39) defines credibility as the "truth of the data" and the truth of how participants and researcher interpret collected data, adding that a researcher should demonstrate prolonged engagement throughout. In this regard, the researcher instituted the process of probing mainly for clarity and elaboration.

Credibility and trustworthiness were consistently applied throughout the data collection, interpretation, and analysis stages to give the study the authenticity it required. The researcher engaged interactively throughout the process, and asked supplementary questions when the need arose to evoke truthful data. In addition, the thorough engagement with documents during document analysis was done, and the penning and the accurate selection of words to record such data logically was a priority.

3.6. ETHICAL CONSIDERATIONS

FP curricula changes since 1994 and their influence on FP teaching and learning was the goal of this research study. Prior to commencement of the research, the researcher applied for ethical clearance, and it was granted by the Gauteng Department of Education, and the Ethics Committee of the University of South Africa (See appendix 1). Creswell (2017) contends that as research involves collecting data from people, trust must be developed and earned between the researcher and participants, and the integrity of the research must be protected. The vulnerability of participants must also be taken into consideration. Criteria for the selection of participants were disclosed in the application forms for ethical clearance. Throughout the process, the researcher was mindful of the code of ethics which entails informed consent, privacy, confidentiality, protection from harm, and prioritisation of the accuracy of collected data Christians (2000). The verification of all data, including verbatim transcriptions, was done through member checks, peer audit, and the supervisor's control.

Regarding informed consent, the finer details of the research processes were presented and explained verbally and in writing to participants before the commencement of data collection. The Directors of the respective Districts (six interviewees) and six primary school teachers (interviewees) signed the consent forms (see appendix 2). Additionally, the principals of schools consented (signed) to their teachers being interviewed (see appendix 3). Privacy entailed adhering to principles of confidentiality, hence participants were assigned pseudonyms/codes. All relevant

documents, recordings, and transcriptions were kept in safe storage in a password-protected e-file in the researcher's laptop only to be accessed by the researcher and her supervisor. These records will be shredded after five years. Participants were informed that participation was voluntary, and that they were at liberty to withdraw at any stage of the research process without being penalised in any way.

3.7 LIMITATIONS AND DELIMITATIONS

There are limitations in this study regarding the number of participants, the documents analysed for document analysis, the data presented based on international and national studies, and the geographical area where the study was located. Theofanidis and Fountouki (2018) contend that researchers must be mindful of the limitations in a study because the quality of findings in a research study is recognised when the researcher discloses limitations and delimitations, adding that limitations are the acknowledgement and recognition of shortcomings and potential weaknesses that are in most cases out of the researcher's control. In most cases, they are closely associated with the chosen research design and data analysis in qualitative research. The wider community of readers must be informed of limitations in the findings to avoid misinterpretation of findings. Similarly, Simon and Goes (2013) state that limitations are matters and events in a study which limit the extensiveness of the study which may affect the findings because the study has the potential of accessing a limited number of participants, documents and data.

Simon and Goes (2013) add that delimitations in a study arise from limitations and boundaries set during the development stages such as the identification of the research problem, aims and objectives of the study, and choice of participants. The exclusion of certain questions and participants (amongst others) occurs during the decision-making process; it is crucial to elucidate every decision a researcher makes. Explicit reasoning and declaration of what the study intends to cover (and what it does not intend to cover) must be clear to the readers. Simon (2011) maintains that limitations in a research study are out of the researcher's control, whereas

delimitations are in the researcher's control because choices are made by the researcher.

In this study, the research topic, *the evolution of FP curriculum in South Africa since 1994* was selected and focused on Gauteng participants based in five Districts and six schools in the Ekurhuleni North Education District. This comparatively small researched area restricted the generalisation of results to other Districts and provinces.

Additionally, this study was limited to data collection processes such as document analysis and interviews held at Ekurhuleni North schools and Curriculum Specialists in Gauteng Districts due to time-constraints and travelling costs. Hence, its results were not representative of the FP curriculum in the whole country.

3.8 CONCLUSION

In this chapter (3) the research methodology and design were discussed. As this was a qualitative study, the data was collected through document analysis and semi-structured interviews. The criteria used to select the purposeful sample for semi-structured interviews was explained. Data analysis was conducted simultaneously with data collection, patterns were identified, and thematic and content analyses were applied. Also, trustworthiness and ethical considerations were discussed including the measures applied to ensure that they were attained. Lastly, the limitations and delimitations of this study were outlined. The next chapter (4) explained the data analysis, interpretations, and findings.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND FINDINGS

4.1 INTRODUCTION

This chapter addressed the aim of this study: *to investigate the evolution of the FP education curriculum with a focus on the implications for the quality of teaching and learning*. This also answered the main research question: *How has the evolution of the curriculum influenced teaching and learning in the FP in South Africa?* This study was underpinned by the curriculum theory as described by Lundgren (2000) which includes processes involved in school administration. Nkosana (2013) states that curricula change involves more than mere changes to the curricula, but reform in classroom culture at educational institutions.

The qualitative research method was applied, and data was collected by means of document analysis and semi-structured interviews. Documents that were collected included curricula documents and reports of national assessments that South African FP learners have participated in. This chapter presented the research process, data analysis, and the interpretation of data. Also, the themes and categories emanating from the data analysis processes, and the chapter conclusion were provided.

4.2 RESEARCH PROCESS

The research methodology applied in this study was guided by the qualitative nature of research. The research methods were selected to answer the research question: *How has the curriculum evolution influenced teaching and learning in the FP?* There were two data collection methods implemented in this study: document analysis and semi-structured interviews. The document analysis comprised of curricula implemented in South African FP classes since 1994 which included Curriculum 2005 (C2005), the Revised National Curriculum (RNCS), Foundations for Learning (FFL), and the Curriculum and Assessment Policy Statement (CAPS). It was challenging to access Curriculum 2005 documents since institutions no longer kept copies of them and soft copies were not available online; however, as the researcher I managed to access these from teachers who had implemented C2005 in the past. Document

analysis also included reports of International and National assessments that South African learners participated in during various curricula changes in the country. These studies included Annual National Assessments (ANA), Trends in International Mathematics and Science Study (TIMMS), Progress in International Reading Literacy Study (PIRLS), and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) studies. Thematic and content analyses were applied during document analyses in this chapter. The International and National Assessment reports were all accessed online. During document analysis, every document received was reviewed, notes and summaries were penned according to headings indicated in the data plan (see 3.4.2.1).

Semi-structured interviews were also conducted with teachers who experienced curricula changes in FP since 1994 to generate data on the evolution of curricula since 1994. There was a fixed set of questions (see Appendix 8) asked in all interviews to all twelve (12) participants. Semi-structured interviews were conducted telephonically via video-calls resembling face-to-face interviews due COVID-19 restrictions. Recorded interviews were transcribed verbatim, in addition to note-taking. Themes were formulated to facilitate the analysis of the collected data.

During data collection, patterns with similarities were identified which informed the coding process. Data collection and analysis were conducted simultaneously, and during this process summaries were written, and correlations were identified Fereday et al. (2006). Thereafter, interpretation of data was executed, followed by the formulation of themes. Guest et al. (2011:16) emphasise "systematicity and visibility" of all processes followed during data collection and data analysis to ensure the credibility of findings.

4.3 DATA ANALYSIS

The data analysis was presented per method of data collection (interviews and document analysis). All interviews were audiotaped and transcribed verbatim.

Significant words and phrases which stood out were underlined in the transcripts and in the summaries obtained from document analysis. The underlined segments and phrases were grouped, and in some instances participants' words were used. The interview data analysis followed by the data collected from document analysis were dissected for interpretation.

4.3.1 Biographical Data

Semi-structured interviews were conducted with 12 purposefully selected FP school-based teachers and District office-based officials who had experienced curricula changes since 1994. Participants ranged from Departmental Heads (DH), Senior Education Specialists (SES) to Deputy Chief Education Specialists (DCES). The participants' biographical information and the codes assigned to each was tabulated in Table 4.1 below.

Table 4.1: Biographical data and coding of participants

Participants	Age	Gender	Race	Qualification	Years of Experience in FP
Participant 1 DH	63	Female	White	Further Diploma in Education	36
Participant 2 DH	53	Female	White	Higher Diploma in Education	32

Participant 3 DH	54	Female	White	Bachelor of Education (FP)	31
Participant 4 DH	58	Female	White	Higher Diploma in Education	36
Participant 5 DH	54	Female	African	Bachelor of Education (Honours)	28
Participant 6 DH	48	Female	African	Higher Diploma in Education	27
Participant 7 SES	53	Female	African	Bachelor of Education [FP] (Honours)	29
Participant 8 SES	48	Female	African	Bachelor of Education (Honours)	27
Participant 9 SES	56	Female	Asian	Bachelor of Education (Honours)	35
Participant 10 SES	51	Female	Coloured	Bachelor of Education (Honours)	30

Participant 11 SES	60	Female	African	Bachelor of Education (Honours)	33
Participant 12 DCES	51	Female	African	Bachelor of Education (Honours)	29

4.3.2 Interview Data

The interview data was presented according to the interview questions. All participants who participated in semi-structured interviews were asked the same set of questions from the pre-planned interview schedule (see Appendix 8) and the collected data was presented in an organised and logical manner as per the data plan.

Interview question 1: Biographical information from participants

Participants were requested to inform the researcher about themselves, their work experience, number of years, grades taught, number of years as HDs of FP /SES/DCES. Participants were from a range of schools and departments: town, township, and former Indian and Coloured schools, and all had experienced curricula changes since 1994. Most of the participants taught in FP since 1994, and others prior to 1994. Three participants possessed a higher diploma in education, nine had undergraduate degrees in education, and seven participants had Honours degrees. They indicated that they had taught all FP classes; however, towards the latter years of their careers they settled to mainly facilitate in Grades 1 and 3. All the participants were female, with the average number of years in teaching FP being 28.

Interview question 2: FP' Curricula changes that have taken place in South Africa since 1994

Participants were asked about curricula changes that occurred in South Africa since 1994. The intention was to explore their experience and knowledge of the evolution of curricula in SA since 1994. Five participants mentioned OBE as the first main change, followed by the Revised National Curriculum Statement, and lastly CAPS. One HD mentioned Foundations for Learning as another change. Six participants were more specific by indicating that Curriculum 2005 was the first change, followed by the Revised National Curriculum Statement, next the Foundations for Learning, and finally the CAPS Policy.

