TEACHER RECEPTIVITY OF AN INTEGRATED CURRICULUM

WITH SPECIAL REFERENCE TO THE

FOUNDATION PHASE OF CURRICULUM 2005


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# SUMMARY

The purpose of the study was to investigate teacher receptivity of a new curriculum, in particular, the new integrated curriculum of South Africa. As the New Revised national curriculum Statement is starting to be operational this year, Curriculum 2005 was used as a model of an integrated curriculum in this study. The study focused on the following sub-problems:

• the meaning of an integrated curriculum;

• teacher receptivity of an integrated curriculum; and

• the extent to which teachers are receptive of the new integrated foundation phase curriculum.

The review of relevant literature provided a conceptual framework for the study. Six dimensions of a curriculum that were regarded as critical in classroom practice for practicing teachers were identified and used to describe an integrated curriculum. These were: platform, learning outcomes, content, instructional materials, teaching and learning strategies and assessment. The conceptual framework for teacher receptivity was also identified by means of review of relevant literature. Teacher receptivity was conceptualised as comprising of attitudes and behavioral intentions.

The empirical part of the study was undertaken to determine the attitudes of teachers towards an integrated foundation phase curriculum and the extent to which foundation phase teachers were receptive of the new curriculum. The sample for the empirical part of the study included 63 foundation phase teachers randomly selected from 21 schools in Herschel District. The schools were randomly selected from 3 zones which had been randomly selected from 7 zones that make up Hershel Educational District in the Eastern Cape, South Africa.

Empirical data on teachers' attitudes towards an integrated curriculum indicated that the majority of teachers were viewed the curriculum in an extremely positive light/somewhat positive light. There were responses which indicated that some teachers regarded the curriculum as complicated, restrictive, and idealistic. This situation is highlighted in their responses to the semantic differential on the attitude objects of the curriculum. Data on teacher receptivity indicated positive responses but

there were some area of concern such as, for example, support from the district manager, school and the community. Data indicated that teachers were not so positive abut learning outcomes and assessment as a basis of teaching an integrated curriculum.

Based on the empirical part of the study, conclusions and recommendations were made.

KEY WORDS

Teacher receptivity
Curriculum
The foundation phase
An integrated curriculum

# CHAPTER 1

# PROBLEM STATEMENT

## 1.1    INTRODUCTION

Teacher receptivity of Curriculum 2005(C2005), which is the new school curriculum of South Africa, is crucial for successful implementation. Waugh and Punch  (1993:5) postulate that  "… attitudes and behaviours of teachers who have to implement a new curriculum and also the strength of teacher receptivity to any major educational change are important determinants of its successful implementation. During the past five years, teachers have been mandated to teach C2005. During this period, C2005 has been revisited and major changes have been made to it. One of the problems which led to the curriculum being changed is cited as inaccessibility of the curriculum to the teachers (Report of the Review Committee, 2000:81). According to the Review Committee (2000:201), there was need to make the curriculum practical, clear, relevant and cost- effective in terms of teachers' self -esteem, and the time it takes teachers to prepare lessons, locate and identify resources required for effective lesson delivery.

Curriculum 2005 has been described as "…the most radical form of integrated curriculum" (Department of Education, 1997: 26). The revised version includes policies on how learners should proceed from one grade to the next. In order to link learning experiences to real life situations, the DOE has integrated (combined) traditional, conventional subjects into eight learning areas, namely Social Sciences, Languages, Natural Sciences, Technology, Mathematics, Arts and Culture, Economic and Management Sciences, and Life Orientation. In the foundation phase, the eight learning areas have been further integrated to form three learning programmes, namely Language, Literacy and Communication, and Numeracy and Life Skills. However, the condensation of the eight learning areas into three learning programmes still requires that teachers integrate the other learning areas within the three programmes in their teaching and learning activities.  For example, a teacher may incorporate Economic and Management Sciences or several learning areas when teaching Numeracy. It is evident that this approach requires that teachers teach in a new way and may result in teachers feeling threatened.

The advent of C2005 raised a furore of conflicting views among teachers, some positive and some negative as indicated in a report of the South African Democratic Teachers Union (SADTU) (Masikane, 1999: 9). Teachers' reactions to the introduction of C2005 are typical of peoples' reaction to change. As far as C2005 is concerned, it appears as if many teachers do not understand how they should teach an integrated curriculum. Some teachers might have felt that education of children was being compromised by what seemed like the disappearance of traditional subjects, the absence of a syllabus, and new ways of assessment. On the whole, it appears that teachers do not fully understand what their new roles are, how to effectively teach children so that what they learn transfers to real life situations. Traditionally, teachers were dictated to by a syllabus and adhered strictly to textbooks. Assessment of students' performance was norm-referenced.

The responsibility of delivering the curriculum rests with teachers. It is imperative that they accept a new curriculum. Lewy (1977: 253) states that " … the acceptance by teachers of an educational programme is a necessary precondition for its success". Although acceptance does not guarantee that a new curriculum will be properly implemented, it can be seen as an indicator that actions of teachers will probably be geared towards implementing it. Positive attitudes towards a new curriculum mean the removal of an important roadblock in the implementation process. However, teachers may be required to implement a change even though their attitudes have not changed, because changing attitudes is a gradual process. As teachers implement and interact with a new curriculum, their understanding of the nature, the benefits and the relevance of the curriculum may increase which may in turn, induce them to change their attitudes and fully commit to the curriculum. Teacher acceptance of a new curriculum, however, is not a simple issue, because it requires that teachers' beliefs, attitudes, practices, and skills must change. It involves clarity about the change, positive attitudes towards the philosophical and theoretical foundations, and positive attitudes and behavioural intentions of the core elements of the new curriculum. Acceptance can be viewed as attitude and behaviour dominant. Giacquinta (1973) in Waugh and Punch (1987:244) postulates that "…the ability to exhibit new attitudes, values and behaviours is a characteristic central to change." In support, Fullan (1999: 37) contends that real change involves changes in conceptions and role behaviours. He further goes on to say that change has many facets and "… involves the possible

use of new or revised materials, new teaching approaches, alterations of beliefs" and new ways of assessment in order to achieve the educational goals intended by the change. The implications of curriculum change on teachers are far- reaching because change means going from the "known to the unknown". Lortie (1975) in Fullan (1999: 35) states that teachers' "ethos is conservative". Hence, teachers may ask what practical benefits and relevance a new curriculum has for themselves, their practice, and for the learners. Marris (1975) in Fullan (1998: 35) aptly puts it by saying that

"…change threatens to invalidate (teachers) experience, robbing them of skills they have learnt and confusing their purpose, upsetting the rationalization and compensation by which they reconcile different aspects of their situation".

One of the findings of the Review Committee (2000:81) is that what teachers know and how they externalise their understanding in the classroom are not compatible. In a change process, teachers have to change their practice and skills to match the philosophical and theoretical foundations of a new curriculum. C2005 embraces the progressive philosophy of learner-centredness, experiential education, and is based on the principle of integration, and on outcomes-based education. It requires teachers to change their beliefs, to use new ways of teaching, which emphasise learner-centredness, the attainment of outcomes, the use of resources that go beyond textbooks, and to assess learners in line with a new philosophy of education. These new ways of approaching teaching and learning may be difficult for teachers to implement and in the process teachers may end up accepting only the superficial trappings of the curriculum because they are compelled to teach it though they are not convinced of its necessity, relevance and benefits to the learners and for themselves. The question that arises, therefore, is whether foundation phase teachers perceive C2005 as consistent with their beliefs about education and their classroom practices. Fullan (1998:37) maintains that people tend to adjust to change by changing as little as possible – either assimilating or abandoning changes that they were initially willing to try, or fighting or ignoring the imposed change. It is important that education managers know what factors make a new curriculum acceptable to teachers. Thus, it is important that data on attitudes and perceptions and behavioural intentions of teachers be collected and analysed in order to determine whether teachers accept a new

curriculum. Change managers and policy-makers can effectively deal with teacher implementation of a new curriculum if they know the factors which affect receptivity.

C2005 has been implemented for five years in the foundation phase. During this period, changes have been made in order to make the curriculum user-friendlier. The question, which arises, is whether teachers are receptive of the new curriculum. This study will focus specifically on this question but limited to the foundation phase of C2005.

## 1.1    PROBLEM STATEMENT

The purpose of this study is to investigate teacher receptivity of an integrated curriculum, more specifically, the foundation phase of Curriculum 2005.
The study will be guided by the following sub-problems:
1.      What is the meaning of an integrated curriculum?
2.      What constitutes teachers' receptivity of a new curriculum?
3.      To what extent are teachers receptive of the new integrated curriculum prescribed for the foundation phase in South African schools?

This study will be limited to foundation phase teachers in the Herschel District in the Eastern Cape Province of South Africa.

## 1.2    LIMITATIONS OF THE STUDY

 The study was undertaken at the same time when a revised version of C2005 (The New Revised Curriculum Statement) was published. In most cases, terminology from the former curriculum (C2005) is used. For the purpose of this study, C2005 has been used as a model of an integrated curriculum. A second limitation of the study is that Herschel District is also undergoing some changes where some areas from Queenstown district are being incorporated into Herschel District. These new areas have not been included in the study.

## 1.3  CONCEPT CLARIFICATION

Teacher receptivity

Word Power Dictionary (1996:907) defines acceptance as "…viewing something with approval and finding it adequate for the purpose for which it is intended".  Acceptance is closely related to a positive attitude, which may lead to adoption of a new idea, an innovation, or change. Attitudes can be described as composite of feelings, opinions and beliefs about an object.  Attitude influences behaviour (Rokeach, 1960, 1968; Fishbein, 1967 in Leithwood, 1982: 29). Wahlstrom, Regan and Jones (1982) in Leithwood (1982:29) define attitude as  "…an organization of beliefs around an object which predisposes one to act differently and preferentially under different circumstances". Acceptance may lead to a behaviour change whereby individuals comply with the demands of a change and are predisposed towards promoting it. In this study, preference will be given to the term receptivity instead of acceptance. Receptivity is assumed to be a broader, more encompassing concept.   According to Jephcote (1994:163), teacher receptivity may be defined in three dimensions: (1) attitudes which depict whether individuals feel that a programme is favourable or unfavourable; (2) overall feelings whereby individuals have strong opinions about a programme without any inclination of complying with the programme; and (3) behavioural intentions which are described as intentions of complying with a programme and promoting it. The approach which this study will take is that teacher receptivity of a new curriculum connotes a situation where teachers' behavioural intentions have changed in a positive direction as a result of changed attitudes.
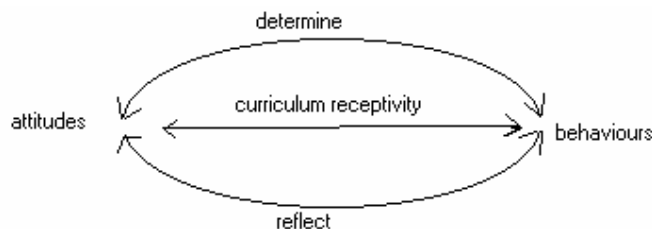


Figure 1: The relationship between attitudes and behaviours.

Figure 1 purports to show that attitudes and behaviours are interrelated and that one is the function of the other.

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Lee (2000:98) defines teacher receptivity as consisting of attitudes towards a new curriculum and intentions towards promoting such a curriculum. He goes on to say that receptivity to a new curriculum can be affected by teacher attitudes towards the curriculum, fears associated with the change, non-monetary cost benefit to teachers, practicality of the guidelines, issues of concern related to the innovation, and perceived support.

For purposes of data collection receptivity will be assumed to be composed of
- teacher attitudes;
- teacher understanding of the integrated curriculum;
- teachers views of the practicalities of the integrated curriculum;
- teacher concerns; and
- intentions of teachers to promote the curriculum.

Curriculum

Curriculum will be defined as " …all experiences that individuals have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research, or past and present professional practice. …" (Hass, 1980 in Beane and Toepfer, 1986:31). Education is geared towards achieving certain goals and aims which are rooted in societal interests and needs. The major goal of education is to create individuals who are able to function within and outside their communities. A curriculum is then a plan on how to achieve these broad educational goals. Within the plan there are predetermined learning outcomes which learners must achieve, selection of learning and teaching experiences (content), teaching and learning strategies, instructional materials and suggestions on how learners are to be assessed. All efforts of creating curriculum should be anchored in research and a theoretical framework.

The foundation phase

The foundation phase forms part of early childhood development which is defined as "…all processes by which young children from birth to at least nine years grow and thrive physically, emotionally, spiritually, morally and socially" (DOE, 1997: vi). The foundation phase includes the reception year and grades 1- 3, as stipulated by the Department of Education (DOE, 1997: 9).

