Question 1: 20 Marks – True of False

"Norm" is derived from the word "normal". It refers to the quality assurance process.	FALSE
A mediator is a person who makes it possible for an idea to be communicated.	TRUE
The IQMS policy supports the use of an assessment policy and uses a four-point scale.	TRUE
According to Prof Asmal, the father of OBE in South Africa, OBE Focuses on the students and their abilities.	TRUE
The RNCS document is based on C2005, but it streamlined the curriculum and made it more educator friendly.	FALSE
The Principles of OBE are 1) Social Justice, 2) Human Rights, 3) Healthy environment 4) Inclusivity.	FALSE
Range statements, guide educators in the level of complexity that learners should achieve as stipulated in the RNCS document.	FALSE
Assessment Standards are closely linked to learning outcome to be reached by the learner.	TRUE
Assessment can include self-assessment, peer assessment and continuous assessment.	TRUE
The word concept of "curriculum has its origin in the Latin word *currere*, which means "to run", and which is also used to refer to running tracks or chariot tracks for a race.	TRUE
The word syllabus in Latin means a statement or a list of topics of a discourse, or the table of contents of a learning area.	FALSE
"Covert curriculum" refers to the official, explicit intended curriculum.	FALSE

An empirical or experiential curriculum approach refers to a pre-modern view spokesperson like Tyler, Gagne and Hunkins can be associated with this approach.	FALSE
A humanistic curriculum approach refers to a pre-modern view spokesperson like Tyler, Gagne and Hunkins can be associated with this approach.	TRUE
The Educator as life-long learner must commit himself/herself to stay informed about developments in learning and teaching methodologies.	TRUE
White paper No 6 explains inclusive education and training.	TRUE
The National Qualifications Framework (NQF) was created to bring together education and training, and consequently, close the gap between the two.	TRUE
In their planning teachers might also use discovery learning where they need learners to draw on their experiences and prior knowledge to work towards solutions.	TRUE
The National Curriculum Assessment Policy Statement (CAPS) replaced Outcomes Based Education (OBE)	TRUE
Tools to be used in designing learning programmes that lead to teacher education qualifications, such as levels, credits and integrated and applied knowledge, are discussed in the new policy on minimum requirements for teacher education qualifications.	TRUE
The department of Higher Education is responsible for monitoring the performance of Schools and Teachers.	FALSE
With whole-school development in mind and working towards the holistic development of the teacher, there are four important key stages of planning. 1) Strategic School Planning, 2) Phase Planning, 3) Planning per grade, 4) Lesson Planning.	TRUE
Walvoord (2004 2-5) and Lambert and Lines (2000 4) define the assessment process as the systemic collection of information about the learners learning, using the time, knowledge, expertise and resources available to make informed decisions about how to improve learning.	TRUE

Question 2: 20 Marks (4 x 5 marks questions) – definitions and discussions.

Phase planning, pg. 71 (5-mark definition & discussion)

The implementation of the curriculum must be a phase-long process of planning, managing and organising classroom practice. This means that what is planned must guide and inform what is done in the classroom – all teaching, learning and assessment.

The following aspects are important when planning for a specific phase:

- Contexts / themes within which the teaching, learning and assessment will occur
- Principles of the Curriculum Assessment Policy Statement (CAPS) that must be incorporated in all teaching, learning and assessment
- Aims and assessment criteria across the phase
- The sequencing (conceptual progression) of the aims and assessment criteria
- The core knowledge and concepts that will be used to attain the learning outcomes / aims and assessment criteria for the phase. These should reflect the context of the community, school and classroom to ensure that the teaching and learning are appropriate for the learners' needs
- How progression (increasing conceptual complexity) will occur within subjects and from grade to grade, bearing in mind integration across different subjects and real-life application
- The time allocation and weighting given to learning in the subject per phase (time frames for all teaching, learning and assessment)

Phase planning implies that all teachers in a phase should work together to create a clear plan of how they will guide learners through that phase for a particular subject

Teachers must be involved in different levels of planning, each level serving a different purpose and involving a different level of detail.

Every teacher remains an individual and the methods used in the classrooms may differ, though all might be equally effective in ensuring that the learners achieve the aims.

Planning takes place across a phase (three grades). The organising tool for a phase comes from both the CAPS documents and the characteristics of the learner in this age group.

The South African Council for Educators (SACE), pg. 50 (5-mark definition & discussion)

The South African Council for Educators (SACE) is the professional council for educators / teachers, which aims to enhance the status of the teaching profession through appropriate registration, management of professional development and the inculcation of a code of ethics for all educators / teachers.

The SACE Act (Act 31 of 2000) states that, by means of the functioning of the council, SACE is to

- provide for the registration of educators / teachers
- promote the professional development of educators / teachers
- set, maintain and protect ethical and professional standards for educators / teachers.

As the statutory body for professional education, SACE must also manage the implementation, management and quality assurance of the Continuous Professional Teacher Development (CPTD) system.

Each educator / teacher is expected to earn a target number of professional development points in each successive three-year cycle by undertaking a variety of professional development activities – endorsed by SACE on grounds of their fitness of purpose and quality – that suit their own needs and requirements or that are required by their employers (Department of Education, 2008a).

The teacher as interpreter and designer of learning programmes and materials, pg. 52 (5-mark definition & discussion)

- Teachers are expected to understand and interpret existing learning programmes, design their own learning programmes and select and prepare suitable textual and visual resources for learning.
- They also need to sequence and pace learning in a way that shows sensitivity to the needs of the learning area or subject and those of the learners.
- This role is perhaps the one that has been most misunderstood and abused. It has been used to justify the fact that Curriculum 2005 in its original form did not go far enough in specifying curriculum requirements on a grade-by-grade basis.
- Many bureaucrats argued that this did not present a problem because “each school should design its own learning programmes, based on the needs and concerns of the community”.
- It has become clear that most teachers and schools do not yet have the skills, resources or inclination to develop a customised curriculum, hence the reluctance to involve schools in the setting of curriculum standards.
- In the CAPS, learning programmes and in some instances work schedules are included in the documents.
- The role of the teacher is still that of interpreter, but with particular emphasis on lesson planning and effective implementation.

Inclusive education, pg. 58 (5-mark definition & discussion)

White Paper No. 6 (Department of Education, 2001a) defines inclusive education and training as

- acknowledging that all children and youth can learn and that all children and youth need support
- accepting and respecting the fact that all learners are different in some way and have different learning needs, which are equally valued
- enabling education structures, systems and learning methodologies to meet the needs of all learners
- acknowledging and respecting differences between children due to age, gender, ethnicity, language, class, disability, HIV status etc.
- being broader than formal schooling, and acknowledging that learning occurs in the home, the community, and within formal and informal modes and structures
- changing attitudes, behaviours, methodologies, curricula and environments to meet the needs of all children
- maximising the participation of all learners in the culture and the curriculum of educational institutions, and uncovering and minimising barriers to learning.

Inclusive education and training marks a shift from disability and deficit theories, assumptions, practices and models to an enabling and empowering educational approach.

This new understanding of education accepts that learners have diverse needs, and that the system might be inadequate to respond to those needs.

In other words, rather than seeing individual learners as being inadequate because they do not fit into the system, the emphasis is on examining the system itself and identifying the factors within the system that are not learner-friendly (Department of Education, 2001a)

How will knowledge and skills be organised, pg. 10 (5-mark definition & discussion)

- logical sequence
- progression of content and conceptual development
- teaching / learning methods

To “organise” is to put things together into an orderly, functional, structured whole and to arrange them in a coherent form.

The importance of what the learners have to learn, in what particular order, and in what space and time must be established.

How the knowledge is organised, and in what sequence, is central to framing learning; for example, the knowledge should be relevant to the labour market, appropriate to apply in civil society and be respectful of learners’ and teachers’ cultural backgrounds.

In curriculum terms, the way in which the knowledge (content) is organised is called an “organising principle”.

An organising principle is the basic method of arranging content so that key ideas can be located. Organising the knowledge (content) selected to be included in the curriculum according to an organising principle helps to simplify a particularly complicated domain and make it easier for the users to grasp.

The assessment process, pg. 76 (5-mark definition & discussion)

When interpreting and implementing the curriculum, the following questions should also be asked from the outset.

- Which assessment technique is the best for measuring the required outcomes / aims? Is it, for instance, a research project, or a written assignment?
- How will a research project or an assignment be assessed? Will we use an observation sheet with assessment criteria, or a rubric? These are the tools of assessment; the tool selected should be appropriate to the assessment criteria for the activity.
- Who will be doing the assessing? Will it be group assessment, self-assessment or peer assessment? These are possible methods of assessment.

Walvoord (2004:2–5) and Lambert and Lines (2000:4) define the assessment process as the systematic collection of information about the learner's learning, using the time, knowledge, expertise and resources available in order to inform decisions about how to improve learning. Assessment must be more than gathering evidence of how well the learners have achieved objectives / outcomes; it should also be used to improve the planning for teaching and learning in the next cycle.