Participant 3 indicated that some of the progressive major shifts emphasised competence over learning outcomes. Participant 2 and Participant 11 discussed the changes that occurred in the evolution of curriculum in South Africa since 1994. They stated that when they started teaching prior to 1994, the curriculum which was implemented was under the apartheid system. From 1994, C2005 was introduced. C2005 failed because of the lack of structure, routines, design flaws, terminology and training of teachers. Outcomes Based Education (OBE) was implemented in 1997 followed by the Revised National Curriculum Statement (RNCS) in 2002 to streamline and strengthen the C2005 curriculum. During the implementation of RNCS, Foundation for Learning (FFL) was introduced in 2008, followed by CAPS in 2012 as an amendment of NCS.

Interview question 3: Perceptions about FP curricula changes since 1994

Participants were asked about their perceptions of the curricula changes since 1994. Participant 4 felt that many of the changes were similar but given different names, adding that this negatively affects FP teachers, stating that too many changes too often are unfair because the changes always affect the FP first, and they feel like guinea pigs.

Four participants (P1, P2, P5 and P6) indicated that the changes were both positive and negative: positive because the common curriculum was followed by all, and

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negative because the many changes were quite overwhelming to teachers and learners. Most disconcerting was that education in FP has lost sight of the basics - the 3 Rs (reading, writing and arithmetic).

Participant 1 stated that these changes should ultimately allow teachers a greater voice when it comes to curriculum within the classroom, and that CAPS in particular was very prescriptive.

Three participants (P8, P9 and P10) indicated there was a lot of confusion and uncertainty caused by Curriculum 2005. At one stage, the curriculum was more learner-centred and then it shifted to being content-focused since the introduction of CAPS. They further indicated that at least teachers know the content to be taught. In addition, Participants 11 and 12 felt that there was too much pressure, the curriculum was too 'packed', and there were too many concepts to teach and learn.

Participant 4 confirmed the 'tight' curriculum by stating that continuous assessment meant that there was hardly any time for remediation, consolidation, and support. Likewise, Participant 12 said that there was too much assessment and admin, and that learning should be fun.

Another challenge cited by Participant 1 was overcrowding; she referred to the size of the classes and content coverage as both being *too big.* In particular, the Mathematics curriculum had too many patterns; it should only focus on the basics in FP.

On the other hand, Participant 7 highlighted positive points by stating that the changes inculcated uniformity of curriculum across the country to address the inequality in South African education.

Participant 11 was also positive and added that the introduction of two official languages from Grade 1, and ICT through coding and robotics took the country in the right direction.

Interview Question 4: The influence of curricula changes on learners and teachers

Participants highlighted that the curriculum changes resulted in a general lack of motivation by both teachers and learners.

Participant 2 was precise when she said that they were demotivated due to too many changes, and that CAPS was 'content heavy'.

The inadequacy of teacher-training regarding the numerous changes was also mentioned by three participants. Participant 2 stated that teachers were frustrated as they are always expected to implement new changes regardless of whether they comprehend them or not. The poor quality of training was also mentioned in Participant 8's comment that trainers themselves, who did not have the background of teaching in the FP, facilitated out of context. Also, inadequate resources, few available policy documents such that new teachers joining the system had to make copies, and the lack of induction of newly-appointed teachers compounded the situation.

A positive side mentioned by three participants (9,11 and 12) was the introduction of Professional Learning Communities (PLCs), a platform where teachers assist to share best practice, as well as challenges in their own and neighbouring schools. Participant 9 noted that the introduction of PLCs allowed the sharing of good practice with colleagues and teachers from other schools. Participant 11 articulated that the introduction of PLCs assisted with intervention strategies to support learners-at-risk, which came as a relief as some teachers struggle with learners who underperform.

The majority of participants criticised competing and contradictory demands with each change of curriculum. Participant 2 alluded to an increase in teacher workload with too much paperwork, too many meetings called for the mediation of new curricula changes, revision of annual teaching plans, and the cascade model was riddled with inconsistencies. Participant 12 indicated that the diversity of learners was not

considered when curricula changes are implemented; the one-size-fits-all approach does not cater for learners with barriers, and the inadequate time allocated for consolidation of concepts and gaps in learning pressurised FP teachers.

However, two participants (P7 and P10) felt that some teachers struggled to accept and adapt to the changes. Participant 7 elucidated that too many changes overwhelmed those teachers who were set in their old ways, and that re-training, familiarisation of new ways of learning and teaching, and altered routines were crucial.

Similarly, Participant 10 pronounced that teachers were exhausted because there was too much paperwork to start adapting effectively to the changes which affected teaching-learning continuity, adding that we stop interpreting CAPS and the Annual Teaching Plans as there was too much emphasis on administrative work.

There was much emphasis on the core functions of teachers, which participants, especially the SESs, defined as teaching FP learners the basic skills required to promote the acquisition of knowledge, skills and values for later phases of schooling as well as for real-life situations especially in adulthood.

Interview Question 5: Factors related to curricula changes that have affected learner-performance in the FP

Factors related to the quality of learner-performance were discussed. However, all participants focused on only the negative aspects.

Participants 1, 2, 3, 4, 8, 9, 10, 11 and 12 mentioned that the training regarding C2005 and RNCS was inadequate which resulted in poor performance. Participant 8 and 9 highlighted the insufficiency in the structure of the new programmes, specifically relating to processes, methods of planning, and decision-making. Participant 3 mentioned that methodologies in teaching skills such as reading are not introduced systematically. Participant 1 stated that time was insufficient for teaching basics, drill

work, and using of flashcards (among others) because of a jam-packed curriculum which was too rigid and too content heavy.

All participants, especially the Heads of Department mentioned negative aspects of assessment such as the FP learners are over-assessed. There was discussion pertaining to the substantial focus on results, rather than on processes. Participant 5 stated that learners performed poorly due to the loss of teachable moments, and fun for learners as lessons became too formal, especially for Grade 1 learners.

The SES participants pointed to the lack of language proficiency and time-constraints as restricting factors. Participant 12 mentioned that the socio-economic background of learners influenced their performance such that those who were rich could attend affluent schools with low learner numbers with high school fees.

Participants 6 and 7 recommended that language proficiency and literacy were necessities for reskilling of teachers, including revision of the curriculum, change in contact time, revising assessment practices, and re-structuring annual teaching plans.

Participant 8 added the following factors that contributed to poor performance: poverty, parents' low level of education, unemployment, child-headed families, issues related to gender roles, and lack of efficient feeding schemes at school to assist in alleviating hunger.

> *Interview Question 6: How have curriculum change factors contributed to learner-performance in the FP?*

There were varied responses from participants; while some participants already addressed this in Question 5, others added their opinions.

Four participants (3,4,8 and 9) stated that with time, teachers were able to deliver content with confidence, adding that an increase in contact time for some subjects

would allow for better consolidation of concepts. On the aspect of continuous assessment, they conceded that it allowed for a better chance of progressing and achieving quality results as it catered for various learning styles promoted by the Revised Curriculum which was more learner-centred.

Participant 3 reiterated that many learners could not read and comprehend due to the insufficient time afforded to them to revise and consolidate concepts which were taught. Also, participant 4 confirmed that learners had lost the fun of being at school as teachers had become task-orientated.

Participant 8 stated that some learners were developing gaps in the FP, whilst others were thriving. Also, participant 9 stated that *the revised curriculum is now more learner-centred and focused on the holistic development of the child.* Three participants (1, 2 and 10) exposed the fact that FP learners did not have a solid foundation to build on due to the numerous changes that were disruptive and quite confusing.

Moreover, participant 1 said that in the current curriculum there was less opportunity for flexibility and mastery of basic skills regarding learners with barriers to learning. Participant 2 added that inadequately trained teachers along with the heavy content of the current curriculum, reduced learner-performance in the FP, especially the mediocre learners. Additionally, participant 10 stated that teachers were demotivated, learners were unenthusiastic, and the current system left much to individual teacher-interpretation.

With regards to the training of teachers, participant 11 criticised the following: inadequately trained teachers, masses of content, lack of facilities, language barriers, burdensome workloads, redeployment of teachers, and confusion in curriculum terminology interpretation.

Lastly, participants 10 and 11 pointed to the home environment as a contributor to learner-underperformance, and that social factors such as poverty had a negative impact on school performance.

Interview Question 7: What are the implications concerning curricula changes on FP teaching and learning

The participants were asked to mention and discuss implications that the curricula changes had on teaching and learning. The responses indicated below, were highlighted by the participants:

Participant 1 stated that the lack of resources and inadequately trained teachers were the main stumbling blocks for the implementation of the new curricula which demotivated learners and teachers which led to poor performance.

Participant 2 stated that inadequate skills and knowledge, lack of basic teaching strategies, frustration, and negativity amongst teachers derailed the implementation of new curricula. Participant 3 added that frustration and negativity amongst teachers were due to too much content delivery even though it was more structured compared to others. In contrast, participants 4, 5, and 6 felt that the current curriculum ensured consistency and guidance for teachers in the delivery of their lessons. Participant 6 specified that teaching and learning includes specific aims, skills, focus, content areas, and weighting for the various components of the curriculum – all of which required revision due to the introduction of new curricula. Also, participant 8 expressed concern that too much content in the CAPS curriculum resulted in learners with barriers not coping.

Lastly, participant 12 advocated that curriculum should focus on preparing children to read and write in their own languages, and to do basic arithmetic calculations in the FP.

Based on the interview data presented, participants were very transparent about their experiences concerning curricula changes. There were mixed feelings as some participants expressed the pleasure of no longer teaching curricula under apartheid, while other participants felt that the fundamental content expected to be taught as basics in the FP was compromised in the name of change. The many changes resulted in teachers losing confidence and being demotivated in the education sector as they felt that changes were effected without vision. The burdensome administrative work and the 'overkill' of content in the CAPS curriculum have been overwhelming for most participants. However, others expressed joy in the introduction of content such as robotics, learner-centredness, and the Incremental Introduction of African Languages (IIAL).

4.3.3 Documentary Data

The relevant curriculum documents from 1994 to date, including International Assessment study reports collected from the Gauteng Department of Education, the Quality Assurance Directorate, and others which were accessed online. All collected documents were studied and analysed, notes were penned, and a table with headings was generated and populated with studied data.