Integrated curriculum

In this study an integrated curriculum will be defined as an interdisciplinary, activity-based curriculum that has fused/combined related subjects into broad fields of study (learning areas), and the application of school knowledge to real life. That is to say, it utilizes perceived and real needs of learners and focuses on what learners are able to do, what learners should be, and how they use knowledge to solve their problems.

Sithole Project

The Sithole Project is a non-governmental organization project whose aim was to train teachers in selected schools to implement Curriculum 2005 so that those teachers could, in turn train other teachers.

Zones

In this study zones will be defined as small areas comprising of a certain number of schools. Each zone has its education manager and in Herschel district zones are demarcated according to the place in which they are situated, for example, western, eastern or central zones.

## 1.4    Research methodology

This study is a descriptive survey intended to investigate teacher receptivity of the new integrated curriculum prescribed for foundation phase. Anderson (1990:8) iterates that descriptive research provides understanding and accumulation of

knowledge about educational phenomena. According to Nevo (1995:10) "… a descriptive survey involves asking the same set of questions (often prepared in a form of questionnaire…) to a large number of individuals…"A survey is intended to study a population by selecting and studying a sample of people who belong to it so that data about their characteristics can be collected and analysed (Anderson, 1990:128).

The sample for this study consists of sixty-three foundation phase teachers from twenty-one primary schools randomly selected from three zones, which in turn were randomly selected from a population of seven school areas demarcated as zones in Herschel district. The instruments which were used for data collection was a questionnaire consisting of a seven-point semantic differential and a five-point Likert scale.

## 1.5    Outline of further chapters

A brief introduction, statement of the problem to be investigated and justification of the study are discussed in chapter one. Chapter two reviews literature that is related to the problem to be investigated and chapter three deals with research methodology. Data are presented and discussed in chapter four and conclusions and recommendations are given in chapter five.

# CHAPTER 2

# LITERATURE REVIEW

Literature will review both conceptual and research literature, so that it can "…provide a base of validity for the planned research" (Anderson, 1990:98). The research methodologies and findings of previous research may also help the researcher to gain clarity on what research methods to employ (Borg and Gall, 1971:64). The literature review will be organized as follows:

- the meaning of an integrated curriculum;
- teacher receptivity of a new curriculum; and
- assessing teacher receptivity of a new curriculum.


## 2.1 The meaning of an integrated curriculum

Curriculum integration can take many forms, four of which are described below.

- Integration by correlation: According to Morris (1998:77) this involves relating two or more fields of study so that what is learnt in one reinforces what is studied in another. In South Africa, learners are required to use skills and knowledge from other learning areas, or from different parts of the same learning area, to carry out learning tasks (DOE: 2002:58).

- Integration by broad fields: Morris (1978:77) states that this type of integration involves combining different disciplines to create a subject which contains their key elements. According to Taba (1962:300), these key elements might be interpreted as forming integrative threads of the subject.

- Interdisciplinary integration: This involves taking aspects of two or more disciplines and combining them into a single field of study (Morris, 1978:77). In South Africa previously discrete subjects have been combined into learning areas (DOE 1997:26). A good example in South Africa is the Life Orientation learning area which comprises of Health Education and Natural Science.

- Transdisciplinary integration: This approach focuses on broad learning experiences or on important social problems or issues. Beane (2000 in ERIC Digest,

1985: 1) defines an integrated curriculum as a curriculum which is "organized around real–life problems and issues significant to both young people and adults."

C2005 seems to embrace all four strategies of integrating a curriculum. Curriculum 2005 is interdisciplinary but it also encourages integration by correlation where skills, knowledge, attitudes and values learnt in one learning area should be used in another. This may enable students to make connections between learning areas and how their learning is related to their everyday life. By using phase organizers (organised around real life problems) or strands to organize what is taught and learnt, and applying what is learnt to real life, C2005 moves towards transdisciplinary integration.

Leithwood (1982: 273) has provided a framework consisting of eight dimensions for describing a curriculum. Such a description can contribute to an understanding of the intentions of curriculum developers and of what is expected of teachers and learners to implement a curriculum. These eight dimensions are platform, objectives, content, learner entry behaviours, teaching and learning strategies, time, assessment, and instructional materials. Teacher receptivity may increase if they perceive these dimensions of a new curriculum as practical, beneficial and relevant to both teachers and learners. Teacher receptivity may also hinge on how well these dimensions are clarified in terms of what the teacher has to do in the classroom, and on how convinced teachers are that they will be supported.

For the purpose of gaining clarity on the meaning of an integrated curriculum, more specifically C2005 as an example of an integrated curriculum, six curriculum dimensions will be used, namely: platform, objectives, content, teaching and learning strategies, assessment, and instructional materials to describe C2005. These dimensions have been selected because they are viewed in the context of the new curriculum as central to teachers' actual practice in the classroom.
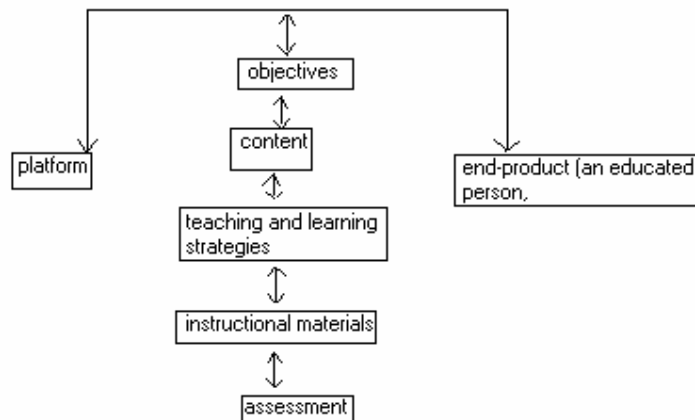
Fig 2. Curriculum dimensions (adapted from Leithwood, 1982:253)


Platform

Walker (1971:56) defines a platform as "…conceptions, theories, images, and procedures" which form the foundations of a curriculum. In other words, a platform consists of beliefs about what kind of education is desirable for learners in order to equip them with knowledge, skills, attitudes and values that will enable them to solve life's problems. The question arises as to what platform typifies an integrated curriculum. The genesis of an integrated curriculum is traced to the work of Dewey, Piaget, and Bruner. Proponents of an integrated curriculum came to be known as the progressives and their ideas gained momentum in the 1920s.The progressives believed in a child-centred, activity-based curriculum which enables learners to apply what they have learnt to real life situations. It also involves utilizing experiences of children for intellectual, emotional, spiritual and physical development. According to Dewey (1938) in Posner (1995:93) the focus of an integrated curriculum is on the learners as they interact with society, the environment and others, and on what they are able to do. These interactions form the basis of experiences, which should be developed by a teacher developing a child holistically. Taba (1962:401) points out that people learn only from what they experience, that is "… children learn best those things that are attached to solving actual problems, that help them in meeting needs or that connect with some active interests."  Experiences of children should be the starting point of learning because building new knowledge on prior knowledge makes learning easier,

more enjoyable and meaningful. According to Cromwell (1989) in Lake (1994: 6) the brain organises new knowledge on the basis of previous experience and the meaning that has developed from those experiences.

The progressives argue that a curriculum, which is characterized by fragmented, traditional subjects, does not allow learners to make connections within subjects, and between subjects and real life. Brain research further claims that "…learning is believed to occur faster and more thoroughly when it is presented in a meaningful context, with an experiential component (Caine and Caine, 1991 in Lake, 1994:6). A study conducted by Hsiung, Tung-Hsing, Chen, Shu-Li, Zen-sing (2000:3) who designed an experimental integrated curriculum and applied it, found that an activity-based curriculum seemed to be a valid model for teachers to connect different subjects in order to deal with different aspects of a topic at the same time, and for students to connect their learning with real life experiences. An integrated curriculum encourages thematic teaching. This requires teachers to identify learners' interest and then compose a contextual theme which will allow teachers and learners to draw information from different subjects. Morris (1978:83) postulates that the major reason for integrating a curriculum is that it enables learners to learn how to learn because it requires learners to investigate and to enquire. In a case study of the Baptist Lui Ming Choi Primary School where teachers tried integrating the Primary 4 curriculum, they used the theme, "A happy life" which focused on two questions: What is a happy life, and what can we do to have a happy life? These two questions served as the focus of teaching and learning in all subjects and appeared to result in learners doing much better in subsequent lessons. Parents' feedback was also positive even though some concerns were raised over such issues as, for example, examinations (Morris, 1978: 82-83). Proponents of an integrated curriculum believe that learners should draw knowledge and skills from many fields to solve problems (Benjamin 1989 in Lake, 1994:5). Taba (1962:38) acknowledges that a "… major concern for independent thinking, creativity freedom, and the right of childhood to learn actively and formulate their thoughts, instead of absorbing traditional heritage" was the platform that the progressives used to criticise traditionalists. Hamilton (1980) in Posner (1995:93) sees the function of education as the need to "…increase the competence of youth in such areas as planning, finding and making use of appropriate resources, persistence at task, and coping with ideas, conflicting opinions and people who are different, and

taking responsibility for others' welfare." Integrating ideas across "subject-matter" and "out-of-school" life leads to "a deeper and broader understanding."

Supporters of an integrated curriculum believe that the traditional, subject-based curriculum does not allow latitude to deal with new information and problems. For example, issues such as HIV/AIDS, environmental problems, and teenage pregnancy plague this millennium. There have also been great technological strides such as computers and the internet which have to be accommodated in the curriculum. Within the traditional, subject-based curriculum, with its strict time frames and adherence to disciplines, may be problematic to accommodate such issues. Learners need to be equipped with skills for a national and global interconnectedness so that they will become active and responsible citizens. Advocates of an integrated curriculum believe that such a curriculum also creates life-long learners because it is entrenched in problem-solving and application. An individual who interacted with an integrated curriculum may be imbued with skills of solving problems and independent learning.

Curriculum 2005 (C2005) in South Africa is regarded as the most radical form of an integrated curriculum (Department of Education 1997:31). It is aimed at creating citizens who are able to solve problems. To that end, a traditional, subject-based curriculum was seen as undesirable. The DOE fused the traditional subjects into eight broad areas of study, which are referred to as learning areas. The DOE (1997:26) and Drake (1998:56-57) believe that the weakness of the traditional curriculum lies in its lack of application of what has been learnt in context, failure to learn by doing, and its emphasis on memorizing. The DOE further iterates that "…the organization of previously discrete subjects into learning areas reflects the emphasis to prepare learners for the real world, and to equip them to apply what they have learnt to real – life situations. C2005 also prepares learners for life-long learning by equipping them with skills of learning how to learn.

The foundation phase (grades R-3) of Curriculum 2005, embraces child-centredness, experiential, thematic teaching and application of what is learnt to real life. The focus is on what learners are able to do, what they should be and what they should know. Within C2005 pre-planned experiences of children are used in order to equip them with skills that they will need in life. The pre-planned experiences of children are

experiences which children have already encountered, encounter everyday, or are likely to encounter in the future. This emphasises why application of what learners are taught is crucial. The foundation phase curriculum is delivered in broad topics referred to as phase organisers (themes), namely: health and safety, culture and society, entrepreneurship, personal development, environment, and communication. These phase organisers are believed to be capable of providing learners with skills, knowledge, and to develop attitudes and values, which will help them solve problems. In the foundation phase, the eight learning areas have further been integrated into three learning programmes: Numeracy, Literacy, and Life Skills. The six phase organisers serve as organising threads which allow for integration because they draw knowledge from all eight learning areas, and also from other areas of life. Children are supposed to be supplied with skills of teamwork so that they acquire interpersonal skills, which will enable them to function in a democracy. Supporters of an integrated curriculum believe that it is a tool for preparing young children for active citizenship. Independent work is also encouraged so that learners can become self-sufficient. The DOE (1997:4) contends " The care and development of children must be the foundation of social relations and the starting point of human resource development strategy from community to national levels."

It is concluded that an integrated curriculum is based on the following platform:

- learner-centredness;
- learning by doing;
- applying knowledge to real life;
- utilising children's experiences;
- an emphasis on creative and critical thinking, and problem solving; and
- life-long learning.

Objectives/ learning outcomes

Objectives and learning outcomes are competencies which learners have to demonstrate after a teaching/learning experience. In an integrated curriculum the emphasis of teaching and learning activities is on performance and on the

development of the whole child. Thus, objectives are defined in terms of skills, attitudes, knowledge and values that need to be developed in children, and should reflect the real world. Parson (1972:36) iterates that learning outcomes in an integrated curriculum are derived from needs and interests of learners as they interact with their environment and their societies, and taking into consideration contemporary life. The focus is on problem-solving, creativity, manipulation of information, and critical thinking, among others. These outcomes should be demonstrated or applied in context. Multiple outcomes can be targeted using one purposeful activity. Learning outcomes allow for application of what is learnt to real-life situations because of their behavioural nature. It is therefore imperative for teachers planning an integrated curriculum to specify and clearly articulate learning outcomes when planning so as to choose classroom methodologies and content, which are aligned to outcomes. According to Henson (1995:192) "…objectives clarify expectations teachers have of student performance." The DOE (2001:12) defines a learning outcome as a description of what learners should know, are able to do, and be at the end of a lesson. Learning outcomes specify the sequence of core concepts, content and skills to be taught. As a result, they help in guiding assessment because having identified the learning outcomes, teachers will know what attitudes, skills, values and knowledge to be assessed.

