

**A review of the implementation of the
CAPS Life Skills curriculum training,
as a recontextualising process,
in engaging teachers in environmental education
in two districts of the Eastern Cape Province**

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ABSTRACT

This study examines how the implementation of CAPS Life Skills curriculum training (as a recontextualising process) is engaging teachers in environmental education. The research was centred on training manuals for Life Skills (Official Recontextualisation Field) and their use in CAPS training at district level in two Eastern Cape sites of recontextualisation (Professional Recontextualisation Field). During the training, teachers developed lesson plans that were reviewed and group interviews were conducted on the training process and its outcomes. The manuals, training process, lesson plans and interview transcripts were analysed for evidence of environmental education, notably content, teaching and learning methods and assessment strategies.

Bernstein's (1990) framework of the pedagogic device underpins this study. Here the concept of the relay is key for tracking the "relay" of the content, teaching and learning methods and assessment strategies through the processes of recontextualisation into the lesson plans for the field of production. During the process of de-location and re-location, gaps are created and this study sought to track and probe patterns of omissions that took place during the relay process in two cases of training.

The review of the in-service training course process of recontextualisation and its cascading approach exposed challenges of omission as it became clear that at each level of the recontextualisation process, gaps were apparent.

The study highlighted how the 3-5 day workshop process reviewed was not a robust model for professional development. It was not effective and changes in the mode of delivery and processes of support that reach into curriculum practice in the context of the school are recommended. The study concludes that there is a need for continuous professional development as teachers need ongoing support especially for a "new" curriculum like CAPS that is content driven.

DEDICATION

This thesis is dedicated to my late beloved husband, Mzee. Without his motivation and unfailing belief in my intellectual capabilities, I would have never achieved this milestone.

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I thank God who has been my pillar of strength throughout this journey. His mercies endure forever.

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 BROADER CONTEXT OF THE STUDY

1994 in South Africa saw the dawn of democracy and an apparent end to oppression of all forms. The change heralded the birth of transformation. All the imbalances of the past were to be redressed. This paved the way for a new constitution for the country. A change in education in South Africa was inevitable for this transformation, and the magnitude of the challenges that accompanied it could never have been fully imagined. The curriculum was developed from and realigned with the South African Constitution to include environment and sustainability concerns. Section 24 of the South African Constitution, in the Bill of Rights, states that:

Everyone has the right:

- a. To an environment that is not harmful to their health or well-being; and to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that prevent pollution and ecological degradation, promote conservation and secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development. (Republic of South Africa [RSA], 1996, p.11)

This clause was the foundation for a state commitment to promoting environmental education and sustainability. The issue explored in this study is how these policies are translating into practice and if the aims of the Constitution are being incorporated into the curriculum. The key concern was a right to a healthy and clean environment which will be discussed later in this study.

There were many challenges that faced transformation in education and this resulted into a number of curriculum reviews. Some of these challenges included the fact that:

- teachers were not trained adequately on the changes;
- the quality of the training was unsatisfactory; and
- the content was new for most teachers.

It is worth mentioning that the environment focus was integrated and strengthened each time the curriculum was reviewed. This will be discussed in Chapter Two.

This study was developed during a period of transition following the review of the National Curriculum Statement (NCS) that led to the Curriculum and Assessment Policy Statement (CAPS). The NCS posed its own challenges with regard to workload on the teachers. The need to review the NCS will also be discussed in Chapter Two.

1.2 MY ROLE AS A LIFE SKILLS DEPUTY CHIEF EDUCATION SPECIALIST

I am currently working for the Department of Basic Education (DBE) at the Eastern Cape Provincial Office as a Deputy Chief Education Specialist (DCES) in the Intermediate and Senior phase. One of my responsibilities includes supporting Life Orientation/ Life Skills subject advisors in the 23 districts of the Eastern Cape with policy interpretation and implementation. This means that for every curriculum policy change that is introduced, I need to assist the subject advisors for Life Orientation/Life Skills with policy interpretation and implementation. This support includes guiding them with interpreting policy into practice through developing lesson plans that reflect policy and assisting with content knowledge and teaching practices that promote effective learning. Assessment as an integral part of teaching and learning is also a crucial part of the support. This implies that I also work with schools to monitor and support policy implementation. In working with schools, I monitor the support given to teachers by the subject advisor through moderation of teacher and learner portfolios. In many districts, the moderation of these portfolios is not done due to staffing constraints and other circumstances beyond the immediate control of the local departmental administrative structures.