In this instance the improvement should be not only in the learners' learning but also in the assessment process, and the teacher should be able to adapt the planning for more effective teaching. It is important to find and introduce ways to plan and teach that encourage and promote the diagnostic characteristics of assessment, namely its use for guidance and motivation.

The process of gaining and assessing knowledge is one of creating and illustrating one's own understanding. Assessment must be an organic part of teaching and learning. Making connections between teaching, learning and assessment encourages a holistic approach to the analysis of assessment and its impact on the teaching-learning process.

In order to create a cohesive relationship between teaching, learning and assessment, learners need to construct their own knowledge networks and the teacher must monitor this knowledge construction.

The teacher can determine the level of knowledge construction by assessing prior information, the acquisition of new information and the transformation, and the elaboration and organisation of such new information. Components that are essential in assessing a learner's individual ability and needs include a set of objectives / outcomes and criteria; the use of close-to-reality contexts; ideas about individual formative feedback; and fostering the ability for self-assessment through a mediation process (Black, Harrison, Lee, Marshall & Wiliam, 2003:30–57).

What is the IQMS, pg. 55 (5-mark definition & discussion)

Teachers must constantly appraise themselves critically; reflecting on how they are teaching must be part of their daily routine. The National Department of Education issued policies that address the appraisal of teachers. This is a collective agreement (No. 8 of 2003 in the Education Labour Relations Council); that is, the employer (government) and employee (represented by teacher unions) have agreed to the policy. It is important for teachers to take note of this document.

The IQMS Policy combines the different quality management programmes that have been developed in the past into an integrated quality management system. This system includes

- development appraisal, which is the process whereby individual teachers are assessed to define areas of strength and weakness and to put systems in place for individual development
- performance management, which is the assessment of individual teachers to ascertain salary adjustments, appointment adjustments, promotions etc.
- whole-school evaluation, which evaluates the effectiveness of an entire school in respect of its teaching and learning.

The document is divided into three sections:

Section A describes the IQMS and why it needs to be used. It defines the structures that must be put in place in order to ensure the efficient running of the school.

These structures are

- a senior management team (SMT)
- a staff development team (SDT)
- a development support group (DSG).

This section also states the guiding principles that inform the IQMS. The procedure to be followed is then outlined in six steps, stating very clearly how the whole process works. The section concludes with an outline of the roles and responsibilities of each of the school structures, i.e. the SMT, SDT and DSG.

Section B consists of an implementation plan. This is presented as a flow chart that details the procedure, culminating in the whole-school assessment. It specifies at what stage of the year each part of the process takes place and who is responsible; for example, the teachers must have a personal growth plan in place by the end of March. It gives a clear picture of the flow of information between the various stakeholders.

Section C consists of the assessment tool to be used in the various sections of the assessment process. Each assessment is rated on a four-level scale with a rubric that describes what must be achieved at each level. Forms that can be used to summarise the measurement and assessment of staff performance are provided. The purpose of the IQMS is the personal development of each teacher.

Stages of planning for curriculum interpretation and implementation, pg. 69 (5-mark definition & discussion)

With whole-school development in mind and working towards the holistic development of the learner, there are four key stages (Figure 4.1) of planning:

1. Strategic school planning
2. Phase planning
3. Planning per grade
4. Lesson planning

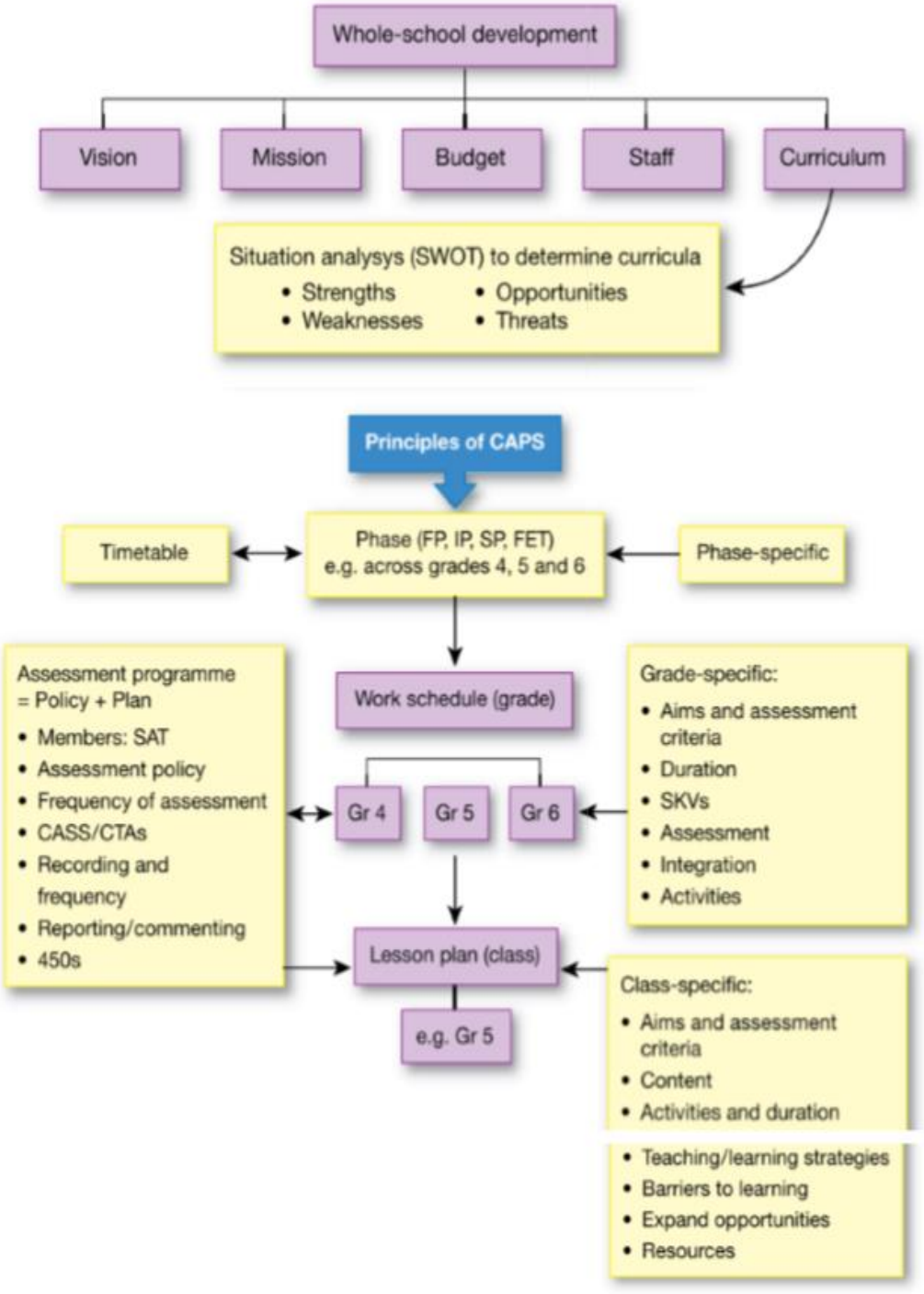

Figure 4.1 The four stages of planning in relation to each other

Teaching strategies in a teaching-learning environment - also refer to advantages, disadvantages and practical examples to further elaborate on your answer (pages 36 – 43).

The quote from Carroll illustrates the importance of planning for teaching and learning to act as a pathway to achieving a set objective, goal or outcome and leading to an effective teaching-learning situation. Interpreting the curriculum and planning to teach requires arranging content in such a manner that knowledge transfer can take place most effectively. Planning should also identify the current level of learner understanding, define the final outcome (goal) of the teaching process (instruction), and provide some assistance in the process of understanding. Planning and designing happens within a contextual whole; therefore, the teacher should consider various teaching strategies in planning for teaching and enable learning that suits the needs of the learners (Figure 2.3).

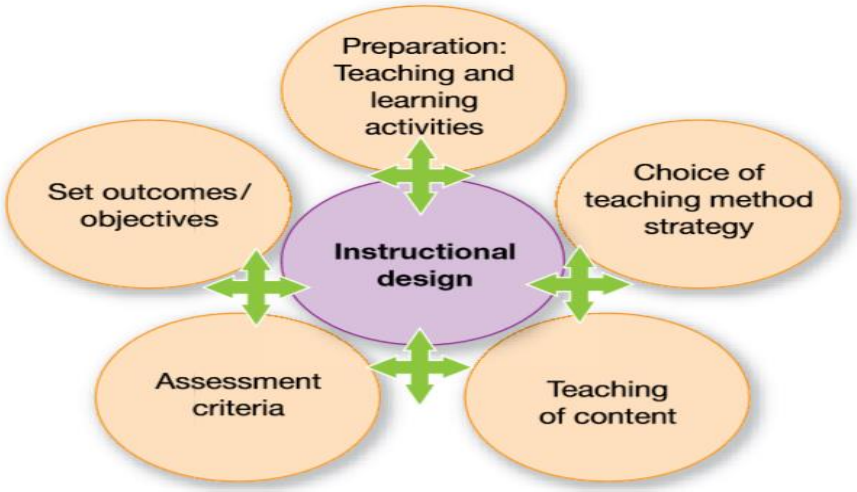

Figure 2.3 Instructional design: planning teaching

Questions 3 and 4: 30 Marks (15 Marks each).