Beane and Vars (2000:2) suggest that within an integrated curriculum, learning outcomes are generic competencies or "common learnings" and life skills which learners should possess. In support they refer to research done by the following:

• Mid-continent Laboratory for Research for Education and Learning (McREL), which has identified life skills, which they regard as interdisciplinary, namely thinking and reasoning, working with others, self-regulation, and lifework.

• Center for Occupational Research and Development (CORD) which has identified fifty-three competencies, ranging from general housekeeping to statistical analysis, and from computer literacy to ethics and self-concept.

• National Study of School Evaluation (NSSE) which describes school -wide goals for student learning as learning- to- learn skills, expanding and integrating knowledge, communication skills, thinking and reasoning skills, interpersonal skills, personal and identified social responsibility.

There are 66 specific/learning outcomes guiding Curriculum 2005.These outcomes are cross-cutting and generic in all learning areas and all three phases of C2005.The revised C2005 uses the term learning outcomes instead of specific outcomes. Learners are required to apply learning outcomes in context and also in the foundation phase. Children are required to demonstrate the attainment of outcomes and this requires that teachers know which outcomes are to be achieved so as to create learning activities and experiences, for example projects, which will lead to their attainment. Skills acquired in one learning area can be employed to solve problems in other learning areas. Teachers can target many learning outcomes, which can be attained by using one activity. However, teachers also have to take into consideration the developmental level of their learners by, for example, asking learners questions to discover their prior knowledge.

It is clear that in an integrated curriculum, and more especially, the foundation phase of C2005, outcomes are important in informing both teachers and learners to what end they are striving. It is necessary that teachers consider what outcomes their learners need to achieve before they plan their lessons. These outcomes should allow learners to apply what they learn to real-world frames of references. Teachers must specify clearly what outcomes are to be attained and devise activities that will help learners attain them. It is important that teachers align teaching/learning strategies, instructional materials and assessment procedures with learning outcomes. Thus a teaching/learning unit should embody a set of learning outcomes that learners need to demonstrate, and also a set of assessment standards which will be used to assess whether learners have attained the outcomes. Teachers must take into account the level of development of learners so that outcomes are on an appropriate level. Thus, outcomes should cater for individual capability. Teachers must also make sure that learning outcomes reflect real- life problems.

With regard to learning outcomes, an integrated curriculum requires teachers to:

- clearly state learning outcomes;
- make learners apply what they have learnt;
- target multiple outcomes in one learning activity;
- consider the level of development of each child when targeting outcomes;
- utilize learning outcomes for assessment; and

- use learning outcomes as a guide for the selection of teaching and learning strategies, instructional materials, and content.

Teaching/learning strategies

Teaching/learning strategies are the means of delivering a curriculum to the learners. Integration in the classroom may be achieved by using thematic teaching whereby the teacher may help students to acquire a broad perspective on real-life issues. Teachers can also give learners challenging, real-life and hands-on projects or a simulation of a real -life project, individually or in groups so that they learn to work independently or together as a team. These may encourage thinking and problem- solving. Teachers can also allow learners to teach one another. Colombo, Marianne, Sadowski, Lynne, Walsh and Angela (2000:2) undertook action research investigating methods of teaching to address lack of transfer among kindergarten students. They found firstly, that a large number of teaching methods were used but that quality teaching was not achieved. Learners failed to grasp what was taught. Secondly, there was an absence of active learning and application of what was taught to real- world frames of references. The curriculum focused on segregated subjects, with no connection to one another or to the world in which learners live. The following intervention strategies were put in place, namely thematic teaching, the creation of learning centres, cooperative learning, and active participation in the classroom which resulted in great improvement in student learning (Eric 2000:1-5). Bredekamp (1990:1) says "…learning occurs primarily through projects, learning centres, and playful activities that reflect current interests of children."

The foundation phase of Curriculum 2005 requires teachers to employ thematic teaching. Themes which relate to perceived interests of children are planned at the macro-level. Teachers must engage children in meaningful activities that reflect the real life situations of children. Teaching/learning strategies within the integrated curriculum are aligned to the philosophy of child-centredness, experiential education, and application of what is learnt. Hence, teaching strategies must draw content from many fields. With respect to C2005, teaching/learning strategies should reflect the interests of children and accommodate different abilities. Transfer of knowledge to real- life situations can be achieved by integrating within and across the eight learning

areas and applying skills and knowledge learnt and acquired from different learning areas to real- life situations.

In summary, an integrated curriculum requires teaching /learning strategies that

- utilise   real -world issues;
- employ  hands-on activity ;
- encourage learners to make connections between their learning and the real world;
- utilise a   project approach ;
- encourage problem solving;
- engage learners in challenging activities;
- allow learners to transfer what they have learnt to real- life situations ; and
- utilise group-work.

Content

Content is the lifeblood of all curricula. An integrated curriculum is grounded in an experiential perspective on curriculum which believes that the experiences of children should be utilised. Content is derived from the experiences, needs and interests of learners as they interact with the environment and their relationships with others in the society (Ornstein and Hunkins, 1998:212;Dewey, 1938 in Posner, 1995:51). In other words, content is made up of issues that affect children or those issues that adults perceive might affect them. Taba (1962:402) states that the nature of knowledge is derived from research or shrewd guesses whereby " …data are classified into large areas which in turn become the focus for the curriculum. These are referred to as learning area themes or phases. Thematic teaching and learning requires an interdisciplinary approach. There are three learning programmes in the foundation phase, that is, Numeracy, Literacy, and Life Skills. A web can be used so that all of the three learning programmes use the same theme when constructing a teaching/learning unit. An integrated curriculum epitomizes a project-centred approach to content, which derives its topics, and material for student projects and activities from what is happening in children's lives. Posner (1995:171) further advocates that developers using the project approach organize their curriculum around

knowledge about the community as discovered by students through purposeful activities.

The foundation phase of C2005 stresses life skills, which include the development of self-concept, interpersonal skills, problem solving, critical and creative thinking, and the basics skills of writing, reading, listening and speaking. These life skills are entrenched in the three learning programmes, namely, Numeracy, Literacy, and Life Skills. With regard to C2005, experiences of children are pre-planned in terms of phase organizers. Topics relate to needs and interests of learners and require teachers to design teaching/learning activities that will challenge learners to make connections between what they are learning and real- life. Thus, they should be able to deal with real life issues. Linking new knowledge to what children already know makes learning easier and accessible. Borrowing from Dewey's work, Doll (1996:166) iterates that what the learner already knows becomes the means of opening the way to new knowledge. Morris (1978:76) echoes Doll views by alluding that for children to learn, it is important to move from the concrete to the abstract.
C2005 can be seen as drawing its content from experience of children and emphasing what the learner can do. However, C2005 has not totally abandoned the traditional subjects. Concepts and key words from traditional subjects areas help in illuminating and developing the learner's experiences in the most educative ways. For example, the foundation phase learning programme, Numeracy, requires the teacher to draw from key concepts of mathematics, such as addition and subtraction.

Integration in C2005 is achieved through organizing content espoused in the eight learning areas and phase organizers. Learning areas are integrated combinations of traditional subjects and some new areas of study. The Revised National Curriculum Statement stresses that integration will occur in learning areas through utilising assessment standards (DOE 2001:12). Learning outcomes will serve as organizers of what is to be taught. However, some of the key principles of an integrated curriculum such as learning by doing, and the application of knowledge to real life situations, will still apply. An integrated curriculum emphasizes creativity, critical thinking and problem solving, the basic attitudes and values of tolerance, and caring for others through integrated activities and tasks which are a close simulation to real life or through events that happen in their daily life. Thus, an integrated curriculum's major

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focus is on what learners know and can do. Hence, a project-centred approach to curriculum content is preferred. Beane and Vars (1997:5) articulate, "…Curriculum integration has long been proposed as a way of organizing common learning of life skills considered essential in a democracy." Phase organizers are themes which guide teachers with respect to subject matter or pre-conceived experiences of children. Concepts dealing with particular phase organizers are derived from several subject areas or disciplines.

In C2005, the range of specific outcomes, which learners need to achieve, also guides content. Depth or level at which the teacher has to teach is specified in terms of range statements. The DOE (1997:26) specifies that content can be derived from"…real life situations". However, real objects or real life situations are also explainable by using concepts, which are derived from traditional subjects. Doll (1996:166) advocates that content may be "… illuminated by obtaining data from other fields of content. The teaching content … crossing subject lines… facilitates reinforcement of learning as the learner is reminded of …previous contact with another setting". This means that concepts are learnt in a spiral fashion from a lower to a higher level.

In summary, within C2005, foundation phase teachers need to:
• select content which utilises interest and needs of learners;
• relate content to real- life of children;
• relate to experiences from other learning areas; and
• use the world /environment as a learning centre or focus.

Instructional materials
In espousing what resources can be used to enhance learners' experiences, Beane (1995:68-71) observes that the community can be used as a site for study. To integrate learning, teachers are encouraged to create their own resources and to create networks of people who will serve as resource persons in the classrooms. Posner (1995:192) state that since the learning content of an integrated curriculum crosses subject lines, the community should be relied on 'more than textbooks and other prepared materials". Teachers are encouraged to use the community, for example parents, as resource persons, and as people who can help in creating resource materials (DOE,

1997:29). The surroundings, the homes and people can be sources from which children learn. Ideally, teachers and learners are encouraged to create their own resources collaboratively. Fullan (1986:270; 1999: 37) states that using new materials is an obstacle in the implementation of a new curriculum". Greenman (1988) in Pratt (1994:258) concedes that "… in any classroom, particularly in the early grades, it is an environment that is rich in a variety of materials that invites exploration". Instructional materials are not only teacher aids but they also promote appreciation of the environment and understanding. Children can make meaning out of visual aids and this is encouraged more specifically in the foundation phase. Instructional materials should reflect current interests, needs and experiences of children, and to be effective, a learner must be encouraged to apply them to real life.

In summary an integrated curriculum encompasses instructional materials that

- foster creative and critical thinking;
- are not based on textbooks alone;
- are also made by learners and teachers;
- relate to objects and situations depicting real-life of learners;and
- utilize parents and community members as resource persons.


Assessment


Assessment is a means of judging students on the basis of their performance. Traditionally, assessment was norm -referenced and emphasized periodic tests where learners were not always informed how and on what they were going to be assessed. Within an integrated curriculum, assessment is a means of gathering and recording information on students' performance on an on-going basis. Records show what has been achieved and what students are able to do. Thus, success and promotion of a learner does not depend on one or two examinations but is a culmination of a year's work. Students are assessed on their ability to apply and connect what they have learnt to real life.  Assessment is aimed at knowledge, skills, attitudes and values, which students acquire during teaching-learning activities. These competencies are assessed through integrated tasks, and various assessment strategies such as observation, portfolios, tests and questions. Such assessment strategies encourage growth and

development because they help teachers to diagnose problems, to assess prior knowledge, and to determine if learners are ready to progress to the next grade.

Performance is related to pre-planned, pre-determined outcomes, which learners have to demonstrate and apply in context within a learning activity. Killen (1996:7) says that learners are informed about the assessment criteria beforehand. An integrated curriculum requires that assessment should be open and transparent and assess individual learners after they have had time to learn, and during a teaching /learning activity. Cohen (1993:794) iterates that "… assessment does not simply evaluate theoretical knowledge but the ability to use that knowledge in more sophisticated ways to achieve a certain outcome". The function of assessment in the light of Cohen's observation, can be interpreted to mean that students are empowered and developed holistically because as they are engaged in an assessment task, they will need to exercise their mental, physical and emotional faculties. An integrated curriculum emphasizes continuous assessment, which includes constructive feedback and criticism and the opportunity to redo (Drake, 1998: 157). Masikane (1999:89) asserts that "… assessment should be seen as an important daily process in every classroom rather than as an intervention to be used when problems arise or are suspected". This means that assessment should be integrated in the teaching/learning experience.