Since 2007 I have been working with both subject advisors and schools in monitoring the implementation of the National Curriculum Statement (NCS). I observed during monitoring and supporting of NCS implementation that teachers were challenged in implementing an environmental focus. This can be attributed to the fact that environmental education in the previous curriculum (pre-1994) was not explicitly included. This will be discussed later in this chapter.

As a provincial official, I became interested in assisting subject advisors and teachers in addressing this challenge. I was concerned that the curriculum was not achieving what it aimed for as per the South African Constitution. I observed that the policies were explicit, but information and policy interpretations were conveyed from the Deputy Chief Education Specialist (DCES) to the subject advisor and finally the

teacher who was supposed to implement the curriculum and the momentum was lost in this process.

During the “relay” (Bernstein, 1996) of the policy interpretation, there is a gap within the process of training. My interest arose out of a concern with what happens during the “relay”. Hence, my area of interest in this study became exploring environmental education (EE) content, teaching practices and assessment in the CAPS. I thus set out to examine the “relay” process to explore, explain and strengthen the inclusion of environment and sustainability concerns as intended and optimal outcomes.

1.3 FRAMING OF THIS STUDY

As an official supporting curriculum policy implementation, I wanted to explore the challenges that teachers are faced with at the level of implementation from policy (CAPS-content) to practice (teaching and learning activities). I was determined to look for explanations as I knew there would be so many benefits if the CAPS policy were to be translated effectively and efficiently to relate and respond to issues that affect our communities directly. These are issues of poverty, land degradation, food security, health and environment, etc. Addressing these issues would contribute towards improving the quality of life for all citizens. This means healing the inequalities of the past, which is one of the aims of the South African Constitution.

The first step of this study was to explore EE content, teaching and learning practices and assessment in the CAPS. Once I had established the **presence** of these I would be able to look for an explanation for the challenges of the current relay process to implementation.

My research question is thus oriented to researching content and teaching practices in the transition to CAPS and in its recontextualisation through the current training process. My intention became to clarify which aspects of the Life Skills curriculum lend themselves to environmental education and how these might be better enacted to achieve the necessary learning and re orientation for a sustainable future.

Aspects of the works of Bernstein will be discussed as the theoretical framework that underpins this study. Bernstein (1996) identified official knowledge which he claims is a field that is constructed by state agents who are concerned with producing official

pedagogic discourse. This is the field of the policy developers who develop policies that need to be translated into curriculum practice.

Bernstein (1996) will also be used to help explain the implementation process using the concept of what he refers to as the “relay” of information from one site to another as it is re-located and de-located. Bernstein explained how the relay of information from the field of production to specialised knowledge is passed on as a recontextualisation process (see Chapter Two).

The Official Recontextualising Field (ORF), or official knowledge, consists of agencies and agents like the national education departments, school inspectors and subject advisors. For the purpose of this study I worked with subject advisors for Life Skills, the Professional Recontextualising Field (PRF) agents. The subject advisors’ key responsibility is to monitor and support teachers with policy implementation. They work with teachers to develop lesson plans, identify the most appropriate teaching practices and assessment. This means that teachers are significant in the relay as they teach the learners and the classroom where the recontextualisation needs to make an impact.

Bernstein (1996) identified another sub-field, known as the pedagogic recontextualising field (PRF) that is made up of university education departments, training institutions, non-governmental organisations (NGOs), teacher unions, textbook writers and publishers and writers and readers of education journals. In this field, official knowledge is recontextualised into the pedagogic field. This is the field where policy is translated for practice. This study gives attention to this through review of textbooks that have been developed by writers and published during the PRF.