The list of documents that were analysed was presented in Table 4.2. Thereafter, each document was analysed by referring to its background, aims, overview, and assessment, as summarised in Table 4.3.

Table 4.2: List of documents analysed

Curriculum/National Assessment Study	Documents

Foundations for Learning	Foundations for Learning Gazette No. 3880

The South African Journal on Foundations for Learning, by Corinne Meier (2011). |
| Curriculum 2005 | Lifelong Learning for the 21st century |
| Revised National Curriculum Statement | Revised National Curriculum Statement

(Grade R - 3 & Grade R - 9) |
| CAPS | FP CAPS documents

Home Languages

First Additional Languages

Mathematics

Life Skills |
| National Assessment Reports | ANA (Annual National Assessments)

PIRLS reports

SACMEQ reports

TIMMS reports |

4.3.3.1 Background

The background of the various curricula changes in South Africa since 1994 vary due to the reviews conducted and the resultant changes. Curriculum 2005 (C2005) was

introduced as a political decision with the intention to transition from apartheid education which promoted inequality amongst South Africans. This curriculum was introduced Outcomes Based Education (OBE). This C2005 was reviewed by a team of education experts and thus followed Curriculum 2005 which resulted in its streamlining and strengthening by the Review Committee appointed by the Minister of Education. This gave birth to the Revised National Curriculum Statement (RNCS). South African learners participated in National and International assessments and/or studies during the implementation of RNCS; however, they failed to produce competent learners in Numeracy and Literacy. The Department of Higher Education and Training (DHET) also discovered that the majority of first-year students in HEIs could not read and write satisfactorily - skills which should have been acquired in the FP. The Minister of Basic Education then introduced a four-year programme in 2008 called FFL which consisted of resources aimed at improving basic literacy and numeracy skills. At the end of the four years, CAPS was introduced as an amended curriculum and assessment policy with updates of the previous curriculum, stipulating what was to be taught and assessed on a term-to-term basis.

4.3.3.2 General aims

The general aims for the different curricula introduced since 1994 ranged from empowering learners to empowering teachers regarding their duties. In C2005, it was evident that the general aim was to provide lifelong learning and create active and critical-thinkers amongst South African learners. C2005 bore some similarity to RNCS; however, RNCS included the promotion of commitment, competence amongst teachers, and empowering them to develop their own learning programmes. The FFL was aimed at improving reading, writing and numeracy abilities in all South African children. Hence, CAPS encompassed all, while aiming at lessening the administrative duties of teachers as well as providing guidance to teachers on lesson-delivery.

4.3.3.3 Overview of the content

In the Curriculum 2005 documents, there were a number of changes to the terminology used prior to 1994, whereof the outline consisted of critical outcomes which were listed, followed by specific outcomes, and range statements. Assessment criteria and performance indicators were also indicated. Time-allocation was stipulated in terms of notional-time and flexi-time. Continuous assessment was emphasised, and recording and reporting of assessments were indicated. Different terms and acronyms were used for subjects to be taught; for example, Mathematics (MMLMS) and Languages (LLC).

The Revised National Curriculum Statements were different from the C2005 in terms of the overview and terminology used; however, critical and developmental outcomes were indicated. Every subject had its own learning area statement, where learning outcomes and assessment standards were outlined.

The Foundations for Learning documents consisted of files where time-allocation for every component of Numeracy and Literacy was indicated and expected to be adhered to. Milestones were indicated as manageable units of work to be completed within a specified timeframe. Criteria for assessment tasks were also stipulated. The terms for subjects were not changed – NCS terms were used.

The Curriculum and Assessment Policy statements (CAPS) exhibited the most noticeable shift which outlined of the content to be taught and assessed for every term. Guidelines on methodologies to teach the content and time-allocation were provided. The recommended resources were listed for all grades. Each FP subject used unique terminology for the various strands that outlined the content to be taught. Mathematics used content areas; Life Skills used study areas, and Languages used components. Mathematics, Home Language, First Additional Language, and Life Skills are the subjects taught in the FP; however, First Additional Languages are not taught in Grade R.

The DBE recently introduced a Second Additional Language (SAL) to be taught in South African Schools that do not offer an African Language, which was meant to promote multilingualism and social cohesion. The term used for this new initiative by the is Incremental Introduction of African Languages (IIAL).

4.3.3.4 Assessment

In the C2005, the criteria for assessment focused on collection, recording, and reporting. There were no promotion requirements from Grade 1 to Grade 9. An improvement in assessment processes was evident during RNCS as the assessment outcomes were measured against assessment standards, and constructive feedback was provided to parents and guardians. The number of tasks to be completed in a term was higher, and levels of performance were introduced, with level 4 being the highest and level 1 for unsatisfactory performance.

In the FFL documents, there were no changes effected from the RNCS assessment processes; however, during the implementation of CAPS, changes were effected. Two additional policy documents were introduced, the National Policy of Assessment (NPA) and National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement (N4PR) which outlined the assessment guidelines to be followed. One formal assessment task was to be completed per term in all FP subjects. Levels 1-7 were implemented, where level 7 was the highest percentage achieved, and level 1 being the lowest percentage achieved.

Based on the evidence presented and noted in the documents, changes were evident in the various curricula documents, ranging from the terminology used, the layout of the content, and the assessment processes to be followed. The aim of these changes was to empower learners and teachers, and to lessen the administrative duties of teachers.

Table 4.3 below is a summary of the document analysis conducted on curriculum documents.

Table 4.3: Document analysis of curricula introduced in FP since 1994

Focus	Curriculum 2005 (C2005)	Revised National Curriculum Statement (RNCS)	Foundations for Learning (FFL)	Curriculum and Assessment Policy Statement (CAPS)
Background	Curriculum 2005 was designed to change the apartheid curriculum in 1994. This political decision intended to rectify past injustices in education by promoting equality. The OBE was born as the philosophy to drive C2005.	The revision and review of Curriculum 2005 depended on factors such as redress, access, equity, and development. The review focused on the structure, design, teacher orientation, training, and development, learning support materials, and Provincial support. Streamlining and strengthening of	The Foundations for Learning campaign was introduced as a response to South Africa's failure to produce competent learners in Literacy and Numeracy (Meier, 2012). It was a response to the public outcry when the DHET discovered that the majority of first-year students cannot	The CAPS is an amended curriculum policy effected in 2012. It improved on the previous curriculum by stipulating what must be taught and assessed on a term-to-term basis.

		curricula were recommended. Simplification of C2005 was done by the Review Committee.	read and write satisfactorily. The four-year literacy and numeracy programme was introduced in 2008.	
General aims	To provide lifelong learning to promote active, creative, and critical thinkers.	To promote commitment and competence among teachers responsible to develop own learning programmes.	To improve reading, writing and numeracy abilities in all South African children	To lessen the administrative burden on teachers, to ensure consistency, and guide teachers in planning.
Overview of content	Critical Outcomes; Specific Outcomes; Range Statements; Assessment Criteria;	Critical and developmental outcomes; Learning Area Statements Learning Outcomes. Assessment Standards;	Milestones; Manageable units of work; Lesson plans; Criteria for assessment tasks.	Introduction containing guidelines. Content included concepts, and skills. Guidelines on time-allocation

	Performance Indicators; Notional and Flexi-time; Continuous Assessment; Recording and Reporting.	Learning Programmes; Time Allocations; and Assessment.		Requirements for formal assessments. Lists of recommended resources per grade.
Terminology	Learning areas; Critical Outcomes; Phase Organisers; Programme Organisers; MMLMS; LLC.	Critical and Developmental Outcomes; Learning Areas; Learning Outcomes; Assessment standards; Literacy; Numeracy; Life Skills.	Like RNCS, Terms used in FFL similar to RNCS.	Each FP subject uses unique terminology for the various subject strands. There are 4 subjects in FP: Home Language, First Additional Language, Mathematics, and Life Skills.
Assessment	Assessment is not stated categorically in terms of when and how it should take	Continuous and measured assessment standards, and constructive feedback provided	Like RNCS. schools were mandated to ensure that the programme is implemented so	Two additional policy documents addressing assessments were

	place. Components of assessment focused on collection, recording, and reporting on evidence. There were no promotion requirements up to Grade 9	to parents. The number of tasks per term was much higher. Implement national codes: Levels 1-4. 4 being the highest and 1 for unsatisfactory performance.	that learners can perform at 50% and above during the FFL implementation.	introduced with CAPS: N4PR and NPA. One task to be completed per term. Implement 7 levels: level 7 for the highest percentage, and level 1 for the lowest percentage.

4.3.4 National and International Assessment Reports

Since the inception of the various curricula mentioned above, the basic education sector participated in various studies to measure the performance of the FP cohort of learners against benchmarks and national assessments implemented nationally, regionally, and internationally. Some studies were administered in the Intermediate Phase (IP), but some of the FP skills were also assessed.

The most prominent studies conducted during the curricula changes have been mentioned below in Table 4.4. They are discussed to answer the research question which asked how the evolution of curriculum influenced teaching and learning in the FP. The teaching and learning component of the research question can be measured against the findings of the assessment studies undertaken during the curricula changes since 1994. Table 4.4 below also outlines the background and findings from each study.

Table 4.4: Document analysis of national and international studies RSA
participated in since 1994

Focus	ANA	PIRLS	TIMMS	SACMEQ
Background	*Annual National Assessments* (ANA). A Diagnostic National Assessment used to diagnose areas of weakness, curricula gaps in Mathematics and Languages. ANA started with a pilot study conducted in 2009 (Spaull:2015). It was also used to monitor and track learner-performance. In 2009 ANA was piloted in 1000 schools. In 2011, it was administered according to	*Progress in International Reading Literacy Study* (PIRLS). This study assesses reading comprehension and trends in reading literacy at 5-year intervals. The study was undertaken in 2015 and results were released in 2016. South Africa is one of the participating countries in this study. A sample of Grade 4 learners was assessed in 10 official languages in	*Trends in International Mathematics and Science Study*. It measures student achievement in Mathematics in the Grades 4 and 8 every four years since 1995. Most of the countries participating in TIMMS have experienced curricula reforms.	*Southern and Eastern Africa Consortium for Monitoring Educational Quality.* A study of the conditions of schooling and quality education to gather information to be used by the Ministry of Education to track trends in: General conditions of schooling Reading and Mathematics achievement levels of Grade

	previous grades' content. In 2012 – 2014 it was administered in all FP grades and in other phases.	2016. PIRLS study was administered in South Africa in 2004, 2011 and 2016.		6 learners and teachers. Knowledge that teachers and learners have about HIV/Aids.
Findings	Initially, the results were poor, but significant strides were evident in 2014, where the Presidential targets of 60% were achieved and exceeded in Mathematics and Languages in Grade 3.	South Africa was the lowest performing country out of the 50 countries. About 78% of South African Grade 4 learners displayed lack of basic reading skills. Learners residing in rural areas had the lowest reading levels.	South Africa had continued to be amongst the poor performing countries in both Mathematics and Science. There was no change recorded between 2015 and 2019. On a positive note, the report states that 16% of the learners scored higher than the intermediate benchmark, where the ability to display	Good scores in provision of basic learning resources and classrooms, but disappointing in providing Maths textbooks, shortage of FP indigenous language teachers. In Reading and Mathematics, urban learners performed better than rural learners, and female learners performed better than males. Maths scores were

			application of knowledge and problem-solving skills was tested. Some primary school results were found to be perplexing compared to secondary school results.	higher than reading scores. Overall, growth was noted.