Curriculum 2005 utilises learning outcomes as criteria for assessment. DOE (1997:21) states that, "…the principle of criterion-referenced assessment will underpin all classroom assessment", that is, individual performance is measured against defined assessment standards. Assessment criteria and a range of performance indicators are aligned to each learning outcome, which help both learners and teachers to know what should be demonstrated so that learners can attain learning outcomes. In the revised version of C2005, each learning outcome is followed by assessment standards and strands which advise teachers what activities to design and assessment strategies to use (DOE, 2001:2002). Teachers are required to specify assessment criteria and performance indicators so that it is apparent to both teachers and learners what they are supposed to do to achieve the learning outcomes (DOE, 1997:9). To complete a task, learners are required to use skills and knowledge from different learning areas. Teachers assess students on their ability to apply these skills and knowledge to real

life. According to Cohen (1993:795) assessment focuses on students' ability to integrate their learning into actions. Assessment tasks should be meaningful and challenge a student's level of development. It should provide learners with the opportunity to demonstrate learning in relevant contexts (DOE, 2001:73).

To conclude, an integrated curriculum requires assessment that

• is integrated into everyday teaching;

• informs learners about assessment criteria;

• require teachers to know what skills and types of knowledge they assess in specific instances;

• informs learners about what they should do in order to attain a learning outcome;

• assesses learners on what they know and are able to do;

• takes different capabilities of learners into account;

• takes into account the level at which students should be performing;

• assesses prior knowledge of learners;

• uses assessment for diagnostic purposes and development of learners;

• matches assessment against outcomes;

• is meaningful and challenges learners;

• uses a variety of assessment methods such as observing learners performing a task;

•  observing learners working in groups or listening to learners as they talk and discuss what they are learning; and

• allows learners to apply what they have learnt to real life.

Based on the above description of the meaning of an integrated curriculum. Attitude objects will be identified with respect to each curriculum dimension and a semantic differential constructed (see appendix A, section B). Items will be developed for a section of a questionnaire based on key aspects of an integrated curriculum above by means of which data will be collected on teachers' understanding of the foundation phase of C2005 (See Appendix A, section C).

## 2.2 Teacher receptivity of a new curriculum

Literature suggests that attitude is related to behaviour (Wahlstrom, Regan and Jones, in Leithwood and Montgomery, 1982:29). The present study assumes that there is strong relationship between attitudes and behaviour. Attitudes dictate actions / behaviours whilst actions / behaviours reflect attitudes. Acceptance is one dimension of attitude, which depicts favourable receptivity of an object or an idea. Teacher receptivity may be measured by how willing teachers are to put a new curriculum into practice and the extent of their behavioural intentions towards promoting such a curriculum.

An in-depth study of the literature of curriculum change indicates that teachers' receptivity is influenced by an innovation's compatibility with their traditional attitudes and way of doing things (Waugh and Punch, 1987:244;Nicholls, 1983 in Carless, 1997:352; Brown and McIntyre in Carless, 1997:352; Lee, 2000:96). Waugh & Punch (1987) cites studies by Campbel (1978) and McAtee (1987) who found that teachers in Queensland, Australia were hostile to change emphasising assignments and tests to the detriment of classroom learning. A second study by Waugh and Punch (1987:245) found that teachers who were less supportive of changes were those who felt that their way of teaching was being compromised. Similarly, a study conducted by Lee (2000:95-115) in Hong Kong on the introduction of Environmental Education found that if teachers feel that a change is beneficial to them, there is great likelihood that they will accept it

Teachers usually view a new curriculum with mixed feelings (Fullan, 1999:128; Drake, 1998: 33; Hall and Loucks, 1974:4). Fullan (1999:128) and Lee (200: 107-110) assert that before accepting a new curriculum, individuals first assess whether it is "practical". This refers to their ability to teach it effectively and whether it will benefit student learning. The question of practicality has personal implications for the teacher in terms of self-concept, and cost in terms of energy and time. Teachers want to know whether a new curriculum is necessary and relevant, and whether they will be supported in their implementation efforts. Fullan (1982:256) cites evidence that teachers ask themselves at least two questions: Will it benefit the students (including

whether it is procedurally clear and practical)?" and "What are the cost in terms of my time, energy and anxiety in learning to use it?"

Doyle and Ponders (1977) in Fullan (1998: 128) suggest that teachers mainly use three criteria for assessing a new curriculum, namely congruence, instrumentality, and cost. Though Fullan (1998:129-9) corroborates the views of Doyle and Ponder, he adds a fourth criterion which for practical reasons will be labeled "collegiality". These views, which will be named the practicality ethic, and are linked and summarized in Table 1.

Table 1: The practicality ethic Adapted from Doyle and Ponder, 1977 in Fullan (1999:128).

| Fullan | Doyle and Ponder |
|---|---|
| 1. Does the change address a need? Will students be interested? Will they learn? Is there evidence the change works? | 1.Congruence |
| 2. How clear is the change in terms of what the teacher will have to do? | 2.Instrumentality |
| 3.How will the change affect the teacher personally in terms of time, energy, new skills, and interference with existing priorities? | 3.Cost |
| 4. How rewarding will the experience be in terms of interaction with peers or others? (Collegiality) | |

Giacquinta (1975) argues that no theory of receptivity exists. This view was influenced by prior literature on receptivity, which assumed that people were generally unreceptive to change. He further hypothesized that receptivity of an

innovation was influenced by the amount of status risk individuals perceived if the innovation were to be introduced. Subsequent research led to the development of a working model of receptivity by Waugh and Punch (1985; 1987) based on the following variables:

- teacher beliefs on general issues of education;
- overall feelings of teachers towards the previous education system;
- attitude of teachers towards the previous educational system;
- alleviation of fears and uncertainty of teachers associated with the change;
- perceived expectations and beliefs of teachers about some important aspects of a new educational system;
- perceived support for teacher roles at school in respect of the main referents of the educational system;
- personal cost appraisal of the change by teachers; and

- beliefs on some important aspects of the new educational system in comparison to the previous one.

Waugh and Punch 's model of receptivity suggests that receptivity is dependent on the attitudes and behavioural intentions of teachers towards a new curriculum which they conceptualise as being positive or negative attitudes influenced by the above factors.

Rogers & Shoemaker (1971), Lippitt (1967), Moore & Mizala (1969), Miles (1964) and Mann (1976) in Howes and Quinn (1987:74) suggest that teachers' positive receptivity (to a new curriculum) will be enhanced if perceived characteristics of the new programmes are compatible with their existing way of doing things, its simplicity and understanding, and its ability to be implemented on a trial basis. Dalziel and Schoonover (1988:57) state that lack of clarity of a new programme and its components will constitute "… a threat rather than a necessity." Leithwood (1982:27) suggests that describing a curriculum using curriculum dimensions can help to alleviate teachers' ambivalence towards a new curriculum. Fullan (1999:128), Hall & Loukes (1979:4) and Lee (2000:96) iterate that change efforts have not been effective because policy-makers put much effort in the dissemination of curriculum documents to the exclusion of teacher concerns and fears of a new curriculum as being the cause

of little or no change behind the classroom door". A study by Leithwood, Ross and Montgomery (1982:14-26) in Ontario, Canada, investigating factors which influence teachers' curriculum decisions, found that teachers' choice was influenced by the following:

- personal experiences with teaching;
- personal preferences;
- professional growth; and
- student skill and development.

A survey of 200 teachers by Dow, Whitehead and Wright (1984) in Pratt (1994:325) found that teachers who were not implementing a new curriculum felt there was, among others, too much material to be covered, with few suggestions for students' assessment and insufficient support materials. A study by Hall and Louckes (1976:4) on the implementation of a revised Science curriculum in Jefferson County, Colorado, USA used the concerns-based adoption model (CBAM) that focuses on the individual's feelings concerning an innovation. Analysed data revealed that teacher acceptance of a curriculum increased as certain concerns diminished. The less their personal concerns became, the more they were willing to implement it. Lee's (2000:96-115) study of Hong Kong teachers' receptivity of Environmental Education revealed that attitudes of teachers are a good indication that a curriculum will be adopted or rejected. Literature reveals that change is a process, not an event. When change is introduced, it affects the feelings, perceptions and concerns of those who have to implement it. Several studies have indicated that front-line users of a new curriculum, for example teachers, approach the teaching of a new curriculum with trepidation. Therefore the disregard of teachers' concerns regarding an innovation can be detrimental to the fate of a new curriculum.

To conclude, the literature suggests that receptivity of a new curriculum is related to teachers' attitudes towards and their concerns and beliefs about such a curriculum, and whether the support that they will receive will be adequate. Teacher receptivity of a new curriculum will also depend on the benefits or risks they perceive the curriculum to have for them (instrumentality and cost), for their learners and for their classroom practices.

## 2.3 Determining teacher receptivity of a new curriculum

The methodology utilized by Leithwood, Montgomery and Ross (1978:21) on the role of factors influencing teachers curriculum decision-making included identifying factors from teachers' comments and classifying them according to curriculum dimensions. These served to elicit how teachers perceive a new curriculum. Evidence suggests that if teachers feel that a curriculum serves the needs of their learners, and it enhances their professional self-concept, they are likely to view it favourably. Interviews, self-administered questionnaires and open-ended interviews can be used to determine teacher attitudes. Responses to the items (factors) on a questionnaire can be
assigned values and totaled to produce a Likert-type index score, which will indicate the relative strength of each factor.

 Another model used to determine teachers' attitudes concerning a new curriculum is the concerns-based adoption model (CBAM) (Hall, Wallace, & Dorset, 1973 in Hall & Louckes (1972:2). The CBAM identifies stages of concerns. These pertain to individual feelings and attitudes of teachers as they interact with the change. According to the CBAM, people move through self- concerns, i.e. how will the innovation affect me? to concerns about "tasks", i.e. how can I best manage the innovation? to concerns about "impact," i.e. how does the innovation affect my students? To all intents and purposes, it appears that the stages of concerns deal mostly with what Doyle and Ponder (1977 in Fullan (1999:128) term the practicality ethic.

Adopting a new curriculum is not a "cut –and-dried issue". It involves feelings, opinions, perceptions and attitudes of teachers. Lee conducted a recent survey of teachers' receptivity towards Environmental Education (EE) in Hong Kong (2000:95-115). He used Waugh and Punch's (1985,1987) modified "receptivity to change" instruments. The questionnaire which Lee used to elicit attitudes and behavioural intentions towards EE were based on the following:

- perceived non-monetary cost benefit to the teacher;

- perceived practicality of the guidelines;

- issues of concern;

- perceived support; and

- perceived other support.

Lee (2000:98-115) elicited responses on teacher receptivity utilizing survey and case study methodology. He constructed his interview schedule and questionnaires basing it on how attitudes were related to behavioural intentions using Waugh and Punch's modified teacher receptivity instrument. Analysis of collected data indicated that a decision to adopt a curriculum hinges on how teachers view that particular curriculum. The study found that teachers who were likely to have positive attitudes and behavioural intentions were those who had the perception of high non-monetary benefit from the introduction of EE; a perception of school support and other agencies; and fewer worries about other relevant issues of concern (Lee,2000:101).

Lee (2000:109) proposes that organizational activities seemed to be one of the key factors affecting teacher receptivity. These activities relate to the workload of teachers, issues and timing of curriculum activities, procedural clarity, and appointing a coordinator or setting up a committee to manage the implementation of a new curriculum.

## 2.4 Conclusions

Review of relevant literature has revealed that teachers' attitudes are of primary importance when a new curriculum is introduced. If teachers' concerns and attitudes are addressed, there is a high likelihood that a change will be implemented. In the case of South Africa, Khulisa (1999,page unnumbered) suggests that it is a waste of time and effort to invest in changing attitudes towards a new curriculum. However, study after study has indicated that curriculum change becomes more successful if concerns of teachers are addressed. If concerns and opinions of teachers are addressed, then fears about moving from the "known- to- the unknown" are alleviated. The most prevalent fact from the literature is that individuals who are immediate users of a new curriculum are more likely to accept it if it is operationalised in terms of what they are to do. This brings in the question of attitude-behaviour because teachers will be more receptive of a new curriculum if they feel positive about it, understand the curriculum, and know what they are expected to do.

As regards this study, determining teacher receptivity of the new integrated curriculum will be based on teachers' attitudes and feelings about the curriculum, their understanding of the curriculum, practicalities of the integrated curriculum, their concerns about the curriculum, and their intentions to promote the curriculum. Key factors that influence whether teachers respond positively or negatively to a new curriculum will be taken into account in the development of data collection instruments.

# CHAPTER 3

# RESEARCH METHODOLOGY

## 3.1 Research design

This study is a descriptive survey intended to investigate teacher receptivity of the new integrated foundation phase curriculum (C2005). In order to examine teacher receptivity of this curriculum, data will be collected from teachers by means of a questionnaire and an attitude scale. The research will be conducted as follows:

- The meaning of an integrated curriculum in general and of the foundation phase of C2005 in particular was researched by means of a literature review (sub-problem 1), also drawing on the views of practicing teachers and the researcher's own experiences.
- Factors constituting teacher receptivity of a new curriculum were identified through a literature study (sub-problem 2).
- Data on the receptivity of teachers of the foundation phase of C2005 were collected using a questionnaire and an attitude scale (sub-problem 3).