Recontextualisation also takes place in the classroom when teachers work with textbooks that have been developed during PRF. Here teachers take up texts and pedagogic principles, so the classroom thus becomes another field of the pedagogic device as a field of production.

The study is centred on the training process and how the outcomes of this are oriented for and into classroom practice. Observation of classroom practices were beyond the scope of the study so the key data reviewed were the lesson plans that teachers developed during CAPS orientation training. A review of these outputs of training and

interviews with teachers gave me a bird's eye view of the what (content) and the how (teaching methods) that were planned to take place in the classroom.

Singh (2002), in his paper on 'pedagogising knowledge', cited Bernstein (1990, 2001) in identifying three main fields of pedagogic device, namely, production, recontextualisation and reproduction. He further stated that through recontextualisation, a discourse is moved from its original site of production to another where it is changed. This means that it has been "pedagogised" (Singh, 2002, p. 574). The implications are that during the course of recontextualisation, knowledge may lose its original or intended meaning. My concern in this study was to give close attention to the outcomes of the training process and to review these in terms of their translation into practice with the inclusion of environmental education as topic areas and teaching and assessment practices.

The study thus explores environmental education in the field of production from where the new knowledge is produced and taken up into training manuals. The production field is where new knowledge is produced. This refers to the ORF where knowledge is produced through universities. The recontextualisation field is where new knowledge (policy) is interpreted to make meaning for its recipients. This is also referred to as the de-location of knowledge. It is in this space where omissions and gaps are often created. The reproduction field is where the knowledge is reproduced for the "relay" process that follows into the training process; this was the main focus of this research.

In the case of my study, reproduction takes place when teachers reproduce the Life Skills knowledge after orientation during CAPS Life Skills training.

This study therefore seeks to identify these different fields of the pedagogic device to establish and explain where the intended meaning of the knowledge is lost and how this can be addressed in ways that support an environmental education focus in the teaching of life skills.

The methodology that the study undertook was to review a CAPS training course for the Intermediate Phase. This included reviewing training material (facilitator's manual and the participant's manual), textbook review (Oxford – Grade 4) and lesson plans developed during the training. The reviewal of the CAPS training course represents the ORF and the textbook and lesson plans represent the PRF.

The problem Statement: The in-service recontextualisation process is often faced with challenges that may lead to the implementation of the curriculum not achieving its intended goals, with regards to environmental education.

1.4 RESEARCH QUESTION AND GOALS

Considering the above discussion, my orientating research question was:

How does the CAPS content, teaching practices and assessment enable environmental education in the intermediate phase Life Skills?

To answer this I needed to ask:

How is the training manual and course approach to the implementation of the CAPS Life Skills Curriculum (as a recontextualising process) enabling environmental education?

The goals in the design of my study thus became to:

- Explore EE content in the CAPS Life Skills in the Intermediate Phase;
- Investigate teaching practices and methodologies developed during the training process; and
- Review assessment strategies reflected in the emerging lesson plans.

These goals are explored both theoretically and empirically through examining the training manuals and the Life skills CAPS policy document and through observing orientation of Life skills teachers to CAPS. Use is made of Bernstein's theoretical framework to analyse the data.

This work was undertaken with the view of:

- Informing the DBE of future intervention strategies to support curriculum implementation in schools;
- Informing all organisations working with DBE on EE support in schools; and
- Applying lessons learned from the Intermediate Phase orientation and implementation to the forthcoming Senior Phase CAPS orientation

1.5 CONTEXTS OF THE CASE STUDIES OR RESEARCH SITES

The research to explore EE content, teaching practices and assessment was conducted during the teacher orientation of CAPS in two districts. I analysed the training materials that were developed by the state as official knowledge documents to explore EE content, teaching practices and assessment. These documents included the training pack from DBE:

- Life Skills CAPS documents;
- Facilitator's manual;
- Participant's manual; and
- Lesson plans developed during orientation.