Curriculum development focuses on improvement and innovation in education. Draw and discuss the cyclic process and core activities in curriculum development (pages 2 – 3).

Curriculum development focuses on improvement and innovation in education. During this process, which may take many years – especially where generic curriculum development is concerned – and which extends beyond a specific local context, desires and ideals are incorporated in a cyclic process of design, implementation and evaluation to achieve concrete results in practice. The literature contains a variety of models for curriculum development, in which especially the five core activities shown in Figure 1.1 are distinguished.

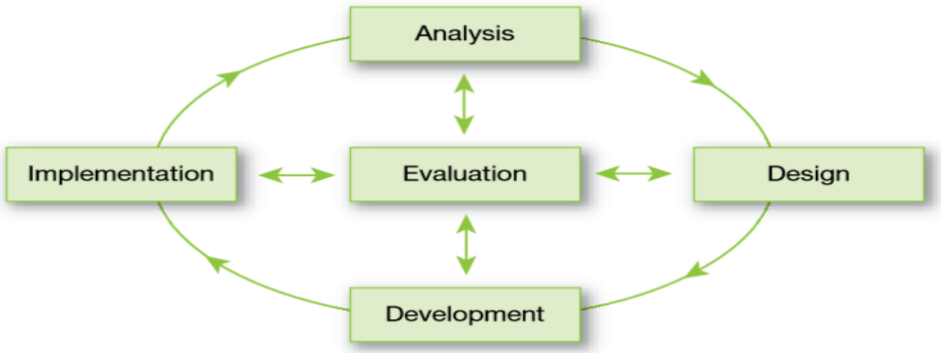

Figure 1.1 Core activities in curriculum development

Source: Adapted from Thijs & Van den Akker, 2009:15. Also see Van den Akker & Kuiper, 2007:739–748.

In a cyclic process, analysis, design, development, implementation and evaluation take place interactively. Curriculum development often starts by analysing the existing setting and formulating intentions for the proposed change or innovation. Important activities in this phase include problem analysis, context analysis, needs analysis and analysis of the knowledge base.

Based on these activities, first design guidelines are drawn up. The design requirements are carefully developed, tested and refined into a relevant and usable product. Evaluation plays an important role in this process, as can be seen from its central position in the model. Evaluation activities cast light on the users' wishes and the possibilities that exist in their practical context, and reveal the best way to attune the product to the practical setting. When the product has sufficient relevance, consistency and practical usability, its impact can be investigated. Whereas the primary emphasis is on generating suggestions for product improvement (formative evaluation), during later phases this emphasis shifts towards evaluating effectiveness (summative evaluation).

Identify the cognitive category according to Bloom's taxonomy for different questions. In other words, you must be able to identify the cognitive category, for example Analysing (Analysis) if I ask you a question on interpretation of diagrams (pages 89 – 93).

Cognitive category	Explanation of demand in different subject fields	Examples of action words
Remembering (knowledge) • Remember something previously learned, recognise, recall relevant information • Recite facts • Define and describe basic facts • Identify, label, select and locate information • Estimate, appropriate rounding of numbers • Theorems • Straight recall • Identify from data sheet • Know appropriate vocabulary • Know formulae	**Mathematics and Science:** Mention a simple law or equation. Recognise content in multiple-choice questions (MCQs), for instance: read information directly from a table (e.g. the time that bus number 1234 departs from the terminal). Know appropriate vocabulary such as equation, formula, bar graph, pie chart, Cartesian plane, table of values, mean, median and mode. Know formulae such as the area of a rectangle, a triangle and a circle where each of the required dimensions is available. **Languages:** Tell, recite and list, e.g. identify parts of speech; match known words with definitions. Identify answers to wh- (equivalent) questions from a text (what, where, when, which etc.). Explain what synonyms are. Retrieve information, locate and find required data / information. Use correct spelling and vocabulary. Write down an unfamiliar text that is dictated. Find synonyms or antonyms for words used in a text.	Tell, recite, list, memorise, remember, define, locate, name, match, recall, repeat, state, outline

Cognitive category	Explanation of demand in different subject fields	Examples of action words
	Practical subjects: Recognise obvious facts / content in MCQs; very simple recall. Identify specific data; name, tell, recite, list e.g. identify parts of a whole; match known concepts / words with definitions. Mention a simple law or method / general perception. Identify content in a table. Identify answers to wh- (equivalent) questions from a text / case study. Explain particular terminology. Identify, e.g. metals, lubricants. Know and correctly use vocabulary related to a particular field such as equation, formula, bar graph, table of values, tolerance range, fatigue point, flashpoint, etc. Recall complex content. Give correct explanations of terminology and vocabulary, e.g. encapsulation, polymorphism. Find similar or different uses for terminology. Know formulae. Give indications of dimensions. Recall complex content.	

Cognitive category	Explanation of demand in different subject fields	Examples of action words
Understanding (comprehension) • Demonstrate a basic understanding (comprehension) of concepts and curriculum • Express in other words, make own meaning • Know and use appropriate vocabulary • Understand previously acquired information in a familiar context • In information gathering, change or match information • In use of knowledge, distinguish between aspects, compare and explain	**Mathematics and Science:** Understand simple relationships and simple explanations; give one-step answers; derive units. Give two-step answers and simple applications; interpret realistic diagrams; draw inferences. Identify principles that apply in a novel context. Explain; demonstrate more complex reasoning with regard to understanding and explanation. **Languages:** Convert active to passive forms. Identify main ideas (and supporting ones) in paragraphs. Identify cause, result and reason from a text. Explain, briefly summarise, translate and interpret realistic visuals. Summarise a text. Use two steps to arrive at an answer. Draw inferences. **Practical subjects:** Explain simple relationships (for example classes and subclasses). Give simple explanations. Give one-step answers. Derive units. Identify cause, result or reason. Understand and be able to react to responses and actions. Explain processes, e.g. cutting / machining. Interpret realistic visuals. Draw inferences from a text. Explain terminology, e.g. converting. Describe an approach, development process etc. Explain the meaning of particular terms, e.g. nutritional values, saturated / unsaturated / polyunsaturated, accumulating. Understand conventions and give an explanation thereof. Describe an approach, product etc. Identify principles that apply in a novel context. Give more complex reasoning with regard to understanding and explanation.	Give example, explain, summarise, translate, show symbols, edit, define, discuss, identify, follow directions

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Cognitive category	Explanation of demand in different subject fields	Examples of action words
Application (applying) • Interpret and apply knowledge • Choose, collect and do basic classification of information • Modify and use existing knowledge • Use well-known procedures (the required procedure is, however, not immediately obvious from the way the problem is posed) • Decide on, for instance, the most appropriate procedure to answer a question and perform one or more preliminary calculations before determining a solution • Select the most appropriate data from options and decide on the best application	**Mathematics and Science:** Perform well-known procedures in familiar contexts. Know what procedure is required to solve the problem from the way the problem is posed (all the information required is immediately available to the candidate). Draw data graphs for provided data; algebraic graphs for given equations. Measure dimensions such as length, time and weight using appropriate measuring instruments. **Languages:** Write texts related to familiar contexts. Draft a friendly letter, basic business letter and invitation. Given the necessary information, organise it into a presentable poster or a table to promote ready comprehension. Draw information from a given text, illustrate in words, construct ideas. Propose a course of action based on a straightforward case study. Collect information from available texts to support a particular position/ opinion and represent the position in own words. Undertake guided research to collect information necessary for a task. Organise information into a suitable form (report, memorandum, visual presentation). **Practical subjects:** Perform well-known procedures in familiar contexts. Know what procedure is required to solve a problem from the way the problem is posed (all the information required is immediately available to the candidate). Simplify procedures. Draw information from a given text and illustrate. Propose a course of action based on a straightforward case study. Use, run or operate web-based applications. Select tools. Identify and use procedures. Make practical applications in own life situation. Measure dimension such as length, time and weight using appropriate measuring instruments. Assemble equipment in a particular sequence. Sort information, for instance in descending order, according to a particular description field. List processes in a particular sequence. Make conversions in currencies, weights, temperatures. Extrapolate, e.g. multiply a recipe to cater for a much larger number. Understand and change applications, e.g. adapt a quotation. Give indications of dimensions. Use procedures to solve the problem based on the way the problem is posed (all the information required is immediately available to the candidate). Apply actions such as formulating checklists; show and display as single application.	Demonstrate, use, guide, interpret map / chart, interpret procedures and use, decide and apply, convert, illustrate, locate and describe, identify and describe sequencing, sketch, choose particular action, sort information, use instruments or equipment, build, cook, arrange, solve