In the studies mentioned above, it is apparent that South African learners are amongst the lowest performing learners out of the participating countries. Improvement was noted in ANA by 2014, after numerous attempts, compared to the inception year, 2009. It must be noted that the results were not good when ANA was administered initially, however, in the analysed data, it is stated that presidential targets of 60% were achieved and according to the documents analysed, exceeded in Mathematics Grade 3. This, however, cannot be said for PIRLS study where South African learners were the lowest performing country where 78% from the assessed sample lacked basic reading skills, which were expected to be implemented and mastered in the lower grades as indicated in the curricula documents analysed. There is a mention of upward trend in the performance of South African learners in the TIMMS and SACMEQ studies, where in SACMEQ, it is recorded that South Africa is consistently amongst the poorest performing countries amongst the countries which participated in these studies.

4.3.5 Themes and Categories

Data collection and data analysis were conducted simultaneously. Key points were recorded for all collected data. Patterns were formulated as identified in the semi-structured interviews and document analysis. The main ideas were grouped into categories indicated in Table 4.5 below. These categories were further analysed and grouped into codes which resulted in themes that were directly linked to the research question linked to the influence of curricula evolution on learner-performance.

Table 4.5: The formulation of themes/codes and categories from collected data

Themes/codes	Categories	Collected data
Curricula changes and demands	Aims and implications of curriculum changes	Curriculum change perceptions
Influence of curricula changes on teachers and learners	Curricula changes ranging from 2005 to CAPS. Positive and negative perceptions about curricula changes	Influence of curriculum change on learners and teachers
Learner-performance during all curricula changes.	Learner-performance Teacher-performance	Learner-performance: participation in National and International studies and findings. Factors related to learner-performance

	Outcomes of participation in national and international studies	The effect of identified factors regarding learner-performance. Findings of studies SA learners participated in.

4.4 DATA INTERPRETATION

4.4.1 Curricula changes and demands

Data collected from semi-structured interviews and document analysis described all the curricula changes that were implemented in SA's FP classes since 1994. The FP curricula evolved from apartheid education to CAPS (RSA, 2012) and is currently followed. During this period, every change had its own aims and objectives – this resulted in participants' frustrations as they felt they had to adapt to every sudden change which affected the FP first. They also voiced the aspect of inadequate preparation to implement changes which was exacerbated by the lack of training and resources. The data also indicated instances where teachers felt that methodologies did not really change after Curriculum 2005, but terminologies changed, although meaning and delivery were similar.

The uncertainty and frustrations expressed by participants regarding learners not receiving adequate fundamental skills as evidenced in the PIRLS and TIMMS reports, were concerning. Data presented via document analysis displayed major changes in critical curricula processes; for instance, assessment where promotion requirements and codes/levels used differed from one curriculum to the next whereas learners' abilities and capabilities do not really change. The process of adapting to all the changes was found to be demanding on teachers. Addy (2012) puts emphasis on the important role played by practising teachers during curriculum changes as they strile

a balance between vagueness and ambiguity when interacting with new content. (see 2.4.1). Addy (2012) further emphasised the importance of piloting new curricula as a mechanism to improve expertise amongst all stakeholders.

4.4.2 Influence of curricula changes on teachers and learners

A range of factors was extracted from the semi-structured interview and document analysis data which influenced teachers' and learners' perceptions of curriculum change. Data elicited from interviews revealed demotivation among teachers due to many changes they were expected to implement without fully comprehending them. Under-preparedness of trainers, inadequate resources, changes in terminology, and confusion among newly-appointed teachers set a path for possible failure. In addition to these woes, assessment recording changed from having no formal recording to four levels, and later to seven levels.

There are other factors presented in the data which had an influence on learners and teachers where empirical data shows competing and contradictory demands resulting in misinterpretation of curricula expectations through the cascade model. A lack of continuity was frustrating - as soon as teachers were perfecting a certain curriculum delivery approach, a new change would be introduced. The burdensome administrative workload was also cited - teachers were expected to do more paperwork than actual teaching of the curriculum. There were, however, some positives: the introduction of PLCs (Professional Learning Communities) where best practice and intervention strategies were shared among teachers to support struggling learners with challenges emanating from emotional, economic and academic issues. The above is evidenced by Nyland & Ng (2015) who identify the influence teachers have in curriculum changes and define them as the power- base of professional expertise (see2.4.4.).

4.4.3 Learner-performance during and after curricula changes

Data collected from semi-structured interviews identified factors related to learner-performance which clearly indicated that South African learners perform poorly due to several factors summarised below:

Methodologies - they indicated that reading was not introduced systematically, resulting in poor scores. This was confirmed in the PIRLS report where one of the findings was that 78% of assessed Grade 4 learners were reading below the expected levels. Inadequate time for basics which were not mastered was attributed to an overloaded content. Poor performance due to the loss of teachable moments since the focus was on formal work. Learner-enrolment was inconsistent in various schools

More factors were also stated such as: Many learners could not read and comprehend due to insufficient time afforded to acquire fundamental reading skills, inadequately trained teachers. Confusion of the terminology used, resulting in inconsistent delivery of curriculum; and social factors such as poverty which negatively impacted learner-performance.

The national and international assessment studies, in which South African learners participated, assisted in diagnosing areas of weakness, exposing curriculum gaps, assessing reading and mathematics, tracking learner-performance, and measuring the conditions of SA schools. Findings revealed that even though progress was noted in the latter years of Annual National Assessments, South African learners were always amongst the lowest performing countries. Lastly, the data indicated that girl learners performed better than boys, and urban learners performed better than those in rural areas. Esau and Mpofu (2017) recommended amongst others commitment by Higher Education Institutions to introduce courses intended to close any gaps identified during all administered assessments (see 2.4.5).

4.5 CONCLUSION

The qualitative research method was discussed in this chapter. Two data collecting methods were utilised: semi-structured interviews and document analysis. Semi-structured interviews were conducted with 12 participants ranging from FP teachers, subject advisors, and deputy chief education specialists who had experienced curricula changes since 1994. Curricula documents which were analysed were the C2005, RNCS, FFL, CAPS, and National Assessment study documents such as ANA, PIRLS, TIMMS and SACMEQ reports. The interview responses and data from documents were recorded, transcribed, tabulated and analysed to be later categorised into themes. Data confirmed that the FP curricula had evolved since 1994, and teachers and learners experienced challenges during this period ranging from confusion to frustration. Data from National and International Assessment studies revealed positive and negative results. The execution of changes revealed challenges such as gaps in curriculum implementation, lack of support regarding training, inadequate resources, and fluctuating learner-numbers, among others. The next chapter (5) provided the synthesis of findings and recommendations.

CHAPTER FIVE

OVERVIEW, FINDINGS, CONCLUSIONS, LIMITATIONS, FURTHER RESEARCH, AND RECOMMENDATIONS

5.1 INTRODUCTION

The study investigated the evolution of FP curricula and its implications on the quality of teaching and learning. This chapter (5) presented the summary of the chapters, key findings, conclusions, recommendations, limitations and areas for further research.

5.2 SUMMARY OF CHAPTERS

Chapter one introduced the topic: Evolution of FP Curricula since 1994. A background to the study highlighted that prior to 1994, the South African education system was characterised by different education departments defined on racial lines, which then evolved to one Department of Basic Education post-1994. Three major curriculum changes and revisions resulting from identified gaps and the use of new terminology were introduced. The rationale for the study was to explore the evolution of SA FP curricula to identify main challenges that impede skills' acquisition in the FP. The overview of the methodology and literature study were also presented.

Chapter two reviewed literature on curriculum studies. The evolution of curriculum in South Africa was explored including changes resulting thereof. The literature review exposed the apartheid education system which marginalised certain South African races and advantaged the White race. The review also revealed the role played by teachers, teacher-training, and resources. Moreover, international and African perspectives in curriculum changes were highlighted, and the importance of consistency in teaching methodology was emphasised.

Chapter three discussed the research design, research paradigm, the research approach, population and sampling, data collection techniques and instrumentation, as well as data analysis and interpretation. The research approach chosen for this study was qualitative where document analysis and semi-structured interviews were selected as the data collecting methods aligned to the interpretivist paradigm.

Purposive sampling was informed by the experience of participants during curriculum change in South Africa. Ethical considerations and aspects of trustworthiness were also outlined.

Chapter four explained the process followed when collecting data, the participants involved, the research process, data analysis and interpretation and the themes identified during the data analysis process. A qualitative research method was applied in the chapter. Semi structured interviews and document analysis methods were applied, and the data collected was methodically presented, tabulated and analysed. Three main themes emerged from this data and discussed in detail.

Chapter five presented the synthesis of the study, the key findings, conclusions, recommendations and suggestions for further research. Finally, the conclusion to the study was provided.

5.3 KEY FINDINGS FROM THE LITERATURE

In the literature, curriculum is defined as the fundamental core of any education system. Teachers play a critical role as the implementers of curriculum. The literature revealed that the South African FP curriculum went through monumental transformations. In the process of this modification, South Africa's unique diversity came to the fore such that curriculum designing and implementation became complex processes. The literature further revealed that with curriculum changes, social change, classroom culture, pedagogies, and changing the mindsets of stakeholders were aspects that needed to be explored urgently. Also, the evolution of curriculum should address the change in methodologies as deeply entrenched teacher-centred pedagogical styles made it difficult to migrate to learner-centred approaches during curriculum delivery.