## 3.2 Sample

The sample for this study was randomly selected from a population of all foundation phase teachers in Herschel District in the Eastern Cape Province, South Africa. The sample was drawn from a total of seven school zones that make up Herschel District. Three school zones were randomly selected from the seven zones and seven primary schools were then randomly selected from each zone, making up a total of twenty-one schools. From each school, three foundation phase teachers, one from each of grades, 1,2 and, 3 were randomly selected (n=63). The selection of the sample ensured that all foundation phase teachers in all zones stood a chance of being selected to take part in the study. Zones and schools were referred to as zones A, B and C in order to ensure anonymity. Zones were selected randomly to ensure an even chance of representation of all schools in Herschel District.

## 3.3 Data collection

Posner (1995:222) states that "… scales are instruments designed to measure such characteristics as attitudes, interests, values, beliefs and behaviours". They do not have wrong or right answers but respondents respond to statements, which range from favourable to unfavourable, and these are then accorded numerical values. According to Lewy (1975:229) items on a questionnaire are designed to elicit information regarding "true feelings of respondents, and the marking scheme yields a score that gives an indication of the respondents' overall attitudes or interest." The study aims to find out what constitutes teacher receptivity of a new integrated curriculum in South Africa and to what extent teachers are receptive of this curriculum. Teachers' receptivity will be measured by their attitudes towards the integrated curriculum, teacher understanding of the integrated curriculum, the practicalities of the integrated curriculum, teacher concerns, and teachers' behavioural intentions of promoting the curriculum.The main instruments that will be used to measure receptivity will be a semantic differential and a questionnaire based on Waugh and Punch's (1985; 1987) model of teacher receptivity to change. The model has been used to measure receptivity in various studies, for example Economics and Industrial Understanding in the United Kingdom (Jephcote and Williams, 1993), the unit curriculum in Western Australia (Waugh and Punch, 1993), and Environmental Education in Hong Kong

(Lee, 2000). Changes to the questionnaire were made, as warranted, to fit C2005. The finding by Lee (2000:109) that organizational activities within a school are also a factor affecting teacher receptivity was incorporated in the questionnaire.

Data will be collected on the following:

- Biographical particulars, e.g. age, sex and teaching experience (Section A);
- attitudes of foundation phase teachers towards the integrated curriculum by means of a semantic differential (Section B);
- the meaning teachers attach to an integrated curriculum, i.e. their understanding of it, will be collected by means of a five-point Likert scale (Section C);
- the practicalities of the integrated curriculum and teacher concerns will be collected by means of a five- point Likert scale questionnaire (Section D and E respectively);
- intentions of teachers towards promoting the integrated curriculum by means of a five- point Likert scale (Section F).

Focus group discussions will be held with respondents randomly selected from the sample. The purpose of the discussion is to validate data collected by the questionnaire. Open- ended items were included in the questionnaires in order to give teachers an opportunity of stating their views on aspects which might not have been included in the questionnaire.

Questionnaires were piloted with foundation phase teachers not included in the sample in order to establish the validity, reliability and clarity of the questionnaire. Heads of foundation phase were asked to hand out teachers' questionnaires to their teachers. The questionnaires were self-administered, that is, teachers answered the questions by themselves without anybody translating the questions for them. The researcher collected completed questionnaires from the heads of departments of the schools. A focus group discussion was held where the researcher led the discussion. The discussion focused on the open-ended questions which were not answered and generally how teachers felt about the major aspects of the integrated curriculum.

# CHAPTER 4

# PRESENTATION AND DISCUSSION OF DATA

## 4.1 Introduction

Factors which may influence teacher receptivity of a new curriculum were identified through a literature review. These factors are teachers' attitudes about the curriculum, their understanding of the curriculum, the practicalities of the curriculum, teacher concerns about the curriculum, and their intentions of promoting the curriculum. Data collected on these aspects are presented and discussed below.

Table 2: Response rate to questionnaires

| Zones | No. of questionnaires sent out | No. of questionnaires returned | % of questionnaires returned |
|---|---|---|---|
| Zone A | 21 | 19 | 95 |
| Zone B | 21 | 18 | 85,7 |
| Zone C | 21 | 11 | 52 |
| Total | 63 | 48 | 76 |

Table 2 indicates that 76% of questionnaires were returned. Zone C's low return rate may be due to training workshops which were held at that time to prepare teachers for the implementation of the new revised curriculum.

## 4.2 Biographical information

Teachers were required to provide information regarding age, experience of teaching the foundation phase, gender, academic and professional qualifications. Data which were collected are reported in Table 3.1 –3.3 below.

Table 3: Biographical data

Table 3.1: Age distribution

| Age (years) | Distribution % |
|---|---|
| 25-35 | 28 |
| 36-45 | 39 |
| 46-58 | 33 |

Table 3.2: Teaching experience

| Teaching experience of the foundation phase | Distribution % |
|---|---|
| 1-5 | 13 |
| 6-10 | 26 |
| 10+ | 61 |

Table 3.3: Qualifications

| Qualifications | Distribution % |
|---|---|
| Primary teachers Diploma | 73 |
| Primary teachers certificate | 4 |
| Degrees | 26 |

Biographical differences did not yield any particular differences in attitudes. This may be advocated to the fact that teachers themselves had been taught and trained in traditional methodologies and the integrated curriculum was introduced to all the teachers at the same time and that it was a new concept to all of them.

## 4.3 Teachers' attitudes of towards the integrated curriculum

Data on teacher attitudes towards the integrated foundation phase of C2005 were collected by means of a semantic differential with respect to the following six dimensions of the curriculum: underlying philosophy, objectives/learning outcomes, content, teaching /learning strategies, instructional materials, and assessment. The data are reported in tables 4-9 below.

Table 4: Underlying philosophy

| Item | % teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Learner-centredness | 6 | 7 | 5 | 7 | 11 | 29 | 34 |
| 2. Learning by doing | 2 | 5 | 6 | 9 | 20 | 19 | 39 |
| 3. Applying knowledge to real life | 4 | 7 | 3 | 7 | 15 | 29 | 34 |
| 4. Utilizing children's experiences | 4 | 6 | 4 | 6 | 12 | 33 | 35 |
| 5. Emphasising thinking | 6 | 6 | 5 | 8 | 13 | 29 | 33 |
| Average | 4 | 6 | 5 | 7 | 14 | 28 | 35 |

Key to seven point semantic differential

1 - extremely negative attitude;

2 - not so very negative;

3 - negative;

4 - neutral;

5 - positive;

6 - very positive; and

7 - extremely positive attitude

Note:  **Where percentages do not add up to 100, it is due to percentages of responses on the five-point scale being rounded off to whole numbers.**
More than 77% of respondents responded positive to extremely positively about the underlying philosophy of the integrated foundation phase curriculum. However, an average response of 22% indicates negative to extremely negative to neutral attitudes towards aspects relating to the philosophy of an integrated curriculum. 25% were negatively inclined to the learner-centred nature of the integrated curriculum and also on the curriculum's emphasis on thinking.

Table 5: Learning outcomes

| Item | % teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Inform learners about learning outcomes | 13 | 6 | 4 | 10 | 15 | 29 | 23 |
| 2. Target multiple outcomes | 6 | 4 | 6 | 8 | 13 | 29 | 33 |
| 3. Use learning outcomes as a guide for the planning of teaching | 6 | 4 | 8 | 4 | 15 | 27 | 35 |
| 4. Utilize learning outcomes as a guide for assessment | 8 | 6 | 6 | 8 | 13 | 33 | 25 |
| Average | 8 | 5 | 6 | 7 | 14 | 30 | 30 |

74% of respondents felt positive to extremely positive about the learning outcomes which inform teachers and learners to what end they are striving. A sizable negative and neutral response is apparent with respect to items 1(33%) and 4(28%).

Table 6: Teaching and learning strategies

| Item | % teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Employing hands- on activities | 7 | 11 | 6 | 8 | 13 | 25 | 30 |
| 2. Utilize a project approach | 6 | 11 | 4 | 8 | 11 | 33 | 27 |
| 3. Encourage problem solving | 7 | 3 | 2 | 7 | 17 | 33 | 31 |
| 4. Utilise groupwork | 5 | 7 | 5 | 7 | 14 | 30 | 32 |
| Average | 6 | 8 | 4 | 8 | 14 | 30 | 30 |

74% of respondents felt positive to extremely positive about teaching and learning strategies required by the integrated curriculum. However, quite a number of teachers were neutral and negatively disposed towards the hands-on activities (item 1: 32 %) and utilizing the project approach (item 2:29%) required by the integrated curriculum.

Table 7: Content

| Item | % Teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Select content that utilizes the needs of children | 6 | 6 | 5 | 6 | 14 | 33 | 30 |
| 2. Use experiences from other learning areas | 4 | 4 | 6 | 9 | 17 | 29 | 30 |
| 3. Relate content to real life | 5 | 4 | 6 | 8 | 15 | 24 | 38 |
| 4. Select content that uses the world/environment as a learning resource | 5 | 4 | 3 | 9 | 18 | 29 | 32 |
| 5. Select content that is applicable to a project- centred approach | 4 | 2 | 6 | 12 | 15 | 29 | 32 |
| Average | 5 | 5 | 4 | 9 | 16 | 29 | 32 |

77% of teachers felt positive to extremely positive about the content included in the integrated curriculum phase. Fewer felt negative about selected content that is applicable to a project-centred approach (12%) than those disinclined to use a project approach (21% in Table 5). Neutral responses rose from 6% to 12% and this may indicate lack of clarity, and the practicality of selecting content that is applicable to a project-centred approach.

Table 8: Instructional materials

| Item | % Teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Utilise/use other materials besides a textbook | 5 | 9 | 5 | 5 | 11 | 23 | 42 |
| 2. Use instructional materials made by both learners and teachers | 4 | 6 | 5 | 8 | 14 | 25 | 38 |
| 3. Use materials that relate to real life | 6 | 4 | 6 | 5 | 11 | 24 | 44 |
| 4. Use parents and community as resource | 8 | 6 | 10 | 6 | 11 | 24 | 35 |
| Average | 6 | 6 | 7 | 6 | 12 | 24 | 40 |

More than 75% of teachers felt positive to extremely positive about the variety of instructional materials required by the integrated curriculum. 24 % have a negative attitude towards using parents and the community as learning resources for children.

Table 9: Assessment

| Item | % Teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Integrate assessment into teaching | 4 | 6 | 6 | 11 | 14 | 21 | 37 |
| 2. Match assessment to outcomes | 3 | 5 | 2 | 12 | 16 | 28 | 29 |
| 3. Inform learners about assessment criteria | 8 | 8 | 5 | 14 | 17 | 22 | 26 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.  Using variety of assessment methods | 4 | 4 | 5 | 11 | 13 | 22 | 39 |
| 5.  Use assessment for diagnostic | 4 | 9 | 4 | 4 | 13 | 31 | 35 |
| 6.  Assess learners on what they know   and are able to do | 6 | 5 | 6 | 7 | 10 | 29 | 37 |
| 7. Take   into account different capabilities of learners | 4 | 8 | 5 | 14 | 11 | 24 | 35 |
| 8. Allows learners to apply what they have learnt to real life | 3 | 6 | 1 | 7 | 9 | 35 | 39 |
| 9. Assess prior knowledge | 4 | 5 | 4 | 3 | 18 | 30 | 37 |
| 10. Assess continuously | 6 | 5 | 7 | 6 | 14 | 28 | 34 |
| Average | 5 | 6 | 5 | 9 | 14 | 27 | 35 |

76% felt positive to extremely positive about assessment methods and techniques required by integrated curriculum. 35% were negative or neutral about informing learners about assessment criteria and 31% about taking into account different capabilities of learners. These factors may indicate that the feelings of a significant percentage of teachers about traditional assessments methods may not have changed, or that they do not feel positive about the practicality of assessing learners according to their different capabilities.

Table 10: Summary of teacher attitudes (limited to key dimensions of the integrated curriculum)

| | % Teacher responses (n = 48) | | | | | | |
|---|---|---|---|---|---|---|---|
| Items | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Underlying philosophy | 4 | 6 | 5 | 7 | 14 | 28 | 35 |
| 2. Learning outcomes | 8 | 5 | 6 | 7 | 14 | 30 | 30 |
| 3. Teaching and learning strategies | 6 | 8 | 4 | 8 | 14 | 30 | 30 |
| 4. Content | 5 | 5 | 4 | 9 | 16 | 29 | 32 |
| 5. Instructional materials | 6 | 6 | 7 | 6 | 12 | 24 | 40 |
| 6. Assessment | 5 | 6 | 5 | 9 | 14 | 27 | 35 |
| Average % | 6 | 6 | 5 | 8 | 14 | 28 | 34 |

Based on the data, the conclusion can be made that the majority of teachers' attitudes are positive towards the selected dimensions of the integrated curriculum. 76% of responses showed a positive attitude towards the integrated curriculum. However, about a fifth of the teachers felt negative and neutral about the selected dimensions of the integrated curriculum. The traditional curriculum may still be influencing teachers' activities. The attitudes of these teachers need to be changed for the implementation of the new curriculum to succeed. In the focus group discussion, the general impression was that teachers were enthusiastic about the selected dimensions of the integrated curriculum but they were uncertain on how to implement the curriculum.