Cognitive category	Explanation of demand in different subject fields	Examples of action words
Analysis (analysing) • Understand how parts relate to a whole • Understand structure and motive; note fallacies • Analyse information in a new or unfamiliar context • Examine and differentiate • Distinguish to find the most appropriate • Research and investigate information • Interpret and extrapolate from solutions obtained by solving problems based in unfamiliar contexts • Use reasoning to solve non-routine problems and unseen problems • Break down a problem into its constituent parts – identify the problem and then use appropriate methods to solve it	**Mathematics and Science:** Plug into a formula with only one unknown. Analyse a chemical equation. Solve non-routine, unseen problems by demonstrating higher-level understanding and cognitive processes. Demonstrate qualitative proportional reasoning. Explain more complex relationships between concepts, data or graphs. Construct or interpret schematic diagrams. Solve problems with two or more steps. Make basic logic leaps and proportional reasoning. Interpret tables of data. Create complex abstract representations. Combine concepts across subfields. Interpret and extrapolate from solutions already obtained by solving problems in unfamiliar contexts. Use reasoning to solve non-routine problems. Break down a problem into its constituent parts – identify what is required and then use appropriate methods in solving the problem. **Languages:** Create texts in known or practised context; draft an invitation, write a letter of thanks or condolence, but with some variation that prevents the text from being strictly formulaic. Write a persuasive essay. Take minutes of a meeting. Deal with more complex case studies and propose a course of action, e.g. in report form. Interpret, report on, sort, debate, e.g. by preparing a speech and / or presentation. Use reasoning to develop a proposal to solve a problem.	Investigate, classify, categorise, analyse and compare, solve, relate, distinguish, identify and describe similarities and differences, interpret diagrams, interpret case study, report on, sort, debate
• Solve non-routine problems based on real contexts	Analyse a problem into its constituent parts; pinpoint the core and use appropriate methods to solve the problem. **Practical subjects:** Demonstrate procedures; work with chemical equations / mixtures to enable procedures. Read and interpret scenarios and case studies, identify the cause and suggest changes / rectifications. Determine the feasibility of e.g. an intended business. Conduct analysis of procedures, identify strengths and weaknesses. Interpret, make adjustments, provide suggestions / recommendations and give reasons for opinions. Solve non-routine, unseen problems by demonstrating understanding. Demonstrate qualitative proportional reasoning and more complex relationships or explanations. Construct or interpret schematic diagrams. Solve problems with two or more steps and basic logic leaps. Interpret tables of data. Deal with more complex case studies and propose courses of action. Demonstrate complex abstract representation. Combine concepts across subfields. Extrapolate from solutions already obtained by solving problems in unfamiliar contexts. Use reasoning to solve non-routine problems; break down a problem into its constituent parts, identify what is required and then use appropriate methods to solve the problem.	

Cognitive category	Explanation of demand in different subject fields	Examples of action words
Creation / synthesis (creating; synthesising) • Construct new material • Synthesise, create or find innovative solutions • Formulate new ideas • Re-form individual parts to make a new whole • Create tasks, generate, produce and reproduce	**Mathematics and Science:** Use complex reasoning involving synthesis, critical argument linked to novel or abstract contexts etc. Generalise patterns observed in situations, make predictions based on these patterns and / or other evidence and determine conditions that will lead to desired outcomes. Work with complex problems involving insight and logic leaps. Formulate new equations (using all unknowns). Create new solutions to problems. Redesign **Languages:** Generalise patterns observed in situations. Work with complex problems involving insight and logic leaps. Create new solutions to problems. Write poetry, a novel or drama. Write a complex review / critique. Rewrite information / a story for a new context and setting. **Practical subjects:** Generalise patterns observed in situations, make predictions based on these patterns and / or other evidence and determine conditions that will lead to desired outcomes. Work with complex problems involving insight and logic leaps. Formulate new equations using all unknowns; create new solutions to problems. Redesign / rewrite and adapt an existing programme. Modify particular procedures or methods. Demonstrate complex reasoning involving synthesis. Provide imaginative answers to / fully substantiate answers to "what if"- questions. Use critical argument linked to abstract contexts.	Compose, design, create, invent, construct, forecast, rearrange, rewrite, imagine, adapt, modify the existing into new, formulate hypotheses, generate, compose, develop

Learners should know what is expected of them. Discuss the features of effective questioning (page 94).

Contextualised action

Words Learners should understand what is expected of them. So, when teachers set a task, it should be in writing and it should be clear how the task will be assessed. The best way of doing this is to put the main assessment criteria and indicators into the instructions for the task. More detailed performance indicators can go into the marking criteria / memorandum. The teacher must fit the action word in the task to the context. For instance, to list known items requires recalling facts (knowledge), but to list a sequence of events requires the learner to choose, collect and do a basic classification of information and is therefore rated as application.

Clear and accessible language

Most South African learners are assessed in a language that is not their mother tongue. When learners' main language is not English, it is very important to phrase assessment tasks clearly and in language that is easy to understand. Writing questions in complicated English is unfair and discriminates against second-language speakers. Learners might well know the answer, but if they don't understand the question, they don't have a chance to demonstrate their knowledge.

Here are some tips for writing simpler and more accessible English:

- Keep sentences short and the vocabulary and terminology suitable to the level of the learners.
- Use active rather than passive voice. For example, "add sugar to the cup of tea" is better than "sugar is added to the cup of tea".
- Avoid words with many syllables. For example, "use the remedy" is better than "implement the remedy".
- Be careful when using pronouns that it is clear what they refer to. For example, who are "they" and "them" in the following sentence? "When teachers explain things, they often forget that they should ask them diagnostic questions first."
- Encourage learners to answer in ways with which they feel most comfortable. For example, let learners use words in languages other than English (code-switch) if that is how they can best express an idea, or allow several different ways of answering, such as giving a definition by using words or a labelled diagram.

Comprehensive instructions

It is of utmost importance to give clear instructions of what is required / expected in a task. Learners would not be able to complete a task successfully if they do not understand the question or the instructions.

Keep the following in mind when writing instructions:

- Use clear language according to the level / grade of the learner.
- Use action words to describe what activities should be part of performing the task.
- Link instructions to the set outcomes and the assessment criteria in order to make sure that what is expected is what is assessed.
- Re-read tasks after setting them to make sure that no steps are left out.

Discuss the reasons for using exemplary lesson materials and what the teacher should keep in mind when choosing lesson materials that can lead to effective implementation of the curriculum (pages 75 – 76).

Over the past two decades, a large knowledge base has been developed covering the primary functions and effective features of exemplary lesson materials, particularly on the basis of studies by the School of Education of the University of Michigan (Ball & Cohen, 1996; Davis & Krajcik, 2005) and the Department of Curriculum Design and Educational Innovation of the University of Twente in the Netherlands (the starting point is marked by Van den Akker, 1988). According to these studies, materials should first and foremost focus on elements that are essential for the effective interpretation and implementation of the curriculum; but at the same time, such materials should be considered vulnerable because of their possible complexity or lack of clarity.

Reasons for using exemplary lesson materials include

- offering an indication of what can be expected during lessons
- stimulating internal dialogue and reflection on questions such as: “How does the material relate to my personal opinions and my own teaching practice? Can the material be used for preparing and teaching lessons and if so, how? What reactions and learning outcomes from learners can be expected?”
- presenting specific guidelines for use in practice
- preventing early watering down of the intended new approach to content and pedagogy and, at the same time, stimulating local adaptation and ownership of the new approach
- providing a basis for the exchange of experiences, feedback, discussion and reflection
- stimulating teachers to (re)design their own materials and / or to make a more selective, creative and conscious use of existing textbooks and materials.

The teacher should keep the following in mind when choosing lesson materials that can lead to effective implementation of the curriculum:

- The material has a modular and flexible design and structure.
- The material raises questions about essential yet vulnerable aspects of lesson preparation, subject matter content, the role of the teacher and the nature of assessments and tests.
- The material displays a balance between providing concrete suggestions and procedural specifications on the one hand (including some justification for choices made), while avoiding exhaustive regulations on the other. This will stimulate active adaptation.

At the same time, concrete and specified guidelines are necessary – especially in the early stages of implementation – in order to actively support teachers in gaining experience, which will combat feelings of insecurity and avoid premature modifications in planning and instructional design. An important lesson is that no matter how carefully they are designed and tested, using exemplary lesson materials alone has its limitations.

Such materials have proven more effective if applied in combination with more comprehensive professional development schemes for teachers. These development schemes contain activities that will stimulate collaboration with and coaching by experts and colleagues, for example the exchange of experiences, collegial feedback and reflection-in-action and reflection-on-action, focused on the users’ experiences with the material. In such “blended scenarios” virtual teacher networks may also play a role. Multimedia cases with visualisations of the envisaged teaching practice also have an added value (Van den Berg, Blijleven & Jansen, 2003).

However, it is clear that the teaching of teachers, in-service development and the choice and application of exemplary lesson material should not be seen as a short- cut in planning, instructional design and ways of interpreting and implementing the curriculum. On the contrary, further in-service teacher development requires time, should be embedded in whole-school development, and should enjoy the support of the school management and the government. When developing lesson material, teachers should acknowledge the iterative cycle of analysis, design, development, and evaluation in working with the curriculum.