Alongside this process, the Oxford textbooks (both teachers' and learners' books) were reviewed at a Professional Recontextualising Field (PRF) level.

All these documents were worked with to probe the inclusion of EE content, teaching practices and assessment. The training pack had been developed by the Department of Basic Education (DBE) and it was treated as the Official Recontextualisation Field (ORF) in the "relay" process where the idea was that it would be used with textbooks. The lesson plans examined as an intended outcome of the training, with the textbooks, represent the second level of the PRF as these documents guide teaching and assessment practices to be developed by teachers. This will be discussed in detail in Chapter Two.

As a Deputy Chief Education Specialist (DCES), I was trained on the Curriculum and Assessment Policy Statement (CAPS) by the Department of Basic Education (DBE) over a period of five days. At this level, we convened as the nine provinces to review the documents that were developed at an ORF level by institutions of higher learning. The next level was the actual training by officials from DBE for five days and we in turn had to train subject advisors over a period of five days at district level. After this level, we convened again (DBE) to review the training documents based on what transpired during the training of subject advisors and changes were effected to the training manuals. The work at this level was intended to strengthen the training manuals to be utilised during teacher orientation at district level.

For this study I observed CAPS orientation training in two districts in the Eastern Cape Department of Education. I used two sites so as to expand the scope of the study beyond a single case. I must mention that this is not a comparative study of the two districts. The two districts were simply a means for me to gather more information to make authentic findings.

The two sites represent the PRF where the ORF will be relayed to the teachers by the subject advisors. These advisors were trained by the National and Provincial DBE. Each subject advisor was then expected to train all Life Skills teachers in the Intermediate Phase in their respective districts.

1.6 PROFILE OF EACH DISTRICT

1.6.1 Case A

This district is in the south-eastern region in the Eastern Cape. It is a very rural district that is characterised by poverty and falls within the ex-Transkei regime. Schools start at grade R till Grade 9 and are called Junior Secondary Schools. These schools have all three phases in one school, i.e. Foundation Phase (grades R-1), Intermediate Phase (grades 4-6) and Senior Phase (grades 7-9).

There are 321 schools with Intermediate Phase and 400 teachers. In many instances, there is one teacher teaching all subjects in the Intermediate Phase. These numbers indicate how overloaded many teachers are in the Intermediate Phase. This has an impact on teaching and learning.

The participants in most cases are not qualified to teach Life Skills as this is a “new” subject. They are allocated the subject just to top up their number of periods. Most of the teachers teaching in the Intermediate Phase have a Foundation Phase qualification. Their responses during the interviews are indicative of their understanding of the content. In most instances, questions had to be translated into Isi Xhosa.

1.6.2 Case B

This semi-urban district is one of the smallest districts in the Eastern Cape with 64 primary schools and 110 teachers. There many environmental education activities here and schools and teachers are supported by different governmental organisations

like the local municipalities. Non-governmental organisations (NGOs) also play a significant role in supporting schools with EE.

The subject advisor for Life Skills also supports Eco-Schools in the district. Some schools are engaged in a number of projects that promote EE. The subject advisor for Life Skills in this district has a more in-depth understanding of EE.

The participants in this district have an advantage of being involved in many activities that promote EE and their Life Orientation subject advisor is also an activist within the EE space. Their responses during the interviews also supports this.

The study was done between July and October as the training of teachers took place during holidays so as not to disrupt teaching time. The implementation in schools was planned for the following year.

1.7 OUTLINE OF CHAPTERS

Chapter One

This chapter has given the reader an overview of the context of this study. It outlined the development of the study and the development of the research question, its goals and how achieving these could benefit all the stakeholders of the DBE. The chapter also provided a brief discussion of the theoretical framework of the study.