## 4.4  Teachers' understanding of the integrated foundation phase curriculum

Data on teachers' understanding of the integrated foundation curriculum phase were collected by means of a questionnaire and the findings are reported in table 11 below.

Table 11. Teacher understanding of the meaning of an integrated curriculum

| Items | % Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. An integrated curriculum is interdisciplinary | 56 | 33 | 4 | 8 | 0 |
| 2. An integrated curriculum combines traditional subjects into learning areas | 28 | 58 | 10 | 4 | 0 |
| 3. New and relevant information is incorporated into the learning areas | 25 | 50 | 19 | 6 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 4. An integrated curriculum applies what has been learnt to real life | 48 | 27 | 25 | 0 | 0 |
| 5. An integrated curriculum is activity- based | 48 | 42 | 8 | 2 | 0 |
| 6. An integrated curriculum focuses on interests and needs of learners | 44 | 52 | 4 | 0 | 0 |
| 7. An integrated curriculum promotes life-long learning | 42 | 40 | 12 | 6 | 0 |
| 8. An integrated curriculum promotes critical thinking | 48 | 44 | 4 | 4 | 0 |
| 9. An integrated curriculum promotes creative thinking | 50 | 40 | 4 | 6 | 0 |
| 10. An integrated curriculum encourages problem-solving | 42 | 40 | 8 | 0 | 0 |
| Average  % | 43 | 43 | 10 | 4 | 0 |

On the whole, table 11 indicates that the majority of teachers (86 %) agree on what is understood by an integrated curriculum in this study. This may reflect a good knowledge of the difference between an integrated and a traditional curriculum. Data from focus groups tend to reflect some uncertainty about implementing the integrated curriculum. Scores on items 3(25%), 4(25%), and 7(18%) indicate that several teachers do not understand the nature of certain aspects of an integrated curriculum, or attach a different meaning to those aspects. 25% appear to be neutral or disagree that an integrated curriculum means incorporating new knowledge into the learning areas and applying what has been learnt to real life.

## 4.5 Practicalities of the integrated curriculum

Data on the practicalities of the curriculum were collected by means of a questionnaire   with respect to the curriculum's practicality, the personal cost to the teacher, support provided to the teacher by the school and externally, and

organizational activities related to the teaching of the curriculum. The data are reported in Tables 12- 16 below.

Table 12:  Practicality of the integrated curriculum

| | % Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. An integrated curriculum is relevant for foundation phase learners because it addresses their needs and interests | 42 | 50 | 4 | 4 | 0 |
| 2. The new methods of teaching emphasised by the integrated curriculum are easier to apply in a classroom situation | 25 | 40 | 23 | 4 | 8 |
| 3. The integrated curriculum can be implemented with equal success in both advantaged and disadvantaged schools | 13 | 44 | 18 | 8 | 17 |
| 4. The integrated foundation phase curriculum documents are written in simple language | 21 | 40 | 15 | 8 | 17 |
| 5. Procedures regarding all aspects of teaching, i.e. assessment, teaching / learning methods, teaching/learning aids, time, learning outcomes are clear | 21 | 38 | 19 | 19 | 4 |
| 6. Time allocated for teaching the three learning programmes allows learners to complete tasks | 23 | 43 | 13 | 21 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 7. I spend less time preparing lessons than before | 21 | 17 | 29 | 25 | 8 |
| 8. Assessing learners takes less of my time and energy | 19 | 35 | 17 | 19 | 10 |
| 9. My school spends less money to implement the curriculum | 10 | 33 | 13 | 29 | 15 |
| 10.Teaching the integrated curriculum makes me/has made me feel a better teacher | 25 | 33 | 25 | 15 | 2 |
| 11. I can speak freely with other teachers about curriculum matters | 21 | 48 | 17 | 8 | 6 |
| Average % | 22 | 38 | 18 | 15 | 8 |

Table 12 indicates that on average 60% of respondents agree that the integrated curriculum is practicable. While an overwhelming majority of responses (92%) indicate that the integrated curriculum is relevant for foundation phase learners, overall response to most items indicate that between 42% and 62 % of responses show neutrality or disagreement. A significant negative attitude is apparent in items3 (43%), 4(40%), 5(42%), 7(62%), 8 (46%), 9 (57 %), and 10 (42). The negative response to item 7 (62%) seems to indicate that the new curriculum increases the workload of teachers. Responses to item 9 (57%) reflect that teachers feel that schools spend more money on the curriculum.  The focus group discussion evealed that the majority of teachers who were neutral or disagreed on the practicality of the integrated foundation phase curriculum were those who were not included in the training workshops conducted by non-governmental organization such as the Sithole Project. Asked whether their zones did not hold cluster meetings where those trained by the Sithole Project could help them, the answers were vague and there was a general complaint that those who were trained by the Sithole Project had better resources and were trained on how to plan and conduct lessons, and how to assess learners.

Responses to open-ended questions were poor but indicated that on the whole teachers felt that the integrated curriculum can be successfully implemented in both advantaged and disadvantaged schools as long as there is intensive training of teachers. Some teachers who responded positively to item 3 (57%) still hold the

reservation that children from disadvantaged schools will remain disadvantaged because they will not be exposed to such resources as computers and television. Teachers say that they spend a lot of time planning their lessons, assessing learners and locating learning and teaching resources and their schools need much more money to buy resources so that their classroom delivery can be improved. The general feeling seems to be that the practicality of the curriculum is largely dependent on how well schools are resourced.

Table 13: Personal cost of teaching the integrated curriculum

| | % Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| Items | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1.In weighing up the balance between work generated by the integrated curriculum and the improvement in my teaching style, I think the integrated curriculum is worthwhile. | 21 | 60 | 19 | 0 | 0 |
| 2. In weighing up the balance between work generated by the integrated curriculum and the positive learning climate in my classroom, I think the integrated curriculum is worthwhile. | 27 | 54 | 19 | 0 | 0 |
| 3. In weighing up the balance between work generated by the integrated curriculum and the way I feel as a teacher, I think the integrated curriculum is worthwhile. | 6 | 58 | 27 | 8 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 4. In weighing up the balance between work generated by the integrated curriculum and the improved participation by learners, I think the integrated curriculum is worthwhile. | 17 | 64 | 19 | 0 | 0 |
| 5. In weighing up the balance between work generated by the integrated curriculum and the improved performance of learners, I think the integrated curriculum is worthwhile. | 23 | 52 | 23 | 2 | 0 |
| 6. In weighing up the balance between work generated by the integrated curriculum and praise I get from my principal, I think the integrated curriculum is worthwhile. | 21 | 42 | 35 | 2 | 0 |
| Average % | 19 | 55 | 24 | 2 | 0 |

Table 13 indicates that when teachers consider how they have grown professionally (items 1and 2: 81%) and how learners have improved (item 4:81%; item 5:75%) respectively, they find the curriculum worthwhile. A sizable percentage of negative responses to item 3 (35%) indicate that most teachers do not think the integrated curriculum has made them feel good as teachers. This may relate to how far teachers find the integrated curriculum to be practical (items 5:42%; 8:46%; 7:62%; and 10:42% in table11) because collectively those items deal directly with what the teacher has to do in the classroom. A significant number of teachers (37%) responded negatively about feedback from their principals. In the focus group discussion teachers indicated that even though their principals supported them by buying resources, they prefer to get feedback, not only from the principals but also from their colleagues. In response to an open-ended question, teachers indicated that teaching young children the integrated curriculum made teaching less stressful because it allows for activities and is fun.

In the light of data about personal cost of the integrated curriculum for the teacher, the general impression is that the integrated curriculum is worthwhile despite a sizable number of teachers (26%)who on average disagree or are neutral about the personal cost of teaching the integrated curriculum.

Table 14: Support provided by the school for the teacher

| Items | % Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1.My principal supports me in my effort to teach the integrated foundation phase curriculum. | 17 | 54 | 17 | 10 | 2 |
| 2. My principal encourages me to attend cluster meetings and workshops related to the teaching of the integrated foundation phase curriculum. | 38 | 52 | 10 | 0 | 0 |
| 3. If I have a problem, with, e.g. teaching or teaching materials, I am able to approach my Head Of Department for advice. | 12 | 46 | 21 | 17 | 4 |
| 4. My colleagues support me in my teaching of the integrated curriculum. | 15 | 64 | 19 | 2 | 0 |
| 5. In my school there is a curriculum committee which deals with problems related to the integrated curriculum. | 0 | 21 | 44 | 21 | 14 |

| | | | | | |
|---|---|---|---|---|---|
| 6. Regular in- school training sessions and meetings are held to support teachers. | 2 | 35 | 38 | 21 | 4 |
| Average % | 14 | 43 | 25 | 12 | 6 |

Table 14 shows that an average of 57% teachers view their schools as supporting them to implement the curriculum. 43% of teachers did not feel positive about the support of their phase heads. In the focus group discussion, most teachers stated that their phase (item 3) heads do not teach the foundation phase. Thus, they are unfamiliar with what is required to ensure successful implementation of the integrated curriculum. Responding to an open- ended question, teachers suggested that heads of the foundation phase should be people who teach the foundation phase and are familiar with issues affecting the foundation phase.

An overwhelming majority of responses (79%)point out that in most schools there is no curriculum committee to coordinate the implementation of the curriculum and to hold discussions to assist teachers who have problems (item 5). Added to this is the fact that 63%(item 6) of responses show that there are no in-school training workshops. Internal support for the teachers may not be adequate as 43% of teachers did not respond positively to questions regarding support.

In the focus group discussion, teachers agreed that principals do support them by providing necessary resources. However, they indicated that some praise from principals would encourage them. The response to the open- ended questions revealed that teachers would like more support from their colleagues through encouragement and by agreeing to hold curriculum days in their schools and even in their particular zones.

Table 15:  External support for the teacher

| Items | %Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. The district office provides support by organizing regular and continuous workshops | 6 | 46 | 29 | 15 | 4 |
| 2. The district manager encourages cluster meetings where teachers discuss problems they experience with the teaching of the integrated curriculum | 8 | 58 | 19 | 15 | 0 |
| 3. The Department of Education provides teaching and learning materials | 10 | 39 | 27 | 25 | 0 |
| 4. The Department of Education provides training workshops related to the teaching of the integrated curriculum | 21 | 52 | 10 | 17 | 0 |
| 5. Parents of learners help me by providing some of the needed instructional resources | 13 | 13 | 35 | 19 | 21 |
| 6. The community help me by acting as resource persons | 15 | 10 | 27 | 27 | 21 |
| Average % | 12 | 36 | 24 | 20 | 8 |

Responses to table 15 show that more than 50% of respondents do not receive adequate external support.  Items 5 and 6 elicited a high negative response (75%). It suggests that parents and the community, who are major stakeholders, are not seen as supporting teachers in implementing the integrated curriculum. In the focus group

discussions and in response to open-ended questions, teachers stated that the fault does not lie with the community because teachers have to find ways of soliciting support from parents and the community. Teachers also suggested that the district manager should sometimes visit zonal clusters so that he /she can monitor needs, concerns and progress of teachers regarding the curriculum.

Teachers also suggested that there were not enough workshops and that workshops were too few and far between for them to make meaning of what is really required of them. Teachers suggested that there should be a follow- up and monitoring of teachers after every workshop.  A majority of teachers (57%) disagree that the Department of Education provides them with teaching and learning materials needed to teach the integrated curriculum. The focus group discussion revealed that the Sithole Project provided support by providing learning and teaching materials, teaching strategies and training workshops and feedback. Teachers, however, pointed out  that the schools which benefited were those selected by the Sithole Project. On the whole, data reflect that teachers do not get adequate external support.

Table 16:  Organisational activities

| Items | %Responses of teachers (n=48) | | | | |
| --- | --- | --- | --- | --- | --- |
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. Enough time is allocated for learners and teachers to complete tasks | 17 | 52 | 23 | 8 | 0 |
| 2. Teachers and learners work together in the teaching - learning situation | 40 | 58 | 2 | 0 | 0 |
| 3. Clear guidelines are provided for teaching the three learning progammes in the integrated foundation phase curriculum. | 33 | 46 | 17 | 4 | 0 |

| 4. A curriculum committee has been set up to help foundation phase teachers in my school. | 2 | 25 | 33 | 29 | 10 |
|---|---|---|---|---|---|
| Average | 23 | 45 | 19 | 10 | 3 |

Data in table 16 indicate that 68% of respondents do not view organizational activities as a barrier in their implementation efforts of an integrated curriculum. However, 72% of respondents stated that having no curriculum committee in their schools and that time allocated for learners to complete tasks (31%) may be a problem.