The following aspects of material design should be kept in mind:

- The first step is to determine the functions and features of the materials to be developed. This is done on the basis of a thorough analysis of literature, context and the needs of the target group.
- Testing the effectiveness of the lesson material might include observations of lesson preparation and implementation, as well as interviews, in order to gain insight into teachers' and learners' experiences.
- The teacher draws on the experience of subject / phase experts who have developed teaching material of high quality in terms of relevance, consistency, practicality and effectiveness. Doing this contributes to the professional development of teachers, and extends their knowledge of material design.

Teachers should assess the expected practicality and effectiveness of teaching materials; however, this can only be done when teachers and learners have used the new materials in the learning situation.

Question 5: 30 Marks – Essay question

Discuss different ways and aspects of understanding the concept "curriculum" and how these different understandings relate to each other. Refer to the concept "curriculum" as development, interpretation, prescription and in practice; Curriculum context and the teacher (pages 2 – 7).

The debate around the interpretation of "curriculum" is long-standing. As far back as 1975, Stenhouse observed that the educationist "is confronted by two different views of the curriculum. On the one hand the curriculum is seen as an intention, plan or prescription, an idea of what one would like to happen in schools. On the other hand it is seen as the existing state of affairs in schools, what does in fact happen" (Stenhouse, 1975).

When we ask what "curriculum" means, we get different answers according to the views, background and experience of the respondent. At a general level, an explanation can be understood in relation to what is included and / or excluded in the description. For example, Eisner (1985) defines a curriculum as a series of planned events that are intended to have educational consequences for one or more learners, whereas Fraser (1993) has a much wider interpretation of curriculum as the inter-related totality of aims, learning content, evaluation procedures and teaching-learning activities, opportunities and experiences that guide and implement didactic activities in a planned and justified manner.

The older, narrower definition says that when studying a curriculum, we must look at the curriculum plan, i.e. the document that sets out the intention of what, how and why something should be taught. In this definition, a curriculum is a "course of study" or "study programme", whereas the broader definition is a more inclusive concept that comprises all the opportunities for learning and is viewed in historical perspective in its socio-political context. Narrow definitions are likely to foster a conception of curriculum change as a limited and largely technical exercise.

Grundy (1987), Goodson (1984; 1989) and other educationists argue that an awareness of the different interpretations is important in developing our understanding of what a curriculum is. Goodman (1998) in particular says that the struggle over the definition of "curriculum" is a matter of social and political priorities, as well as intellectual discourse; otherwise the study of schooling will leave unquestioned and unanalysed assumptions that should be at the heart of the intellectual understanding and practical operation of schooling.

Another broad definition is that of the National Education Policy Initiative (RSA, 1993): "Curriculum refers to the teaching and learning activities and experiences which are provided by schools."

The definition includes

- the aims and objectives of the education system and the specific goals of the school
- the selection of content to be taught, how it is arranged into subjects and what skills and processes are included
- ways of teaching and learning, and relationships between teachers and learners
- forms of assessment and evaluation used

This definition covers more than the stated aims and subject-specific documentation, which can be referred to as the intended curriculum. The curriculum also involves the consideration of actual classroom practices and experiences – the enacted curriculum, which results from the interpretation

and implementation of the curriculum. Having the same curriculum on paper does not mean that all schools / learning institutions experience the same curriculum-in-use or enacted curriculum. This is profoundly affected by resources (e.g. laboratories and libraries) and materials that support the learning process (e.g. textbooks). It is also affected by experiences of disruption or continuity, and by the quality and morale of teachers. This means that improving teachers' knowledge and skills may have an effect on the way they will interpret and implement the intended curriculum.

If the definition of "curriculum" includes activities, opportunities and experiences, we can ask whether the following are part of a curriculum:

- The preference for a subject because of a teacher's knowledge of the field and choices of teaching strategies
- The principal locking the gates at 08:00 because she wants to force the children to be punctual
- The fact that Mathematics lessons are never scheduled for the last period on a Friday, but Life Orientation lessons often are
- The impact of teachers teaching subjects that they never studied themselves
- Classes that consist mainly of weak learners and repeaters

The above are all examples of the enacted, experienced or lived curriculum, which can explain why the same prescribed curriculum can generate very different results in different schools. In other words, the enacted curriculum is the actual process of teaching and learning, the operational aspect of implementing the curriculum, which is based on how the teachers perceive and interpret the curriculum. This enacted, lived curriculum, or curriculum in action, illustrates the importance of both teacher and context and can be intentional or unintentional, or even hidden.

In short, the curriculum can be defined as an organised framework that delineates the content that learners are to learn, the processes through which learners achieve the identified curricular goals, what teachers do to help learners achieve the objectives / goals, and the context in which teaching and learning occur.

The following aspects of the curriculum must therefore be considered:

1. ***Official, explicit intended curriculum.***

   This is the prescribed curriculum, also described as the blueprint for teaching. It is the plan or intentions of, for instance, the Department of Basic Education. A single plan can be used for different learners, although its contexts can differ greatly.

2. ***Enacted curriculum as practice.***

   This is the curriculum as it is experienced. It is also referred to as the nonofficial, implicit curriculum as implemented by a teacher, and is what is actually taught and learnt. Misunderstandings, resource constraints and so on can interfere with the teacher's abilities to implement a curriculum plan exactly as intended.

3. ***Covert curriculum.***

   This is teaching that is implicit (not spelt out), but nonetheless deliberate on the part of the teacher or school. It is especially important in early schooling, when consideration for others, order and obedience, teamwork and cooperation are focal points. “Play” in early schooling is a deliberate curriculum strategy to develop important attitudes and skills such as fine motor skills, spatial differentiation and various prenumeracy skills.

4. ***Hidden curriculum.***

   This is learning that is hidden from the teachers as well as from the learners. It is another form of implicit learning, which the teachers did not intend and are probably not even aware of. We consciously learn many things about the world, or learn to see the world in particular ways, simply by spending a lot of time in the sort of environment that schools and classrooms present to us.

5. ***Assessed curriculum.***

   This is the knowledge and skills that are measured to determine learner achievement or what objectives or learning outcomes have been attained. Assessment is an important element of a curriculum because it establishes how learners will be measured on performance.

Analyse how the approaches to curriculum planning presented by different authors, like Tyler, Stenhouse and Freire were used in the design, interpretation and implementation of our curriculum in South Africa (pages 14 – 23).

South Africa embarked on a radical transformation of education and training between 1989 and 1994, and subsequently on reviews of the curriculum. One of the most challenging aspects of the initial transformation has been the adoption of an OBE approach that underpins the introduction of C2005. C2005 has tried to capture aspects of all three of the approaches discussed above, but just as there was tension between the three different approaches of Tyler, Stenhouse and Freire, so there was tension between different aspects of policy (see Chapter 3). Tyler used the narrow definition of "curriculum", while Stenhouse argued for a broader definition and Freire just assumed a broader definition. But that was only their starting point. The main focus of their debate was on what should go into a curriculum and how it should be approached (see Table 1.6). For this reason, these different approaches become useful tools for sharpening our understanding and interpretation of C2005, both its revisions and the amended NCS, referred to as the Curriculum and Assessment Policy Statement (CAPS).

The following universal principles in approaches to curriculum, but also to teaching and learning, are to be found in the views of Tyler, Stenhouse and Freire, as shown in Table 1.6 (see below):

- Experiential learning
- Clarity of focus
- Expanding opportunities
- Defining outcomes, aims or objectives
- Importance of knowledge, skills and values
- Evidence of achievement
- Individual learning
- What and whether we learn is more important than when we learned it

Tyler wanted structure in the teaching and learning situation and argued that there should be clarity of focus in what you want to teach, how you want to teach and how you want to assess. Therefore, the first step in effective teaching is to define objectives (outcomes), keeping in mind that these objectives should be context-bound. The teacher should ask four basic questions:

1. What educational purposes should the school seek to achieve? (By "purpose" Tyler was referring to behavioural objectives (developed by gathering information from three sources: the subject matter, the learners and the society)
2. What educational experiences can be provided that are likely to achieve these purposes?
3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being achieved?

Tyler argued that individual learning would ensure that each learner achieved the set objectives (outcomes). We can interpret this to mean that educational experiences should be derived from objectives, based on the results of an analysis of the situation (learner, subject, society), and that objectives should be filtered through a philosophical / psychological screen before being finalised. It is important to develop citizens who are able to solve problems and can engage in democratic processes.

The principles mentioned above have their roots in the competency-based education movement and mastery learning. They are based upon the premise that we can help learners to create definite and reliable evidence of achievement. This model focuses on the need to create favourable learning conditions as regards time, teaching strategies and learning success.

A more detailed look at competency-based learning reveals that Stenhouse's ideas of a teaching-learning process prepare learners for success in fulfilling various life roles. It is important to test, adapt and evaluate the process to see whether it is an enlightening one, and in that manner expand opportunities for application.

Stenhouse stressed the importance of doing research while teaching and of following the route of "design down, deliver up" – a developmental process where the teacher can change the teaching-learning environment according to context and learners' needs. The learner should change in the teaching-learning process to internalise information and form opinions of his or her own.