5.4 KEY FINDINGS FROM EMPIRICAL DATA

This section reveals the themes that emerged from the data presented in chapter four. Curricula changes, curricula demands, influence of curricula changes on

teachers and learners, and learner-performance resulting from curricula changes were outlined in this section.

5.4.1 Curricula Changes and Curricula Demands

Curricula changes were implemented in South Africa after 1994. This evolution of curriculum ranged from apartheid education prior to 1994, to CAPS in 2012 which is currently in operation. These changes engendered mixed feelings for those who experienced changes which brought about confusion, but to some, relief. The South African population that benefited from apartheid education (mainly Whites) in the form of receiving better education than others expressed mixed feelings, whereas those who were oppressed and marginalised during the apartheid era initially expressed excitement which later turned to confusion due to the multitude of changes that occurred post-1994. The major paradigm shift from a teacher-centred approach to learner-centred approaches was mentioned by the majority of participants in this study as a significant transition; additionally, contextual factors such as overcrowding, and multilingualism took a heavy toll on teachers and learners during this migration. During changes processes, every curriculum initiated its own aims and objectives such as simplification of language used in policy documents, streamlining of curriculum, and ensuring that consistency and guidance were provided to teachers.However, changes were not only in terms of curriculum policies, but to critical processes   involved in curriculum delivery and implementation, such as assessment processes, promotion requirements, time-allocation, and terminology used for the different subjects and methodologies. During curriculum changes, FP teachers expressed mixed feelings since they were always the first ones to implement and adapt pedagogical approaches during every change. Furthermore, some factors that affected curriculum delivery during this era included inadequate teacher-training as well as the shortage of resources such as policy documents that address multilingualism and barriers to learning. Moreover, the adaptation to methodologies with every curriculum change

challenged teachers, resulting in frustrations and uncertainty which contributed to learners not developing adequate skills during the time of change.

5.4.2 Influence of Curricula Changes on Teachers and Learners

Curriculum changes influenced teachers and learners both negatively and positively as evidenced by some factors that have been discussed in chapter four. While teachers teach learners to perform, and learners attend school to learn and be promoted, too many changes in terminology and expectations from all quarters in a short period of time had a negative influence on teachers and learners as the desired outcomes were not met. One of the factors that was highlighted during data analysis was the ineffectiveness of the cascade model used during mediation of new curricula as it caused misunderstanding and misinterpretation. Also, the increased administrative workload accompanying curricula changes, led to a loss of focus on the part of teachers and learners, which led to the inadequate mastering of basic skills. On the positive side, the introduction of PLCs where schools shared pedagogical approaches, plans, and resources, in addition to the availability of policy documents in all official South African languages, assisted teachers and learners in many ways (see Chapter 4.3.2).

5.4.3 Learner-Performance and Curricula Changes

According to results from analysed data, learner-performance was affected by curriculum change in South African FP due to various factors. Such factors included change in methodologies, time-allocation for curriculum delivery, time-constraints for formal and informal work, fluctuating learner-enrolment resulting from social ills embedded in the South African population, social factors such as poverty, and continued poor performance of demotivated South African learners when participating in National and International studies (see Chapter 4.3.1).

5.5 VERIFICATION OF RESULTS

Literature control tables are presented below to compare results against existing literature where similarities and differences are indicated. Themes are presented and supported by outlining scholarly evidence for comparison.

Table 6: 5.1 Literature control table indicating similarities between results and literature

Themes	Author and year	Existing knowledge	Interpretive discussion
Curriculum Evolution	Li and Chen (2017)	A series of monumental transformations, which are defined by deliberations and interactions between local, cultural and global forces	Collected data presents the processes of transformations and revisions after deliberations took place in the form of curriculum review committees.
Content and methodologies	Du Plessis and Marais (2015:114) Nunallal (2012)	CAPS is defined as 'what to teach and not how to teach' in South African schools. CAPS is more structured where	During data collection, participants stated that the CAPS content is heavy and there was no drastic change in the pedagogical approach, but the

		teaching and assessment guidelines are outlined clearly.	terminology was changed.
Multilingualism	Green (2011)	Teaching and learning will be successful if teaching and learning conditions in FP, and if the image of African language teaching amongst the South Africans improves	Learner performance results as reflected in PIRLS reports presents poor performance in Languages where 78% of learners are unable to read with comprehension and African languages performance is the poorest.
	Reddy et al. (2015)	OBE was primarily implemented in countries where English is spoken by most citizens	The vague language and inadequate comprehension of terminology used is one of the reasons why some curricula had to be revised.

Similarities are identified in table 5.1 above in which curriculum evolution is defined as a series of transformations to curricula where consultation and deliberations took

place. The evolution, as presented in literature, is similar to the evidence presented in the documents that were analysed where curriculum transition occurred regularly after deliberations by the curriculum review committee. Sentiments by participants indicated that the CAPS content was overloaded, and the terminology used in the methodologies was recycled where terms changed, but approaches remained the same. Multilingualism was an identified factor where some languages are more developed than others, and this research highlighted the marginalisation of some languages, especially African languages. Similarities to empirical findings were noted in learner-performance reports in some international studies, which provided evidence of non-African language speakers performing better than African language speakers. Table 5.2 below presents existing and contradictory evidence.

Table 7: 5.2 Literature control table indicating contradictions between results and literature

Themes	Author and year	Existing knowledge	Contradictory evidence
Curriculum Evolution	Sugianto (2020) Fischel et al., (2019) Rivet et al., (2002)	Curriculum evolution is a complete metamorphosis of educational curricula and real evolution takes place when all stakeholders involved in teaching and learning are aware of the evolution. Evolution is a gradual, orderly, continuous process	Analysed data did not show a complete metamorphosis, some methodologies remained and implemented. Data shows no record of consultation with teachers when the first curriculum change was affected. There were several changes where the

| | | of change where development of a phenomenon from one condition to another is affected.

Prioritise intensive professional development of teachers to accomplish the goal set in the evolution. | development of the intended phenomenon, brought confusion to the implementers of curriculum.

Professional development of teachers was prioritised, however, intensity of the training has not been stated in the data, instead gaps were identified in the process. |
|---|---|---|---|

Table 5.2 presented contradictions that were evident between existing knowledge in scholarly findings and evidence collected in the semi-structured interviews and document analyses. Although curriculum evolution is defined as an orderly and complete change of curriculum where all stakeholders are involved, the frustrations expressed by the participants showed that there was inadequate consultation and collaboration with stakeholders involved in education. This emphasised the importance of planning, collaboration, and training to ensure the success of the process. Furthermore, scholars such as Sugianto (2020), emphasise the complete metamorphosis of curriculum in curriculum evolution, adding that actual evolution occurs when all stakeholders involved are aware of, and change methods of curriculum delivery for achieving better results. However, empirical evidence contradicts this notion as data revealed that in some instances, only the terms changed, coupled with inadequate training, and teachers' reluctance to change their traditional methodologies.

5.6 CONCLUSIONS

In this section, the research conclusions based on literature and empirical data, were presented as responses to the sub-questions from participants - this led to the answering of the main research question.

5.6.1 Sub-question 1: What are the FP teachers' and curriculum specialists' perceptions about curriculum changes since 1994?

There were mixed responses in the presented data. As evident from chapter 4, uniformity in all schools has been perceived as a good outcome as most teachers experienced inequalities and different curricula under apartheid education. Data further revealed that the introduction of a third language (IIAL) for social cohesion to address the issue of marginalised languages in South Africa, has been viewed positively while the introduction of ICT in education and robotics has ensured that South Africa is on par with global trends. However, the data also revealed that a range of negative perceptions about the changes initiated continued to be apparent in various stakeholders. These include concerns about inadequate consultation with custodians of curriculum (teachers) on actual changes made when designing and redesigning curriculum, as well as the fact that changes effected to curriculum did not address the basics required for the firm foundation required in FP. Also, some stakeholders assert that confusion and uncertainty caused by the cascade model, and too many changes in a short time, have left teachers demotivated. Moreover, certain components of curriculum, such as assessment, could be improved as the data presented has highlighted an overwhelming administrative workload carried by teachers.

5.6.2 Sub-question 2: How have FP curricula changes influenced teachers and learners?

Curricula changes have influenced teachers and learners, both positively and negatively. South African learners participate in studies with learners from well-

developed countries, which benchmarks their skills to those in other countries. While the performance has been disappointing according to these studies' findings (PIRLS and TIMMS), some significant improvement in learner-performance was reported in ANA. The introduction of PLCs which is a platform for collaboration amongst teachers and schools where sharing best practice and strategies to deliver curriculum and improve learner-performance, had a positive influence on teaching and learning as evidenced by participants' responses in section 4.3.2.4. This collaboration also assisted with intervention strategies to support learners-at-risk which came as a relief to teachers who struggled with underperforming learners. However, the contradictory and competing demands resulting from each curriculum change, exposed by some participants, provided evidence which unearthed the negative aspects of curriculum changes including the overloaded content and inadequate training of teachers, which left them demotivated. Also, contradictory demands made by the curriculum specialisis which resulted in burdensome teacher-workloads exacerbated the problems experienced through curriculum changes.

5.6.3 Sub-question 3: What factors related to curriculum-change affected learner-performance in the FP?

There is a range of factors that have influenced-learner performance in the FP. While the study's results in chapter four presented bleak facts on learner-underperformance, there apparently have been gradual improvements as indicated in studies conducted by South African scholars. Factors such as time-constraints related to a packed curriculum to cover the basics of 3 Rs, drill-work, and consolidation of skills, made it difficult to achieve the desired outcomes. Further, the LOLT in the FP is often not the teachers' mother-tongue, which complicates the processes of language skills acquisition for learners. Also, participants' responses in chapter four proved that poverty, unemployment, overcrowding, and inequality (a legacy of the past) widens gaps between the haves and the have-nots; those who can afford enrolling at affluent schools are taught in smaller classes, and receive

individual attention from their teachers, while those in under-resourced schools in townships and rural areas are open to poor teaching and low learning outcomes.