A general view that came out in the focus group discussion indicated that teaching according to the guidelines consume a lot of time, especially with regard to assessment which the phase heads (heads of Departments) demand after every 10 day teaching cycle. As far as a curriculum committee is concerned, the majority of teachers agree that there is no curriculum committee in their schools. Some feel that even though there are curriculum committees, they are dysfunctional or seldom meet. Responses to an open- ended item suggested that the school management team should coordinate the setting up of a curriculum committee.

Table 17: Summary of data on the practicalities of an integrated curriculum  (limited to responses on a three-point scale)

| | %Responses of teachers (n=48) | | |
|---|---|---|---|
| Teacher receptivity | Agree and strongly agree | Neutral | Disagree and strongly disagree |
| 1. Practicality of the integrated curriculum | 60 | 17 | 23 |
| 2. Personal cost | **74** | **24** | 2 |
| 3. Internal support for the teacher | 57 | 25 | 18 |
| 4. External support for the teacher | 48 | 24 | 28 |

| | | | |
|---|---|---|---|
| 5. Organisational activities | 68 | 19 | 13 |
| Average % | 61 | 22 | 17 |

Data in table 17 indicate that on average the majority of teachers (61%) are positively inclined regarding the practicalities of the integrated curriculum. However, quite a substantial number of teachers (39%) are neutral, or negatively inclined as regards feasibility of the integrated curriculum. A significant number of teachers responded negatively or neutral about the internal and external support provided.

4.6 Teacher concerns

Data regarding the level of teacher concerns about the integrated curriculum are reported in table 18 below.

Table 18: Teacher concerns about the integrated curriculum

| Items | %Responses of teachers (n=48) | | | | |
|---|---|---|---|---|---|
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. I am concerned that the integrated foundation phase curriculum does not prepare learners for everyday life | 8 | 17 | 19 | 33 | 23 |
| 2. I am concerned that teaching three progammes in the foundation phase will neglect other knowledge that learners should have. | 17 | 8 | 15 | 44 | 17 |

| | | | | | |
|---|---|---|---|---|---|
| 3. I am concerned that what I have to do in class to teach the integrated foundation phase curriculum is unclear. | 17 | 17 | 10 | 35 | 21 |
| 4. I am concerned that planning the lessons for the integrated foundation phase curriculum will take most of my time | 21 | 13 | 23 | 25 | 19 |
| 5. I am concerned that the integrated foundation phase curriculum will lead to disciplinary problems in my class. | 10 | 21 | 19 | 33 | 17 |
| 6. I am concerned that I am not confident about teaching the integrated foundation phase curriculum. | 10 | 15 | 23 | 44 | 8 |
| 1.      7. I am concerned that I do not feel confident when other teachers discuss the integrated 2. curriculum. | 17 | 13 | 10 | 27 | 33 |
| Average % | 14 | 15 | 17 | 34 | 20 |

On average, many teachers are still apprehensive about the integrated curriculum. Data show that more than half of teachers responded negatively or neutrally, notably items 4(57%), 5(50%) and 6 (48%).

## 4.7 Intentions of teachers to promote the integrated curriculum

Data regarding behavioural intentions of teachers to promote the integrated curriculum were collected by means of a questionnaire and findings are reported in table 19.

Table 19: Teachers' intentions of promoting the integrated curriculum

| Item | %Responses of teachers (n=48) | | | | |
| --- | --- | --- | --- | --- | --- |
| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 1. In my behaviour and communication with other teachers, I will praise the new integrated curriculum. | 33 | 52 | 13 | 2 | 0 |
| 2. I will help other teachers in my school to prepare teaching /learning units on the integrated curriculum | 25 | 65 | 6 | 4 | 0 |
| 3. I will attend cluster meetings where I will show others the benefits of teaching the integrated curriculum | 37 | 54 | 19 | 0 | 0 |
| 4. I will encourage discussions with other teachers in my school in order to promote the introduction of the integrated curriculum. | 44 | 46 | 10 | 0 | 0 |
| 3.        5. I will support other teachers who are trying to implement the integrated curriculum. | 37 | 48 | 13 | 2 | 0 |
| 4.        Average | 35 | 53 | 12 | 2 | 0 |

The majority of teachers (88%) are prepared to promote the integrated curriculum. A slight reluctance to support teachers who are trying to implement the integrated curriculum emerges in items 3(19%), 5(15%) and 1(15%). This may be an indication that some teachers are either afraid to promote the curriculum or are concerned that they are not clear enough about the new curriculum to pass on their knowledge to other teachers.  In response to an open-ended question, teachers indicated that they

will promote the new curriculum by showing parents the benefits of the curriculum by arranging that learners display what they have learnt on parents' days. In the focus group discussion, there was a further suggestion that teachers should invite other teachers to their schools to observe their classes.

Data also indicated that teachers' collegiality may have improved as data confirms that teachers are willing to talk to one another about curriculum matters. To sum up, data collected in table 19 indicate that some aspects of teachers' support of the curriculum have to be taken into consideration for the majority of teachers to promote the new curriculum. It appears that on average teachers in Herschel district are willing to promote the integrated curriculum. This situation may predict favourable receptivity and implementation.

# CHAPTER 5

# CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to investigate teacher receptivity of an integrated curriculum. The study aimed at conceptualizing teacher receptivity of a new curriculum, and to identify the extent to which teachers in Herschel district were receptive of the integrated foundation phase of Curriculum 2005. Teacher receptivity was described in the literature review as comprising of attitudes and behavioural intentions. The meaning teachers attach to the curriculum also influences teacher receptivity of a new curriculum.

Data was collected on teacher attitudes, teacher understanding of the integrated curriculum, practicalities of the integrated curriculum, teacher concerns about the integrated curriculum, and teachers' intentions to promote the curriculum.

## 5.1 Conclusions

On the whole, it may be concluded that teacher receptivity towards the new integrated curriculum is reasonably high. This is based on the following:

Teacher attitudes regarding key dimensions of the integrated curriculum

On the whole, teacher responses reflected a positive attitude towards some of the key dimensions of an integrated curriculum There are, however, a considerable number of teachers who are negatively inclined or show uncertainty about the curriculum. (Table 10: 23% on average).

- The need to advocate the curriculum becomes more apparent with regard to assessment and learning outcomes. Negative attitudes towards informing learners about assessment criteria and learning outcomes suggest that teachers may still retain traditional approaches.
- Data on teaching and learning strategies show strong disinclination and uncertainty to use hands-on activities and a project-centred approach.

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- Data gleaned from the focus group discussions and the attitude questionnaire indicated that teachers' attitudes may be influenced by their lack of knowledge, clarity and uncertainty about what the curriculum requires them to do. Jephcote and Williams (1994:163) state that"… any change to the status quo in the curriculum will be seen as a challenge and as offering potential solutions…and by others as…threatening and unnecessary." Teachers' attitudes seem to reflect that though the integrated curriculum is necessary, valuable, relevant and effective, it is complicated and idealistic.

Teacher understanding of the integrated curriculum

A significant number of teachers agree with the proffered meaning of the integrated curriculum. Teacher negativity may indicate inadequate advocacy of the integrated curriculum, or traditional behaviours of relying on textbooks. There may be a need for increased advocacy of the curriculum where teachers are informed about the benefits, the relevance and the need for the curriculum.

The practicalities of the integrated curriculum

- On the whole, teachers were positively disposed towards the practicalities of implementing the integrated curriculum. However, inadequate support (internal, external parents and the community) negatively influenced teacher receptivity of the integrated curriculum.
- The absence of curriculum committees, inadequate support from phase heads, lack of collegiality and inadequate school training sessions made teachers feel isolated and not knowing how to deal with some aspects of the new curriculum.
- Teachers' workload has increased and time allocated for teaching the three learning programmes is insufficient.

Teachers' concerns about the integrated curriculum

- Data indicate that many teachers are apprehensive about teaching the integrated curriculum. About 40% of teachers have concerns regarding the effect of the curriculum on the learners and themselves (Fullan, 1998:129;Lee 2000:96).

Behavioral intentions of promoting the integrated curriculum

 An overwhelming majority of teachers show enthusiasm about promoting the
 integrated curriculum.

In summing up, it would appear that those aspects of the curriculum dealing with practical applicability in the classroom received the most negative responses whereas those dealing with perceptions, opinions and feelings received a significant number of positive responses. The impression this fact creates is that teachers are willing to implement the new curriculum but that they are uncertain of how they are supposed to do this effectively. They need to be more informed and thoroughly trained.
As stated above, the conclusion can be drawn that on the whole the majority of respondents are receptive of the integrated curriculum in the foundation phase.

## 5.2 Recommendations

Factors affecting teacher receptivity should be addressed by the Department of Education. Otherwise, the implementation of the integrated curriculum may be in jeopardy. The following recommendations are made with regard to teacher receptivity of the integrated curriculum:

1. Advocacy of the curriculum

- Change agents need to identify teachers' feelings about the integrated curriculum and address concerns regarding the introduction of the new curriculum. Teachers should be made to feel that it is worthwhile to teach the integrated curriculum in terms of benefits to themselves and learners. If teachers are made to feel that teaching the new curriculum will increase their performance and open up career paths, their attitudes might become more positive.

2. External support

The Department of Education should consider the following:

- establish resource centres where teacher can go if they have problems;
- make it a priority to hold frequent workshops and provide acknowledgement of attendance by issuing teachers with certificates;
- have follow- up workshops to ensure that teachers are implementing the curriculum as intended;
- conduct hands- on training, i.e. trainers should demonstrate methodologies required by the integrated curriculum on learners while teachers watch. This can be done zonally once a month until teachers feel comfortable with the curriculum;
- trainers should make teachers feel that they are welcome to approach them if they have problems; and
- encourage teachers to hold cluster meeting and set up support networks.

The focus group discussion alluded that those teachers who had been trained by the Sithole Project were better able to use the curriculum than those who were excluded from the project. The implication is therefore that if teachers are properly trained, then they may more receptive of the curriculum.

3. Internal support

- Principals should be seen as supporting teachers by boosting their morale. This can be done by means of in-class visits. Principals have to encourage teachers who are implementing the curriculum by praising their efforts.
- Phase heads should be encouraged to attend training workshops in order to familiarize themselves with the issues affecting the teaching of the foundation phase of the integrated curriculum so that they will be able to offer support and encouragement to teachers.

- Curriculum committees should be set up at schools, zonal and district levels to coordinate curriculum activities and to support teachers when the need arises. Curriculum days could also be organized where teachers from different schools meet and talk about matters relating to their work; this may also serve as a basis for promoting the new curriculum;
- Teachers themselves should create a climate for dialogue by setting aside one day a week to discuss progress and problems and to plan together.
- Teacher unions should serve as agents of change by encouraging teachers to form curriculum committees and in-school training sessions and should monitor and coordinate the developments of these committees and teachers' professional development.

Teacher responses indicate that no structures have been put into place in schools to support and motivate teachers. For example, most schools do not seem to have a curriculum committee to coordinate curriculum activities and to support teachers nor do they have in-school training where they can meet and discuss matters pertaining to the curriculum.

4. Parents' and community's involvement

The community and parents should be made aware that they are stakeholders in the education of their children. Literature confirms that parents' involvement is crucial to the success of a curriculum (Posner, 1995: 192, DOE, 1997:29, Beane, 1995:68-71). Teachers should, with the help of the school management team, solicit support from parents and the community by:
- holding open days or curriculum days where parents may be invited to view their children's work;
- inviting parents to hold talks with teachers at the school about strategies that teachers can use to improve learners' performance;
- inviting members of the community who have certain talents to serve as resource persons.

## 5.3 Concluding remarks

The onus of delivering a curriculum and making a success of it rests with teachers in the first instance. If they are receptive of the curriculum, it stands a better chance of being successfully implemented. Receptivity of the integrated curriculum may be increased if teachers feel that they are being supported, experience the curriculum as practical, feel that their integrity as teachers will not be compromised by teaching the integrated curriculum, and feel that the curriculum is beneficial, necessary and relevant.  As one teacher puts it "… there should be a high advocacy for the curriculum and the Department should support us by offering materials and trainers to assist teachers."

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# APPENDIX A : QUESTIONNAIRE FOR FOUNDATION PHASE TEACHERS

The purpose of this questionnaire is to collect data on how teachers' receive/accept the new integrated foundation phase curriculum (C2005). Your honest response will be appreciated and treated with confidentiality.