Mastery learning promotes the idea that all learners can achieve the desired teaching outcomes if given favourable learning conditions such as flexibility, sufficient time and alternative ways of learning. Freire focused on these aspects; he wanted teachers and curriculum developers to make sure that educational experiences could be used in real life. Experiential learning was of utmost importance: learners should be able to reflect on the value of learning. What is also considered here is the perception of what the ideal learner in a particular field should look like, be like, act like and think like. Freire felt it was important to identify specific knowledge in order to attain a skill which could be applied in practice as the connection between reflection and action.

Table 1.6 Approaches to curriculum planning according to Tyler, Stenhouse and Freire: a summary

Ralph Tyler	Lawrence Stenhouse	Paolo Freire
• Sees curriculum as a product (objectives / instrumental approach) • Has a linear focus on the end product; cannot branch off in the middle	• Sees curriculum as a process with objectives not set at the start, but changing in the teaching process • Focuses on descriptiveness • Knowledge must be speculative.	• Thinks about the purpose of a curriculum – it must serve to liberate learners to make links and understand language, experiences and their daily struggle.
• Objectives, content, methods and sequence questions	• Guidelines and professional development are important. • Learners should know what to do with content. • Understanding and criteria are central to the process.	• Intellectual, social and political liberation – how learners feel about knowledge and whether experiences can be used in everyday life
• Educational purposes, experiences etc. are important.	• Carries out research while teaching, evaluates while researching, changes the process of reaching goals.	• The way in which we teach may change learners – it is always political (empowers or domesticates the learners). • Negotiates understanding with learners.
• Do research to find the best content to include in curriculum / evaluate content.	• Tests, adapts and evaluates the process to see if it is enlightening. • Learners should "change" in the learning process.	• Learners should be able to reflect on the value of learning.

Discuss the steps that you will follow to develop a curriculum for your specific subject by referring to questions to guide interpretation of a curriculum and the stages of planning for curriculum interpretation and implementation. Make sure that you will be able to provide an example of a lesson plan (pages 66 – 73).

With regard to the background discussion in Chapter 1 and the importance of the aims and content of learning, it should be acknowledged that changes to aims and content also presuppose changes to many other aspects of the plan for learning and teaching (Van den Akker, 2003).

The aspects of curriculum design mentioned below should be kept in mind when working with the curriculum, and interpreting and planning an instructional design. Thijs and Van den Akker (2009:12) suggest questions that could guide the interpretation of a curriculum (Table 4.1).

The process of interpreting and implementing the curriculum is actually curriculum development "in reverse".

Table 4.1 Questions to guide interpretation of a curriculum

Curriculum design / component	Questions
Rationale	Why do the learners have to learn?
Aims and objectives	What are the goals of their learning?
Content	What do they learn?
Learning activities	How do they learn?
Teacher's role	How does the teacher facilitate learning?
Materials and resources	With what do learners learn?
Grouping	With whom do they learn?
Location	Where do they learn?
Time	In what time frame should learning take place?
Assessment	How should learning be assessed?

It is therefore important that teachers ask about the sociopolitical view of the learning to be undertaken (rationale): for example, will the learner be an active co-creator and participant in the classroom and beyond, or will he or she be trained to be biddable, respectful and unquestioning?

Other questions about what, how and where the learners should learn, and the role of the teacher and learner, should also be asked. In addition, teachers should think about how the answers will impact on the interpretation and implementation of the curriculum and the way lesson planning is approached.

CURRICULUM IMPLEMENTATION IN THE SOUTH AFRICAN CONTEXT

The relationship between whole-school development planning and curriculum interpretation and implementation

Whole-school development planning may be defined as a process in which all the stakeholders in the school consider all the activities and interests of the school and then decide on the goals for their school over a certain period of time. Planning how teaching and learning should take place should be linked to the whole-school development plan.

This is because the curriculum is the core business of the school and its implementation must inform the vision and mission of the school, how the budget is allocated and spent, and the skills and competencies needed in the professional staff. Whole-school planning can be more simply defined as the process of making sure the school is ready for the learner, rather than the learner having to be ready for the school.

The learner should be viewed as an individual who comes into the school and the classroom with a great deal of experience; the learners' different contexts should be therefore be considered and the school should be able to apply them in the learning situation to ensure that teaching and learning are appropriate to the needs of the community, school and classroom. (See Chapter 2 for how a school goes about taking into account the broader context from which the learner comes.)

For effective teaching and learning to take place, it is important that the school's vision, mission and approach are in line with the teachers' commitment, abilities and willingness to change, and the culture and infrastructure of the school. In practice, this is a complex endeavour (Nieveen & Paus, 2009).

Tasks that might enhance curriculum interpretation and implementation when following a whole-school development approach are as follows:

- Establish teaching teams per phase.
- Assist teaching teams (per phase) to analyse current practice, as teachers do not always have a clear view of the educational practice of colleagues and the design of education as a whole.
- Find common ground: analysing and discussing the existing curriculum often leads to further collaboration and suggestions for strengthening cohesion. Collaboration often starts with practical concerns (e.g. how topics can be combined and how they fit with the timetable) rather than programmatic concerns (e.g. how topics fit with the development line of the learner and the overall programme).
- Develop horizontal cohesion: strengthen cohesion between subjects by developing cross-curricular themes and projects, or by developing broad learning areas comprising different subjects.
- Develop vertical cohesion: in order to develop a continuous learning trajectory throughout the school years, teachers should be familiar not only with the years in which they are active, but also with the years preceding and following these.
- Focus on skills development that maintains, combines, refines, transfers or generalises existing skills. It might also involve reactivating skills that have been acquired previously. All skills and experiences that learners bring to the learning process must be considered valuable.
- Focus on curricular content that extends learners' access to new areas of experience, knowledge and / or understanding, based on their current strengths and learning needs. What is taught should also be flexible and relevant to the lived reality of the large majority of learners.
- Acknowledge learning contexts to support the learning process. Learners can be offered a variety of activities, resources and environments that are appropriate to their age, interests,

strengths, prior knowledge and achievements. Learning can also happen through a variety of activities outside the school, such as projects, work experiences and volunteering. These contexts, as well as the resources used, should make specific provision for learners with disabilities.

- Widen teaching approaches by accommodating learners' individual strengths and learning styles at different stages by using appropriate learning and teaching support materials.
- Include shared learning, which is about providing opportunities for learners' participation in the learning process (e.g. in planning or in assessment). Furthermore, assessment should take into account the content and level to which learners have been exposed, and should use alternative methods to accommodate learners' needs (based on the different barriers to learning and development).
- Recognise that the language of learning and teaching (LoLT) must be accessible to learners.
- Encourage and value the participation and involvement of caregivers and families.

Stages of planning for curriculum interpretation and implementation

With whole-school development in mind and working towards the holistic development of the learner, there are four key stages (Figure 4.1) of planning:

1. Strategic school planning

2. Phase planning

3. Planning per grade

4. Lesson planning

Table 4.1 Questions to guide interpretation of a curriculum

Curriculum design / component	Questions
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Teacher's role	How does the teacher facilitate learning?
Materials and resources	With what do learners learn?
Grouping	With whom do they learn?
Location	Where do they learn?
Time	In what time frame should learning take place?
Assessment	How should learning be assessed?

Strategic planning in a school

Before planning for the school year, the school management team and the professional staff should identify the curricular strengths, weaknesses, opportunities and threats (SWOT) in the school. From this SWOT analysis, it should be possible to see at a glance what the teacher should focus on with learners in a particular phase. We have given a very simple example in Table 4.2.

Table 4.2 SWOT assessment of a school

Strengths (Internal)	**Weaknesses (Internal)**
Good work ethic in learners Willingness to learn Majority of learners have progressed with age cohort Teachers have received extensive curriculum training on the most recent curriculum Strong school governing body that supports curriculum innovation	Literacy for Grade 6 – learners need to have access to and read more texts Life skills for Grade 6 and 7 learners The majority of learners are not learning in their home language Poor involvement and attitude of parents towards the school Lack of good facilities
Threats (External)	**Opportunities (External)**
There is some movement of staff since promotional posts have been advertised Poaching of learners by other schools in the area Influx of drugs Deterioration of moral values	Parents in the community are willing to help raise funds for the school library Multicultural schools – prepare learners for the real world Find ways to accommodate disabled learners at school

After discussing the SWOT analysis, the academic staff will select what they consider important content for learners in the next academic year. Teachers in a phase will negotiate with teachers in other phases and, on the basis of this negotiation, will select what they want to focus on. To determine their choices, they will consider both the context from which the learner comes and the context in which the school is situated.

This process of selection and negotiation in the community / local / school context (environment) should also be informed by other stakeholders. Learners may have ideas about what is relevant to their learning, particularly in the secondary school, and so many parents and the broader community.

For example, the academic staff decide that, in the Life Orientation programme, they will develop a theme for Grade 7 learners on “Being 13” that explores issues of sexuality, including HIV and AIDS. They consult parents on the issue and also enlist the support of church leaders in the community.