5.6.4 Sub-question 4: What are the implications regarding FP curriculum changes for teaching and learning?

It is evident from data presented that teaching and learning have been affected during FP curriculum changes. The findings were affirmed by participants during semi-structured interviews in section 4.3.2.7. Pedagogical approaches were also affected as they changed from teacher-centred to learner-centred approaches. This shift posed a challenge as it was difficult for teachers to change their entrenched and traditional ways of delivering curriculum. As such, guidance was necessary, but training was inadequate, which resulted in confusion and inconsistencies. Due to these inconsistencies, learning was affected, and assessment practices were misinterpreted, which resulted in discrepancies in learner-performance. The participants also criticised the subject-content-overload teachers were faced with, including inconsistencies in methods of delivering content and content gaps. Despite strides that have been made, learner-performance remains under-par as evidenced by poor results achieved in the PIRLS, TIMMS and ANA.

5.6.5 The main research question: How has the evolution of the curriculum influenced teaching and learning in the FP in South Africa?

This study sought to find answers on how the evolution of curriculum influenced teaching and learning in the FP in South Africa. The main reasons for the curriculum change in South Africa was to improve the South African education system for all South African learners and to keep up with global changes aimed at empowering the young generation to face universal challenges. A country's education system is improved by the quality of curriculum content, quality of results, improved learner-performance, and equipping teachers with adequate skills to implement curriculum. Success in teaching and learning is measured by the results obtained by learners.

Findings that emanated from the study indicated that curricula evolution has advantages and disadvantages on teaching and learning in the FP.

The study revealed that in the early stages of curriculum change in South Africa, the curriculum content was beyond South African learners' ability due to various contextual factors such as multilingualism, cultural diversity, contact time, heavy content, and socio-economic environmental factors (poverty, unemployment, child-headed families etc.). However, after curricula revisions, the study revealed that the South African curricula content was on par with curricula in other countries as evidenced in the participation of South African learners in national and international studies. However, while performance in these studies was initially under-par, over time there has been a gradual improvement as evidenced in the PIRLS, TIMMS and ANA reports – but there is much room for improvement.

South Africa's diverse population is one of the contextual factors identified as a challenge faced by curricula developers because the one-size-fits-all approach did not achieve the desired outcomes. This resulted in more curriculum revisions during which multilingualism was addressed by ensuring that all curricula documents and other resources were developed in all official South African languages; and pedagogical approaches responded to these unique language features.

Since this was on par with other SADC countries in terms of the provision of basic learning resources and classrooms (see Chapter 4, Table 4.4), South Africa's unique identity came to the fore in the study. Multilingualism, teacher-training discrepancies, and cultural diversity were some of the factors that were identified as barriers to quality learner-performance. Further, the research findings revealed that even though the curricula catered for quality education, some gaps remained in the implementation due to inadequate teacher-training, as well as applying inappropriate methodologies. The time factor was criticised for being insufficient as more time was needed to cover content. Hence, more research in the South African context needs to be conducted before implementing curricula changes. Moreover, adequate time to train teachers to

grapple with curricula is essential. Additionally, introducing 11 official languages during training workshops on curricula changes requires more time; and for non-mother-tongue teachers to teach learners in their mother-tongue is a subject for further discourse.

5.7 RECOMMENDATIONS

The review of literature indicates the desired improvement of the education system via curriculum changes to keep up with global changes. Accordingly, the previous sections have highlighted the positive and negative impacts of this process. Consistent with the findings of the study, the following section suggested various recommendations to close the identified gaps, and circumvent challenges related to curriculum changes.

Recommendation 1: Intensive professional development by qualified trainers for all teachers involved in curriculum changes

The data collected identified gaps in teacher-training. The South African context of multilingualism and cultural diversity must be considered. The unique features of every language and culture needs consideration in the designing and implementation phase of curriculum development. Additionally, there is a need for collaboration between well-performing and low-performing schools where communication, and sharing of strategies and learning tools will benefit teaching and learning in the FP. It is therefore recommended that all teachers, as custodians of the curriculum, receive intensive professional development in curricula changes by relevant qualified trainers.

Recommendation 2: Focus on pedagogical approaches to improve learning outputs

Curriculum changes should be in sync with pedagogical approaches that aim at improving learning outputs. Although change of terminology was evident in curricula changes, approaches remained the same which was exacerbated inadequate

teacher-training (see Chapter 4). A change of methods was required, not a change of terms. The one-size-fits-all approach when teaching FP learners does not yield good results. Factors such as teacher-learner ratios should be taken into consideration, especially for certain approaches that are critical in improving reading in FP which are not conducive in an overcrowded classroom.

Recommendation 3: Intensify focus on fundamentals of laying a solid foundation

Before the introduction of CAPS, FFL was introduced with the main aim to get back to basics. Participants identified educator-workload, administrative tasks, and overcrowded classrooms as factors that affect learners from enjoying learning, and cause teachers to become demotivated when teaching in the FP. The interpretation of policy in the form of Annual Teaching Plans has also been identified as another factor that brought about confusion and uncertainty among teachers and learners. Getting back to basics, focusing on fundamental skills, and drilling basic skills which consist of the 3Rs, could restore quality teaching and learning, and improved learner-performance.

Recommendation 4: Design South African policy guidelines that address multilingual school communities

South Africa has 11 languages, with the 12th recently introduced and identified as the sign language. Translation of English policies must be improved through versioning, as well as an introduction of pedagogical approaches, for each of the official languages. The plethora of documents that are disseminated to schools are guidelines to improve the quality of languages and should be incorporated in CAPS. Methodologies followed when teaching English are successful while translations for other languages are inadequate. Strides have been made by the DBE in acknowledging the multilingual identity of South Africa by developing policy documents and assessment items for every language; however, translations and versioning of

such documents from English into 10 ethnic languages compromise the rich linguistic identity of the language. The ANA also translates FP English test items into other official languages which dilutes texts including terminology relevant to each language.

5.8 FUTURE RESEARCH

There are areas identified in the study that require further research. This study was conducted in urban Gauteng with participants based in Gauteng province. Research should be conducted on how curriculum changes have affected teaching and learning in all provinces, and also in rural areas. Since the presented data highlighted that most teachers were not consulted during curriculum design, further research should focus on the role of consultation during curriculum designing. In addition, it would be useful to probe into contextual factors which were identified to have influenced the evolution of curriculum in FP in South Africa. This would greatly assist in determining the extent to which problems associated with such contextual factors were sufficiently resolved by the resultant curricula changes. In addition, further research should be conducted on multilingualism, overcrowding, cultural diversity and their influence on curriculum delivery in the South African context to circumvent the related challenges. Furthermore, the plethora of documents on South African curricula changes needs to be critically analysed to clarify the roles played by various stakeholders in the evolution of curricula in the FP. Also, since various provinces engage in a range of common assessments to measure teaching and learning, quantitative methods can be used to analyse the data obtained in such assessments which would create a comparative picture of provincial performances in terms of teaching and learning to implement accurate intervention strategies when the need arises. The role played by provinces to empower their teachers through in service-training in curriculum delivery can also be researched.

5.8. LIMITATIONS

This study was conducted in Gauteng Province in an urban area. The participants in the study were all based in one province and all worked in urban schools, which means that findings cannot be generalised to other provinces and areas that were not sampled. Furthermore, some of the contextual factors identified in the study may not be relevant to rural communities and other provinces. Assessment reports which involved national and international tests, were provincially related. Furthermore, the provincial and District results could not be generalised, hence the national and international studies were used.

5.9 CONCLUSION TO THE STUDY

The South African FP curriculum which evolved since 1994 was driven by the need to improve the South African education system. However, this study revealed that curriculum changes delivered a mixed bag of results, both in terms of teaching and learning. While the results show that significant improvements resulted from the changes that made the South African FP curriculum much more inclusive than it previously was under apartheid, it also revealed that significant challenges remain. Positive aspects of these changes included uniformity, inclusion of multilingualism, and tolerance of diversity and various cultures in curriculum implementation. In contrast, overloaded content, poor collaboration, rushed changes, and burdensome administrative work significantly affected teaching and learning timeframes. This, together with socio-economic factors like poverty, unemployment, unequal resource allocation, and infrastructure discrepancies led to inconsistent delivery of the ever-changing curriculum. While the intention of curriculum changes is to improve teaching and learning to ensure better educational outcomes, this study revealed that South African learners continue to perform below par when compared to learners elsewhere in the continent and abroad, as illustrated by the PIRLS, TIMMS and SAQMEC. Nonetheless, the implementation of the suggested recommendations and the pursuance of further research are likely to assist in resolving the identified challenges.

Lastly, this study envisions the formulation of curricula devoid of discrepancies such that teaching-learning in the FP can compare favourably with international standards.

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APPENDICES

Appendix 1: Ethics Certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/11/11

Ref: **2020/11/11/67136540/25/AM**
Name: Mrs TG Bonga
Student No.: 67136540

Dear Mrs TG Bonga

Decision: Ethics Approval from 2020/11/11 to 2023/11/11

Researcher(s): Name: Mrs TG Bonga
E-mail address: 67136540@mylife.unisa.ac.za
Telephone: 0739953363

Supervisor(s): Name: Dr DM Hannaway
E-mail address: annad@unisa.ac.za
Telephone: 012 429 4778

Title of research:

The evolution of foundation phase curriculum in South Africa since 1994

Qualification: MEd Curriculum Studies

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 2020/11/11 to 2023/11/11.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/11/11 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
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

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 **2023/11/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/11/11/67136540/25/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 Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

Appendix 2: Requesting Permission from Director to Conduct Research

UNISA | university of south africa

Preller Street, Muckleneuk, Pretoria 0002.

October 2020

Dear Director
Ekurhuleni North District

LETTER OF CONSENT FOR CONDUCTING RESEARCH

I, Tembela Glenda Bonga am doing research under the supervision of Dr D. M. Hannaway, a senior lecturer in the Department of Early Childhood Development towards an M Ed degree at the University of South Africa. I seek permission to conduct the study entitled: *The evolution of FP curricula in South Africa since 1994.*

The aim of the study is to investigate the evolution of the FP education curriculum focusing on the implications on the quality of teaching and learning in the FP.

The study will entail data collection methods that include document analysis where policy documents and learner-performance statistics will be analysed. Additionally, semi-structured interviews will be conducted voluntarily with participants who have experienced FP curricula changes since 1994.

I have identified participants in one of your District schools for semi-structured interviews that will be conducted after working hours. The benefits of this study include eliciting information that influences curriculum delivery and learner-performance in the FP.