If you have any questions please contact M.R. Nthulanyane.
082 6361518 (cell)

## Section A

**Biographical information**

SEX:   ___ AGE: ____ PRESENT POSITION: _____ EXPERIENCE OF

TEACHING FOUNDATION PHASE _____(Yrs)

QUALIFICATION:  PROFESSIONAL _____

ACADEMIC  _____

## SECTION B

**Attitudes of teachers towards the integrated foundation phase curriculum**

Indicate how you feel about each of the following aspects of the integrated curriculum by placing an X on one of the seven lines between each pair of adjectives:

Example:

Learning in groups

Good ___    ___   ___   ___   __        _X__     ___ Bad

### 1.    Underlying philosophy of the integrated curriculum

learner-centredness

| | | |
|---|---|---|
| Effective | ___ ___ ___ ___ ___ ___ ___ | Ineffective |
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Invaluable |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

learning by doing

| | | |
|---|---|---|
| Effective | ___ ___ ___ ___ ___ ___ ___ | Ineffective |
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

applying knowledge to real life

| | | |
|---|---|---|
| Effective | ___ ___ ___ ___ ___ ___ ___ | Ineffective |
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |

| Valuable | ___ ___ ___ ___ ___ ___ ___ | worthless |
|---|---|---|
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

utilizing children's experiences

| Effective | ___ ___ ___ ___ ___ ___ ___ | Ineffective |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Worthless | ___ ___ ___ ___ ___ ___ ___ | Valuable |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

emphasizes creative thinking and problem-solving

| Effective | ___ ___ ___ ___ ___ ___ ___ | Ineffective |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Worthless | ___ ___ ___ ___ ___ ___ ___ | Valuable |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

## 2.      Objectives/learning outcomes

inform learners about learning outcomes

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Effective | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Ineffective |
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |
| Complicated | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Uncomplicated |
| Valuable | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Worthless |
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |
| Demotivating | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Motivating |
| Restrictive | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Permissive |
| Wrong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Right |
| Realistic | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Idealistic |

target multiple/ many outcomes in one learning activity

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Effective | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Ineffective |
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |
| Complicated | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Uncomplicated |
| Valuable | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Invaluable |
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |
| Demotivating | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Motivating |
| Restrictive | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Permissive |
| Wrong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Right |
| Realistic | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Idealistic |

Utilizes learning outcomes for assessment

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Effective | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Ineffective |
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |

| Complicated | ___ ___ ___ ___ ___ ___ ___ Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ Idealistic |

using learning outcomes as a guide for planning of teaching

| Effective | ___ ___ ___ ___ ___ ___ ___ Ineffective |
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ Idealistic |

## 3. Teaching-learning strategies

employs hands-on activity

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ Right |

Realistic          ___ ___ ___ ___ ___ ___ ___ Idealistic

## utilises  a project approach

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

## encourages  problem solving

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ _ | Idealistic |

## utilises group work

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |

| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

## 4. Content

### selects content that utilises interests and needs of learners

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |
| Superficial | ___ ___ ___ ___ ___ ___ ___ | Profound |

### uses experiences/knowledge from other learning areas

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

relates content to real life of children

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

selects content that uses the world/environment as a learning resource

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

selects content that is applicable to a project-centred approach

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

# 1.     Instructional materials

### Utilize/ use other materials besides textbook

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### use materials made by learners and teachers

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### use materials that relate to real life of learners

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### utilize /use parents and community as resource

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
|---|---|---|
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |
| Purposeful | ___ ___ ___ ___ ___ ___ ___ | Purposeless |

## 2.     Assessment

### Integrate assessment into teaching

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
|---|---|---|
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### match assessment to outcomes

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
|---|---|---|
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### inform learners about assessment criteria

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
|---|---|---|

| | | |
|---|---|---|
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### Uses a variety of assessment methods

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### use assessment for diagnostic purposes

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ | Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ | Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ | Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ | Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ | Idealistic |

### assess learners on what they know and are able to do

| | | |
|---|---|---|
| Irrelevant | ___ ___ ___ ___ ___ ___ ___ | Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ | Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ | worthless |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |
| Demotivating | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Motivating |
| Restrictive | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Permissive |
| Wrong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Right |
| Realistic | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Idealistic |

take into account different capabilities of learners when assessing

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |
| Complicated | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Uncomplicated |
| Valuable | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Worthless |
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |
| Demotivating | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Motivating |
| Restrictive | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Permissive |
| Wrong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Right |
| Confusing | ___ | ___ | ___ | ___ | ___ | ___ | ___ | clear |
| Realistic | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Idealistic |

assessment  that allows learners to apply what they have learnt to real life

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |
| Complicated | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Uncomplicated |
| Valuable | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Worthless |
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |
| Demotivating | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Motivating |
| Restrictive | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Permissive |
| Wrong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Right |
| Realistic | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Idealistic |

assess prior knowledge

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Irrelevant | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Relevant |
| Complicated | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Uncomplicated |
| Valuable | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Worthless |
| Unnecessary | ___ | ___ | ___ | ___ | ___ | ___ | ___ | Necessary |

| Demotivating | ___ ___ ___ ___ ___ ___ ___ Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ Idealistic |
| Confusing | ___ ___ ___ ___ ___ ___ ___ clear |

assess continuously

| Irrelevant | ___ ___ ___ ___ ___ ___ ___ Relevant |
| Complicated | ___ ___ ___ ___ ___ ___ ___ Uncomplicated |
| Valuable | ___ ___ ___ ___ ___ ___ ___ Worthless |
| Unnecessary | ___ ___ ___ ___ ___ ___ ___ Necessary |
| Demotivating | ___ ___ ___ ___ ___ ___ ___ Motivating |
| Restrictive | ___ ___ ___ ___ ___ ___ ___ Permissive |
| Wrong | ___ ___ ___ ___ ___ ___ ___ Right |
| Realistic | ___ ___ ___ ___ ___ ___ ___ Idealistic |
| Confusing | ___ ___ ___ ___ ___ ___ ___ clear |

SECTION C

Below is a list of statements about an integrated curriculum. Indicate whether you agree or disagree with each statement by placing an X in a box that best describes your understanding of an integrated curriculum, for example, the foundation phase of Curriculum 2005.

The meaning of an integrated curriculum

| | Strongly agree | Agree | neutral | disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1.An integrated curriculum is interdisciplinary | | | | | |
| 2. An integrated curriculum combines traditional subjects into learning areas | | | | | |
| 3.New and relevant information is incorporated into the learning areas | | | | | |
| 4. An integrated curriculum applies what has been learnt to real life | | | | | |
| 5. An integrated curriculum is activity | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| based | | | | | |
| 6. An integrated curriculum focuses on interests and needs of learners | | | | | |
| 7. An integrated curriculum promotes life-long learning | | | | | |
| 8. An integrated curriculum promotes critical thinking | | | | | |
| 9. An integrated curriculum promotes creative thinking | | | | | |
| 10. An integrated curriculum encourages problem-solving | | | | | |

**SECTION D**

Indicate with an X in the appropriate box how you feel about the following aspects of the integrated foundation phase curriculum.

**1. Practicality of an integrated curriculum**

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. An integrated curriculum is relevant for foundation phase learners because it addresses their needs and interests | | | | | |
| 2. The new methods of teaching emphasised by the integrated curriculum are easier to apply in a classroom situation | | | | | |
| 3. The integrated curriculum reflects my beliefs about what I want young children to learn | | | | | |
| 4. The integrated foundation phase curriculum policy documents are written in | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| simple language | | | | | |
| 5.   Procedures regarding all aspects of teaching i.e. assessment, teaching / leanings methods, teaching/learning aids, time, learning outcomes are clear | | | | | |
| 6. Time allocated for teaching the three learning programmes allows my learners to complete tasks | | | | | |
| 7.   I spend less time preparing their lessons than before | | | | | |
| 8.   Assessing learners takes less of my time and energy | | | | | |
| 9.  My school spends less money to implement the curriculum | | | | | |
| 10.Teaching the integrated curriculum teaches learners discipline | | | | | |
| 11.teaching the integrated curriculum has made me friendlier with other teachers | | | | | |

Are there any suggestions which you can make to make the curriculum easier to teach young children in class? If so, state them here

_____

_____

## 2. Personal cost of teaching an integrated curriculum

| | Strongly agree | Agree | neutral | disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1.In weighing up the balance between work generated by the integrated curriculum and the improvement in my teaching style, I think the integrated curriculum is worthwhile. | | | | | |
| 2. In weighing up the balance between work generated by the integrated curriculum and the positive learning climate in my classroom, I think the integrated curriculum is worthwhile. | | | | | |
| 3. In weighing up the balance between work generated by the integrated curriculum and the way I feel as a teacher, I think the integrated curriculum is worthwhile. | | | | | |
| 4. In weighing up the balance between work generated by the integrated curriculum and the improved participation by learners, I think the integrated curriculum is worthwhile. | | | | | |
| 5. In weighing up the balance between work generated by the integrated | | | | | |

| | Strongly agree | Agree | neutral | disagree | Strongly disagree |
|---|---|---|---|---|---|
| curriculum and the improved performance of learners, I think the integrated curriculum is worthwhile. | | | | | |
| 6. In weighing up the balance between work generated by the integrated curriculum and praise I get from my principal, I think the integrated curriculum is worthwhile. | | | | | |

Is the curriculum worthwhile to you? In what other ways, apart from these mentioned above?

_____

_____

**3**.**Support provided by the school for the teacher**

| | Strongly agree | Agree | neutral | disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1.My principal supports me in my effort to teach the integrated foundation phase curriculum. | | | | | |
| 2. My principal encourages me to attend cluster meetings and workshops related to the teaching of the integrated foundation phase curriculum. | | | | | |
| 3. If I have a problem, with e.g. teaching or teaching materials, I am able to approach my Head Of Department for advice. | | | | | |
| 4. My colleagues support me in my teaching of the integrated curriculum. | | | | | |
| 5. In my school there is a curriculum | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| committee which deals with problems related to the integrated curriculum. | | | | | |
| 6. Regular in- school training sessions and meetings are held to support teachers. | | | | | |

Are there additional ways in which you would like your school to support you? If any, please state them here.

_____

_____

**4.External support for the teacher**

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The district office provides support by organizing regular and continuous workshops | | | | | |
| 2. The district manager encourages cluster meetings where teachers discuss problems they experience with the teaching of the integrated curriculum | | | | | |
| 3. The department provides teaching and learning materials | | | | | |
| 4. The department provides training workshops related to the teaching of the integrated curriculum | | | | | |
| 5. Parents of learners help me by providing some of the needed instructional resources | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 6. The community help me by acting as resource persons | | | | | |

Are there additional ways in which you would like your community, the district office or parents to support you? If any, please state them here.

_____

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_____

5. **Organisational activities**

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. Enough time is allocated for learners and myself to complete tasks | | | | | |
| 2. Teachers and learners work together in the teaching and learning situation | | | | | |
| 3. Clear guidelines are provided for teaching the three learning progammes in the integrated foundation phase curriculum | | | | | |
| 4. A curriculum committee has been set up to help foundation phase teachers in my school | | | | | |

In your opinion, are there some ways in which your school management team can assist in seeing to it that teachers properly implement the integrated foundation phase curriculum? If so state them here.

_____

_____

**SECTION E**

Indicate by placing an X in the box which best indicates your level of concern about the following issues concerning the integrated curriculum.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. I am concerned that the integrated foundation phase curriculum does not prepare learners for everyday life | | | | | |
| 2. I am concerned that teachings three progammes in the foundation phase will neglect other knowledge that learners should have. | | | | | |
| 3. I am concerned that what I have to do in class to implement the integrated foundation phase is unclear. | | | | | |
| 4. I am concerned that planning the lessons for the integrated foundation phase curriculum will take most of my time | | | | | |
| 5. I am concerned that the integrated foundation phase curriculum will lead to disciplinary problems in my class | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 6. I am concerned that I am not confident about teaching the integrated foundation phase curriculum. | | | | | |
| 3.     7. I am concerned that I do not     feel confident when other    teachers discuss the integrated curriculum. | | | | | |

What other fears, apart from those mentioned above, do you have about the integrated curriculum?

_____

_____

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**SECTION F**

Rate yourself according to how actively you will promote the integrated curriculum by putting an X in the appropriate box

| | Strongly agree | Agree | neutral | disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. In my behaviour and communication with other teachers, I will praise the new integrated curriculum. | | | | | |
| 2. I will help other teachers in my school to prepare teaching /learning units on the integrated curriculum | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3. I will attend cluster meetings where I will show others the benefits of teaching the integrated curriculum | | | | | |
| 4. I will encourage discussions with other teachers in my school in order to promote the introduction of the integrated curriculum | | | | | |
| 5. I will support other teachers who are trying to implement the integrated curriculum | | | | | |

What additional ways would you take to promote the integrated curriculum?

_____

_____

Thank you