An added dimension of the theme is a charity drive to support the local Cotlands Baby Centre, which cares for babies and young children with HIV and AIDS. To deal with the literacy issue, staff decide to integrate a literacy component into the planning, but because the majority of learners come from an environment that does not have access to printed materials they will have to find innovative ways of providing resources.

The Intermediate Phase parents have volunteered to raise funds to buy additional books for the school library. In addition, the teachers have decided to hold a competition in the school to get learners to read more. “Safety in the home and at school” is another example of a theme, this time in Life Orientation, which can be chosen because of the incidence of crime in the area. The school might decide to work with the local Community Policing Forum and Adopt-a-Cop from the local police station. While the broader context will help teachers to make selections based upon identified needs and relevance to the learner, they cannot ignore the conceptual progression in each of the subjects.

Phase planning

The implementation of the curriculum must be a phase-long process of planning, managing and organising classroom practice.

This means that what is planned must guide and inform what is done in the classroom – all teaching, learning and assessment.

What must teachers keep in mind in each phase?

In the Foundation Phase (Grade R–3), the following subjects are offered: Home Language, First Additional Language, Mathematics and Life Skills. The latter includes Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Well-being.

In the Intermediate Phase (Grade 4–6), the subjects are Home Language, First Additional Language, Mathematics, Natural Sciences and Technology, Social Sciences and Life Skills. In the Senior Phase (Grade 7–9) there are nine subjects, namely Home Language, First Additional Language, Mathematics, Natural Sciences, Social Sciences, Technology, Economic Management Sciences, Life Orientation and Creative Arts. Schools may offer more subjects if they want to.

In the Further Education and Training (FET) Phase (Grade 10–12) there are four compulsory (fundamental) subjects (Home Language, First Additional Language, Mathematics / Mathematical Literacy and Life Orientation) and three electives. Schools may offer more subjects and learners may choose more subjects (Department of Education, 2002b; 2011).

The following aspects are important when planning for a specific phase:

- Contexts / themes within which the teaching, learning and assessment will occur
- Principles of the Curriculum Assessment Policy Statement (CAPS) that must be incorporated in all teaching, learning and assessment
- Aims and assessment criteria across the phase
- The sequencing (conceptual progression) of the aims and assessment criteria
- The core knowledge and concepts that will be used to attain the learning outcomes / aims and assessment criteria for the phase. These should reflect the context of the community, school and classroom to ensure that the teaching and learning are appropriate for the learners' needs
- How progression (increasing conceptual complexity) will occur within subjects and from grade to grade, bearing in mind integration across different subjects and real-life application
- The time allocation and weighting given to learning in the subject per phase (time frames for all teaching, learning and assessment)

Phase planning implies that all teachers in a phase should work together to create a clear plan of how they will guide learners through that phase for a particular subject.

Individual planning is not advisable, because all teachers must ensure that learners achieve the national learning outcomes by the time they leave the phase (exit points are at the end of Grades 3, 6, 9 and 12).

Teachers must be involved in different levels of planning, each level serving a different purpose and involving a different level of detail. Every teacher remains an individual and the methods used in the classrooms may differ, though all might be equally effective in ensuring that the learners achieve the aims.

Planning takes place across a phase (three grades). The organising tool for a phase comes from both the CAPS documents and the characteristics of the learner in this age group.

The teacher should refer to the Teacher's Guide and CAPS documents for the subject and familiarise him- or herself with the characteristics that make the learners in a particular phase distinct from those in another.

This is important, since learners are clearly at different developmental levels in different phases. As teachers gain experience, they will find it easier to work with developmental levels and the characteristics of each. However, for new teachers, it is advisable to read up on the developmental level(s) the typical learner will have reached.

Across-grade / year planning

The year's work for each grade in a phase must also be planned. The work schedule for each subject is based on the CAPS and develops in terms of the sequencing, context, and core knowledge and concepts at each level.

Though in many instances work schedules are already included in the CAPS documents, teachers responsible for implementing the curriculum in a particular grade will have to work with the realities of school and learner context when planning for each term and year.

Lesson plans

Individual teachers have to plan lessons for each grade based on the topics in the curriculum and ensure that they plan for the particular learners in their class(es); there must be learning outcomes / aims for each lesson. Examples are given in Figure 4.4.

The way we interpret the world around us is determined partly by our beliefs, values and norms, but mostly by contextual influences. The educator's interpretation and implementation of a curriculum is also influenced by the context. Choices regarding planning and designing a learning programme, the inclusion of particular instructional strategies and the practical application is embedded in knowledge and the understanding of the educational situation. Influences ranging from the political, social and economic culture to the norms and knowledge structures of educators affect teaching and learning (pages 26 – 31).

CONTEXTUAL EVALUATION OF THE WHOLE CURRICULUM FOR INTERPRETATION AND INSTRUCTIONAL DESIGN

The impact of context on curriculum

Lev Vygotsky, an educationist who argued for a constructionist perspective in education, lived during the Russian Revolution, a time of great change in his culture and society. He believed that the lifelong process of development is dependent on social interaction, and that social learning actually leads to cognitive development (Vygotsky, 1978).

Traditionally, schools have not promoted environments in which learners play an active role in their own education as well as that of their peers. Vygotsky's theory, however, requires teachers and learners to play non-traditional roles as they collaborate with each other, because both are influenced by the contexts in which they live, teach and learn. Instead of teachers dictating meaning to learners for future recitation, they should collaborate with learners in order to create meaning in ways that learners can make their own (Hausfather, 1996).

Learning becomes a reciprocal experience for both learners and teachers. This means that a teacher cannot ignore context in the process of developing learning programmes (see Figure 2.1). According to Vygotsky's theory, the physical classroom should provide clustered desks or tables and work space for peer instruction, collaboration and small-group instruction. Like the environment, the instructional design of material to be learned should be structured to promote and encourage student interaction and collaboration. Thus the classroom becomes a community of learning.

Because Vygotsky asserts that cognitive change occurs within the zone of proximal development, instruction should be designed to reach a developmental level that is just above the student's current developmental level. Vygotsky (1978) postulates that "learning which is oriented toward developmental levels that have already been reached is ineffective from the view point of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process".

Appropriation is necessary for cognitive development within the zone of proximal development. Individuals participating in peer collaboration or guided teacher instruction must share the same focus in order to access the zone of proximal development. "Joint attention and shared problem solving is needed to create a process of cognitive, social, and emotional interchange" (Hausfather, 1996).

Furthermore, it is essential that the "partners" in this educational environment be on different developmental levels and that the higher-level partner be aware of the lower one's level. If this does not occur, or if one partner dominates, the interaction is less successful (Driscoll, 1994; Hausfather, 1996). This requires the teacher to have a good understanding of contextual influences on planning, instructional design and assessment in the teaching-learning environment.

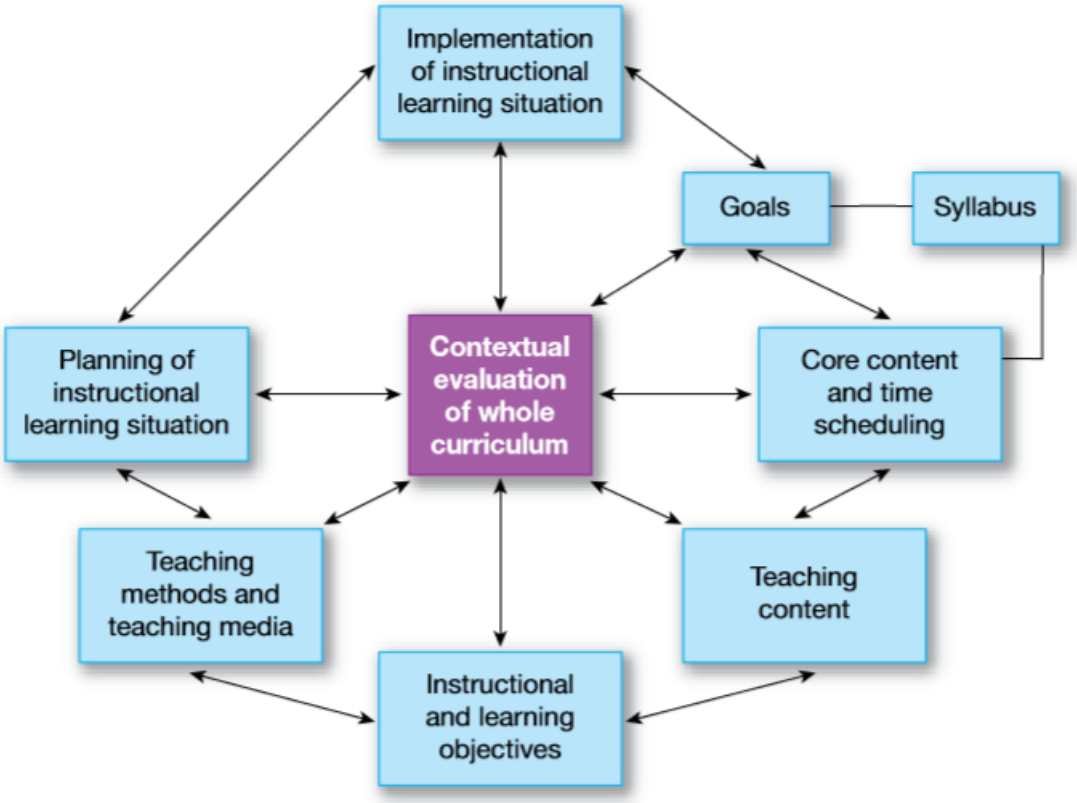

Figure 2.1 Contextual evaluation of the whole curriculum

The influence of changes in the South African context on curriculum

The context in which we live has undergone significant economic, political and social changes in recent years (see Figure 2.2). These changes are not necessarily of South Africa's making, but are economic imperatives driven by global factors. They are nevertheless having an effect on the new educational policies in our country. The type of learner we produced in the past no longer meets the requirements of our rapidly changing world, so we have to explore a variety of forms of assessment to "fit the purpose" today.