A potential risk may be the possible infection of participants with the COVID-19 virus during semi-structured interviews; however, all mandatory precautionary measures

and the safety protocol for COVID-19, as outlined by the Government under Level 1, will be maintained.

There are no negative consequences for the participants to participate in the research project. The information that they convey to the researcher and their identities will be kept confidential. Their names will not be recorded, and no one will connect them to the answers they give, as their responses will be assigned pseudonyms and they will be referred to in this way in the data. Confidentiality will be maintained throughout the process. There will be no reimbursement or any incentives for participation in this research.

_____

Tembela Glenda Bonga (Ms)
Student
Cell: 073 995 3363
Email: glendabonga124@gmail.com

_____

Dr D. M. Hannaway
Supervisor
Department of Early Childhood Education
Faculty of Education, University of South Africa
0724352782

Appendix 3: Consent Letter

ECD RESEARCH - CONSENT LETTER FROM THE DISTRICT DIRECTOR (RETURN SLIP)

I,…………………………………………………………………. (director), hereby give permission to the researcher to conduct the study in ……………………………District. I have read (and it was explained to me), and I understand the nature, procedure, potential benefits and anticipated inconvenience of participation in this study. I have had sufficient opportunity to ask questions and hereby give permission for the researcher to conduct the study. I am aware that the educational specialists will participate voluntarily after signing the consent form and that policy documents will be used in the study requiring my permission. The researcher has assured me that the school's name will be kept confidential unless specified otherwise.

The researcher has also indicated that the findings of this study will be processed into a research report, journal and chapter publications and/or conference proceedings.

I therefore agree/do not agree that the researcher proceed with the research.

…………………………………   ……………………………………………

Participant Name (print)   Participant signature   Date:

…………………………………   ……………………………………………

Dr D. M. Hannaway   Signature
Date:

…………………………………   …………………………………………

Ms T. G. Bonga   Researcher's signature:
Date:

Appendix 4: Requesting Permission from Unisa to Conduct Research

UNISA | university of south africa

Preller Street, Muckleneuk, Pretoria 0002.

31 October 2020

To: The Head of the Ethics Committee of the Faculty of Education (UNISA)

I, Tembela Glenda Bonga am pursuing research under the supervision of Dr D. M. Hannaway, a senior lecturer in the Department of Early Childhood Development towards an MEd degree at the University of South Africa. I am seeking permission to conduct a study entitled: *The evolution of FP curricula in South Africa since 1994.* The aim of the study is to investigate the evolution of the FP education curriculum with a focus on the implications on the quality of teaching and learning in the FP.

District has been selected because the researcher has identified the FP Head of Department as a possible participant in this study**.** The study will entail data collection methods that include semi-structured interviews with participants who have experienced FP curricula changes since 1994. The semi- structured interviews will be conducted after school hours.

The benefits of this study include gain knowledge about factors that influence curriculum delivery and learner-performance in the FP. The potential risks is the possible infection of the COVID-19 virus during semi-structured interviews; however, all mandatory precautionary measures to reduce the spread of this virus will be maintained. There will be no reimbursement or any incentives for participation in the research. Participants are free to request feedback from the researcher at any time, and will be provided with the researcher's contact details.

Yours sincerely

_____

Mrs Tembela Glenda Bonga

67136540

Cell: 073 995 3363

Email: glendabonga124@gmail.com

_____

Dr D. M. Hannaway

Supervisor

Department of Early Childhood Education

Faculty of Education, University of South Africa

0724352782

Appendix 5: Consent Letter From Principal

ECD RESEARCH - CONSENT LETTER FROM THE PRINCIPAL (RETURN SLIP)

I,……………………………………………………………. (principal), hereby give permission to the researcher to conduct the study in ………………………………..school. I have read (and it was explained to me), and I understand the nature, procedure, potential benefits and anticipated inconvenience of participation in this study. I have had sufficient opportunity to ask questions and hereby give permission for the researcher to conduct the study. I am aware that the teachers will participate voluntarily after signing the consent form and that school documents will be used in the study requiring my permission. The researcher has assured me that the school's name will be kept confidential unless specified otherwise.

The researcher has also indicated that the findings of this study will be processed into a research report, journal and chapter publications and/or conference proceedings.

I therefore agree/do not agree that the researcher proceed with the research.

………………………………   ……………………………………………………

Participant Name (print)   Participant signature   Date:

………………………………   ………………   ……………………………

Dr D. M. Hannaway   Signature
Date:

………………………………   …………………………

Ms T. G. Bonga   Researcher's signature:
Date: …………………………

Appendix 6: Requesting Permission from Teachers to Participate in the Research

UNISA | university of south africa

Preller Street, Muckleneuk, Pretoria 0002.

Date: 31 October 2020

Dear Sir/Madam

REQUEST TO PARTICIPATE IN THE RESEARCH

My name is Tembela Glenda Bonga and I am conducting research under the supervision of Dr D. M. Hannaway in the Department of Early Childhood Education (UNISA) towards the MEd degree. We are inviting you to participate in a study entitled: *The evolution of FP curricula in South Africa since 1994.*

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could investigate the evolution of the FP education curriculum with a focus on the implications on the quality of teaching and learning.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are best-placed in the Education Department/school to provide information concerning the study being conducted. I obtained your contact details from the contact list at the District Office.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves document analysis and semi-structured interviews. The interview questions are attached to the document. The types of questions you will be asked will entail your experience in working in the FP during the curricula changes that occurred in South Africa post-1994. The expected duration of the interview is approximately 1 hour. Interview sessions will take place after school hours. All protective measures instituted by the Government because of the COVID19 pandemic will be adhered to during observations and interviews.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to participate, you will be given an information sheet to peruse, and after being satisfied with the process, be asked to sign a written consent form. You are free to withdraw at any time without giving a reason, and without being disadvantaged in any way.

WHAT ARE THE POTENTIAL BENEFITS OF PARTICIPATING IN THIS STUDY?

The benefits of this study emanate from collecting and gaining important knowledge that could enlighten the schooling community on the influence of curriculum changes on teachers and learners, in addition to the implications on teaching and learning in the FP.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Due to the COVID-19 pandemic, participants will be expected to adhere to protective measures such as the wearing of masks, sanitising, and social-distancing. Participants may also be inconvenienced by being asked to avail themselves after hours. The study is classified as being low-risk since it involves adult participants and the data they provide will not be sensitive in nature as it involves your day-to-day practice.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

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. Your name will not be recorded anywhere, and no one will be able to connect you to the answers you provide. Your answers will be given a code/pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for ensuring that the research is conducted properly, including the accuracy of transcriptions, external coding, and member checks. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purposes such as in research articles. A report of the study may be submitted for publication, but individual participants will not be identifiable in such reports.

HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the university for future research or academic purposes; electronic information will be stored in a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval, if applicable. The information will be destroyed if there is ever a necessity, that is, 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 software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no payment or incentive for participation in the study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the CEDU Committee, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Tembela Glenda Bonga on 0739953363 or on glendabonga@gauteng.gov.za.

Should you require any further information or intend to contact the researcher about any aspect of this study, also contact Dr D. M. Hannaway on 012 429 4778 or hannad@unisa.ac.za. Also, should you have concerns about the way in which the research is being conducted, you may contact Dr D. M. Hannaway.

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

Thank you

_____

Tembela Glenda Bonga (Ms)

Appendix 7: Participant Consent Form

I, _____ (participant name), confirm that the person asking my consent to participate in this research has informed me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (and had it 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 any 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 also agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant's Name & Surname   _____

_____   _____

Participant's Signature   Date

Researcher's Name & Surname: Tembela Glenda Bonga

_____   _____

Researcher's signature   Date

Appendix 8: Interview Schedule

1. Tell me about yourself, your work experience in teaching in the FP, number of years teaching, and grades taught (If applicable, number of years as a Head of Department or as a Senior Education Specialist).

_____

_____

_____

2. What curricula changes has the FP undergone since 1994?

_____

_____

_____

_____

3. What are your perceptions about the FP curricula changes since 1994?

_____

_____

_____

_____

4. How have curricula changes influenced teachers and learners?

_____

_____

_____

_____

5. What factors (negative/positive) related to curriculum changes that have contributed to learner- performance in FP?

_____

_____

_____

_____

6. How have the identified factors contributed to learner-performance in FP?

_____

_____

_____

_____

7. What implications have curricula changes had on teaching and learning?

Appendix 9: Language Editing Certificate

690 Miami Road
Hibberdene
KZN
4220
Cell: 0842943401
brian.naidoo25@gmail

PROFESSIONAL LANGUAGE EDITING SERVICES

STRIVING FOR EXCELLENCE

Brian Naidoo (BA Hons English; BA Hons TESOL.; BEd Hons.
BA- English major; Univ. Dip. in Ed.[English special];UCT Cert.in
Legal and Business Writing; UCT Cert. in Copy-Editing; MA Coursework in Research UFS. Assessor's Cert. UFS.
Unisa Counselling Certificate; Evaluator of Schools for Umalusi.

SPECIALISING IN THE LANGUAGE EDITING OF THESES, DISSERTATIONS, JOURNAL ARTICLES, PROPOSALS, POLICIES, MODULES, AND PUBLICATIONS.

CERTIFICATE FOR LANGUAGE EDITING A DRAFT MASTER'S DISSERTATION

THE EVOLUTION OF THE FOUNDATION PHASE CURRICULA IN SOUTH AFRICA SINCE 1994

TEMBELA GLENDA BONGA

MASTER'S IN EDUCATION

UNISA

WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted her draft master's dissertation to me for language-editing, which included correcting in-text citations and the mistakes in the list of references. This was duly edited by me and returned to the student for revisions as per suggestions from me. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of my language editing, the student has the option to accept or reject suggestions/changes prior to re-submission to the supervisor who will check the content and instances of plagiarism, if any. Additional content inserted after my editing will not be regarded as official editing by me.