In the South African situation, we can accept that the following social structures have had a powerful impact on the South African curriculum:

- The changing economic relations in the transition from an agrarian to an industrial economy
- The shifting power relations both within and between power groups related to the economic changes
- The shifts in ruling-group ideology necessitated by and contributing to the changes

Why was it necessary to change the approach to teaching and learning and the curriculum framework?

In all countries, national curriculum frameworks shape and give direction to teaching and learning. They set out a country's education goals.

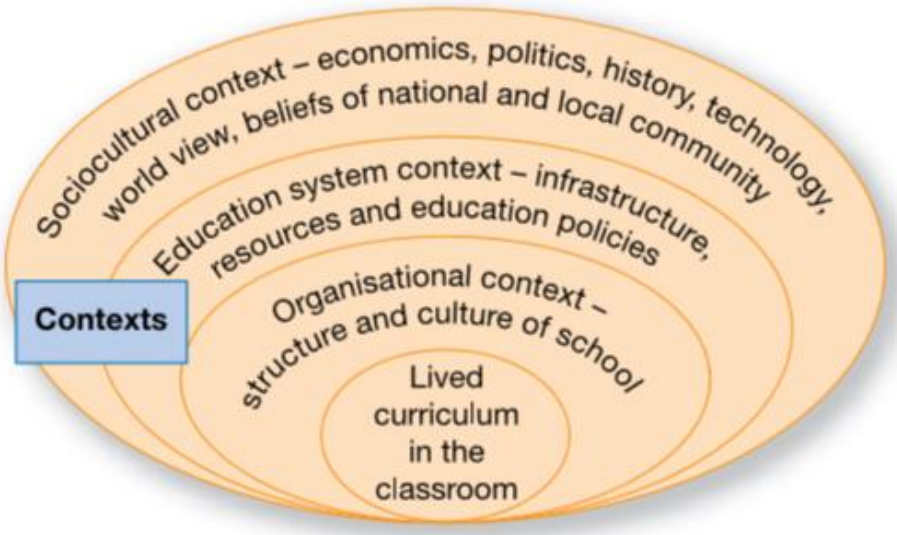

Figure 2.2 Contextual influences on education

Source: Steinberg (2006)

The key economic forces that drive the South African education system

One of the forces that drives our new education system is globalisation. Since South Africa's democratic elections in 1994, we have re-entered the world economy, which means that the economy of the country has to grow at a rate that is comparable to the growth rates of countries in the rest of the world. But has this happened?

There are also global expectancies in terms of skills and ways of thinking, capacity to drive the economy and performance of education systems and performance in international tests such as the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS).

South Africa is currently rated 93rd out of 178 countries on the United Nations Human Development Index. This suggests that our country is not producing people capable of competing with their counterparts in other parts of the world in terms of producing high-quality goods cost-effectively.

Does this have something to do with how we plan, teach and assess? Does the education system focus on providing the learner with the right skills and attitudes to enter the job market? The economist, Nobel Prize winner and professor of economics at the University of Chicago, James J. Heckman, argues strongly that the economic strength of any nation depends on the skills of its people. According to Heckman (2000; 2007), the emphasis in education should be on human capital development and the enhancement of life skills, with a special emphasis on the economics of early childhood.

The context in which the development of human capital takes place should be considered, and should be coupled with the enhancement of non-cognitive skills such as self-discipline and persistence that affect educational attainment. Others such as Ndhlovu, Bertram, Mthiyane & Avery (1999:54) confirm that we need to develop "economic capital; money and physical resources as well as 'human' capital; people with knowledge, skills and attitudes".

They further stress that we need to develop and assess entrepreneurial abilities to enable people to start their own businesses, and in this way provide employment for themselves and others (Ndhlovu et al., 1999:54).

In an effort to develop human capital in South Africa, trade unions such as the National Union of Metalworkers of South Africa (Numsa) and the Congress of South African Trade Unions (Cosatu), educational initiatives of the time such as the National Education Policy Initiative, organised business initiatives such as the Private Sector Education Council, the National Training Board, the ANC and others began to debate and explore the unification of education and training in South Africa. There was growing consensus about the need to transform education and training and to address the difficult issues facing development.

All the parties agreed that the following needs had to be addressed:

- Change perceptions that mental work has more value than manual work
- Change perceptions that academic education has a higher value than technical-vocational education
- Close the gap between what schools deliver and what success in the workplace requires
- Achieve equity in providing quality education, learning resources and access to education
- Improve national productivity in order to be internationally competitive

Cosatu has been exploring international trends in training since the 1980s. Its discussions helped the ANC to formulate a proposal for a National Qualifications Framework (NQF). This was to be a single national framework that would bring together all education and training under one authority. In June 1995, a draft NQF bill was published and in October 1995 an Act was passed to establish the South African Qualifications Authority (SAQA) to govern, manage and recognise all educational and training qualifications in South Africa. In 1996, the SAQA Board was appointed and the NQF, one of the first formal structures of its kind in the world, became a reality.

Influences from South Africa's social context

The South African education system encourages learners to develop tolerance and understanding for people who are different from themselves.

The social aim is to break free from any prejudice and stereotyping, and to reflect a global move towards a world in which the spiritual aspects of our existence are valued rather than simply our rational thinking abilities.

This might explain why many South African policies emphasise holism and educating the whole person.

Influences from South Africa's political context

As history shows, those in power tend to give education a "flavour and form" that reflects their interests. Over the past 19 years, political changes in South Africa have been focused on removing the legacies of the past apartheid regime, in particular segregation and inequality. Democracy has also found its way into school structures, and governance is now in the hands of the school community: the parents, teachers and learners.

This signals a move away from the highly centralised, tightly controlled bureaucratic system of the past to a more open, flexible, democratic and participatory system. Schools are central to building a new culture of tolerance in South Africa.

One way in which this can be achieved is by building more democratic and participatory structures. Another way might be through teaching learners the skills and attitudes that will enable them to participate critically, promote tolerance of differences, eliminate prejudices and promote respect.

We have seen that our past teaching practices were aimed at learning intended to achieve a particular result and be promoted, while outcomes-based education based attainment on whether outcomes

are achieved. In future, traditional modes might be combined with objective-driven or content-based education.

All of these will be determined by the acceptance of particular approaches in the educational environment and the roles that teachers and learners should play in the teaching-learning environment.

The influence of the educational system, infrastructure and policies on interpretation and implementation of the curriculum Since 1994.

South Africa has undergone a great deal of educational change. Before 1994, the education system was fractured (there were 19 different educational departments) and unequal, and was separated according to racial, geographic and ideological lines.

The emphasis was on what the teacher would do rather than on what the learner would be able to do at the end of the learning experience. Working in an outcomes-based teaching / learning environment changed the role of the teacher: he or she became a facilitator and the learner had to take more responsibility for active learning.

Future changes might again emphasise the role and place of the teacher as that of transmitter of facts and concepts. The roles of teacher and learner are closely linked to the broader framework and aims in a curriculum. Following the 1994 elections, one of the first tasks of the National Education and

Training Forum was to begin a process in which the national curricula were revised and certain subjects were rationalised (i.e. phased out). The purpose of this was to lay the foundations for a single national core curriculum following an outcomes-based approach, with the intended result that the learner would be able to achieve critical and developmental outcomes.

The White Paper on Education and Training, the South African Qualifications Act (Act 58 of 1995) and the National Education Policy Act (Act 27 of 1996) provided a framework for the educational changes.

The NQF was created to bring together education and training and so close the gap between the two. The principles that support the NQF ensure that the NQF will promote everything we do in South Africa to develop our people.

The philosophy of the NQF accepts that good learning contributes to national development and recognises that learners have different needs.

The NQF holds that all learning must be recognised and valued, that achievement standards should be transparent and uniform, and that learning should be a lifelong activity (Kramer, 1999:128–131).

All this has an impact on how the teacher interprets and implements the curriculum. Working at a secondary teaching level requires the teacher to take note of the Higher Education Qualifications Sub framework as an integral part of the NQF, and to ensure the formal recognition and certification of learning achievement awards by an accredited institution.