B. Naidoo   ID: 5606255134081   DATE: 31/01/2023

Professional
EDITORS
Guild

Brian Naidoo
Associate Member

Membership number: NAI001
Membership year: March 2022 to February 2023

084 264 8401
brian.naidoo25@gmail.com

www.editors.org.za

THANK YOU FOR YOUR SUPPORT

Appendix 10: Turnitin Originality Report

Turnitin Originality Report

The evolution of FP curricula i... By Thembela Glenda Bonga

Similarity Index

10%

THE EVOLUTION OF THE FOUNDATION PHASE CURRICULA IN SOUTH AFRICA

SINCE 1994

by

TEMBELA GLENDA BONGA

submitted in accordance with the requirements for the degree

MASTER'S IN EDUCATION

(Curriculum Studies)

in the

Department of Curriculum Studies

School of Education

University of South Africa

Pretoria

Appendix 11: Abstract in isiZulu

OKUCASHUNIWE

Ukuthuthuka kwezifundo ezinikezwa yisikhungo semfundo saseNingizimu Afrika ngemuva kuka-1994 kwaba ukufuduka okukhulu okwakuhloswe ukulinganisa umkhakha wezemfundo, owawuhlukene phakathi futhi unobandlululo ezindaweni eziningi. Lokhu kuthinte bonke ababambiqhaza ohlelweni lwezemfundo, ikakhulukazi othisha okwadingeka basebenzise izifundo ezintsha ababengazazi. Uhlu lwezinqubomgomo ukusuka ku-C2005, RNCS, FFL kuya kuCAPS lubangele ukudideka phakathi kothisha, kodwa ekugcineni i-CAPS yaqondwa futhi yasetshenziswa. Lokhu kube nomthelela omkhulu esigabeni sesikole sesiGaba esiyiSisekelo njengoba lesi sigaba sihlala singesokuqala ukwenza izinguquko. Lezi zinguquko zibe nomphumela wokuthi kuthuthukiswe izifundo ezinikezwa yisikhungo semfundo yesiGaba esiyisiSekelo. Lezi zinguquko zaba nomthelela omubi kothisha abangabaphathi bohlelo lwezifundo ezinikezwa ysikhungo semfundo kanye nabaphathi bolwazi ngendlela yokuthi abafundi bancishwe amathuba ngokuqondile noma ngokungaqondile ngezindlela eziningi. Kube nezinselelo ezavela ngesikhathi kwenziwa lezi zinguquko: ubuliminingi, ukuhlinzekwa kwezinsiza, ukuqeqeshwa kothisha, ukusebenza kwabafundi, kanye nezindlela zokufundisa. Njengoba izilimi ezisemthethweni eziyi-11 kanye nolimi lokuxhumana kusetshenziswa ukuthinta komzimba nezimpawu lungolwe-12, iNingizimu Afrika inobunikazi obuhlukile bolimi. Inqubomgomo kahulumeni maqondana nokwethulwa kwezifundo ezinikezwa yisikhungo semfundo yakhuthaza zonke izilimi zaseNingizimu Afrika eziyi-11 ukufundisa nokufunda okwaba nemiphumela emibi kakhulu ekufundiseni, ikakhulukazi kothisha abakhuluma ulimi olulodwa noma izilimi ezimbili, nakulabo ababegxile ezindleleni ezigxile kothisha. Ukuhunyushelwa kwemibhalo yesiNgisi kwezinye izilimi ezehlukene kwehlisa izinga lezinye izilimi ebezibukelwa phansi esikhathini esidlule. Lokhu, kanye nezindlela zokufundisa, kube nomthelela omubi ekusebenzeni

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kwabafundi. INingizimu Afrika ibambe iqhaza ezifundweni ezehlukene zesifunda nezamazwe ngamazwe ezihlanganisa i-PIRLS, i-TIMMS kanye ne-SACMEQ; nokho, ukusebenza kweNingizimu Afrika kubikwe njengelinye lamazwe amabi kakhulu abambe iqhaza. Ngenxa yalezi zinguquko zenqubomgomo kanye nezifundo ezinikezwa yisikhungo semfundo, lolu cwaningo luhlole iSigaba esiyiSisekelo semfundo ukuze kutholwe imiphumela yoshintsho lwezifundo ezinikezwa yisikhungo semfundo kusukela ngentando yeningi. Indlela yokuqoqa nokuhlaziya imininingwane engeyona izinombolo esetshenziswe ukuqoqa imininingwane ibandakanya ukutholwa kolwazi kothisha ababambiqhaza ngokusebenzisa inhlolokhono engahlelekile kanye nokufunda imibhalo evela ezikoleni zesifunda. Le mininingwane ihlaziywe kusetshenziswa ukufundisa okuhlelwe ngendikimba. Okutholakele kuveze ukuthi ekuqaleni kokushintshwa kwezifundo ezinikezwa yisikhungo semfundo eNingizimu Afrika, okuqukethwe kwakungaphezu kwamandla abafundi baseNingizimu Afrika ngenxa yobuliminingi, ukuhlukahluka kwamasiko kanye nezici zenhlalo-mnotho. Ngakho-ke kwaphakanyiswa ukuthi uMnyango wezeMfundo kufanele ugxile ezindleleni zokufundisa ukuthuthukisa imiphumela yokufunda futhi wenze imihlahlandlela yenqubomgomo yaseNingizimu Afrika ebhekana nemiphakathi yezikole ekhuluma izilimi eziningi.

AMAGAMA ASEMQOKA:

Izifundo ezinikezwa yisikhungo semfundo

Izifundo ezinikezwa yisikhungo semfundo ka-2005

ushintsho

Izifundo ezinikezwa yisikhungo semfundo kanye Nesitatimende Senqubomgomo Yokuhlola

ushintsho lwezifundo ezinikezwa yisikhungo semfundo

Isigaba esiyiSisekelo

Ubuliminingi

Isitatimende Esibukeziwe Sohlelo Lwezifundo Sikazwelonke

Inqubomgomo yaseNingizimu Afrika

ukufunda nokufundisa

Appendix 12: Abstract in Sepedi

SETSOPOLWA

Go hlolega ga lenaneothuto la Afrika Borwa ka morago ga 1994 e bile phetogelo ye kgolo ye e bego e ikemišeditše go lekalekanya lekala la thuto, leo le bego le arogane ebile le na le kgethologanyo ka mafapheng a mantši. Se se ile sa ama bakgathatema ka moka ka tshepedišong ya thuto, kudukudu barutiši bao ba bego ba swanetše go tsenya tirišong lenaneothuto le leswa leo ba bego ba sa le tsebe. Mehutahuta ya melawana go thoma ka C2005, RNCS, FFL go fihla ka CAPS e ile ya baka kgakanego gareng ga barutiši, eupša mafelelong CAPS e ile ya kwešišwa le go tsenywa tirišong. Se se ile sa ama kudu karolo ya Kgatothuto ya Mathomo ya sekolo ka ge kgato ye ka mehla e dula e le ya mathomo ge go phethagatšwa diphetogo. Diphetogo tše di ile tša feletša ka go hlolega ga lenaneothuto la Kgatothuto ya Motheo. Diphetogo tše di ile tša ama kudu barutiši bao e lego bahlokomedi ba lenaneothuto le basepediši ba tsebo ka tsela yeo e lego gore baithuti ba ilego ba hlokišwa menyetla thwii goba ka ditsela tše mmalwa. Go bile le ditlhohlo tše di tšweletšego ka nakong ya phethagatšo ya diphetogo tše: dipolelontši, kabo ya methopo, tlhahlo ya barutiši, go šoma ga baithuti, le mekgwa ya go ruta. Ka ge e na le dipolelo tše 11 tša semmušo le polelo ya diatla bjalo ka ya bo 12, Afrika Borwa e na le boitšhupo bjo bo swanago bo nnoši bja dipolelo. Melawana ya mmušo ya mabapi le kabo ya lenaneothuto e ile ya hlohleletša gore dipolelo ka moka tše 11 tša Afrika Borwa e be tša go ruta le tša go ithuta gomme se se ile sa ba le dipoelo tše di sa kgahlišego go thuto, kudukudu go barutiši bao ba bego ba bolela polelo e tee goba ba bolela dipolelo tše pedi, le bao ba bego ba bego ba tlwaetše mekgwa ya go ruta ye e theilwego go morutiši. Phetolelo ya dingwalwa tša Seisemane go ya go dipolelo tše dingwe tša mehutahuta e ile ya senya boleng bja dipolelo tše dingwe tšeo di bego di beetšwe thoko mo nakong ye e fetilego. Se, gammogo le mekgwa ya go ruta le ya go ithuta, se ile sa ama gampe go šoma ga baithuti. Afrika Borwa e kgathile tema ka go dinyakišišo tša mehutahuta tša ka dileteng

le tša boditšhabatšhaba go akaretšwa PIRLS, TIMMS le SACMEQ; le ge go le bjale, go šoma ga Afrika Borwa go begilwe gore ga go kgahliše go dinaga ka moka tše di kgathago tema. Ka lebaka la diphetogo tše tša melawana le tša mananeothuto, dinyakišišo tše di lekodišišitše Kgatothuto ya Mathomo ya sekolo ka nepo ya go tseba diabe tša diphetogo tša mananeothuto go tloga mola go bago le temokrasi. Mokgwa wa boleng wo o šomišitšwego go kgoboketša tshedimošo ye e tšweleditšwego go tšwa go morutiši go ya go bakgathatema ka dipoledišano tše dipotšišo tša tšona di nyakago gore moarabi a fe mabaka le go šomišwa dingwalwa go tšwa ka dikolong tša ka seleteng. Tshedimošo ye e ile ya sekasekwa ka go šomiša mokgwa wa merero. Dikutollo di ile tša laetša gore dikgatong tša mathomong tša phetošo ya lenaneothuto ka Afrika Borwa, diteng di be di feta bokgoni bja baithuti ba Afrika Borwa ka lebaka la dipolelontši, phapano ya setšo le mabaka a ekonomi ya setšhaba. Ka fao go ile gwa šišinywa gore Kgoro ya Thuto e swanetše go nepiša kudu mekgwa ya go ruta ka nepo ya go kaonafatša dipoelo tša go ithuta le go hlama ditlhahli tša melawana ya Afrika Borwa tše di rarollago ditšhaba tša dikolo tšeo di bolelago dipolelo tše ntši.

MAREO A BOHLOKWA: lenaneothuto, Lenaneothuto la 2005, tlholego, Setatamente sa Pholisi ya Lenaneothuto le Tekolo, phetošo ya lenaneothuto, Kgatothuto ya Mathomo, dipolelontši, Setatamente sa Lenaneothuto la Bosetšhaba seo se Bušeleditšwegot, melawana ya Afrika Borwa, go ruta le go ithuta