Chapter Two

Chapter Two discusses the key concepts of the study and how these relate to each other. This is where the flow of the argument of the study is presented. The reader will gain insights into how the research question relates to the research methodology that will be discussed in Chapter Three.

Chapter Three

This is the methodology chapter. It provides an explanation on the nature of the study, the approach of the study and provides explanations on why these approaches best suit the study. The data collection techniques are discussed in detail.

The actual data collection processes and its challenges are outlined for validity and trustworthiness of the study. The theoretical framework is discussed in relation to the research question and goals.

Chapter Four

This chapter presents the research data generated during the study. It thus represents the categories identified and emerging insights in relation to the “relay” process examined in the orientation training and its outputs. The findings of the document analysis, which includes the training manuals as official knowledge, are presented to frame the OPF from which the orientation was derived. The findings on the review of the Oxford textbooks are also presented as a referent here as the textbook comes into use in the teaching context.

Data generated in the two case studies is also presented in this chapter. This includes observation of the orientation course and an analysis of lesson plans developed during the course. These are explored further with the subject advisors and through focus group interviews with teachers so as to identify the emerging contours of the recontextualising discourse developed through the “relay” process examined in the study.

The themes presented here are centred on content, teaching and learning methodologies and assessment that reflect an engagement with environment and sustainability concerns (Environmental Education).

Chapter Five

This chapter reviews the evidence presented in Chapter Four and it discusses findings that can be developed from the evidence of the recontextualising “relay” process of training. Bernstein’s theory of recontextualisation is used to discuss and explain the findings and to make meaning in relation to the effective engagement with environment and sustainability concerns.

Chapter Six

Recommendations are outlined in this final chapter based on the discussion of the findings.

1.8 CONCLUSION

This study is intended to assist the national, provincial and district Department of Basic Education on issues that may impact negatively on the process of curriculum implementation. This will assist the DBE in future endeavours to strengthen curriculum

implementation and also with intervention strategies to support both curriculum planners and teachers especially on CAPS implementation with regard to EE.

CHAPTER 2: THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION AND ITS INCLUSION IN THE CURRICULUM

2.1 INTRODUCTION

This chapter reviews the development of environmental education (EE) in southern Africa and its inclusion in the curriculum through a series of environmental education initiatives that developed alongside processes of curriculum change. In this way, the chapter tracks how the concept emerged in response to environment and sustainability concerns and how environmental education came to be included in the curriculum from C2005 to the Curriculum and Assessment Policy Statement (CAPS). This chapter will also highlight challenges that were identified during the implementation of environmental education in these curricula so as to begin looking at the research concern to examine the relay mechanism and processes of recontextualisation. To explore this research focus, the chapter discusses Bernstein's theory of pedagogic discourse as the theoretical framework that underpins this study before a brief review of existing research on the inclusion of environmental education in teacher professional development and classroom practice.

This chapter will therefore present a holistic view of the development and inclusion of EE in the curriculum and how this has been strengthened in successive curricula reviews. The challenges facing the training and implementation of EE will also be explored. This will lead to examining alternative strategies to teacher development with regard to curriculum review and training.

2.2 HOW ENVIRONMENTAL EDUCATION EMERGED

O'Donoghue (1993), citing Ramphela (1991) explained how the need for environmental education emerged due to modernism and apartheid, which gave rise to unique and complex environmental problems that include inequality and poverty. Beck (1999) referred to modernity as a world characterised by risk and uncertainty. Some of the concerns linked to emerging social-ecological risk are personal safety, food security, health and poverty. Here the most vulnerable are the poor, although Beck (*ibid.*) asserted that these risks affect both the poor and the wealthy.

2.3 INTERNATIONAL INITIATIVES IN THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION

Since 1972, there have been a number of inter-governmental conferences organised internationally as a response to the rapid decline of the global environment. These included the Rio de Janeiro meeting held in 1992, the United Nations Conference on Environment and Development (UNCED) or the Earth Summit. The Earth Summit focused on the role of environmental education as an educational response to the environmental crisis. Chapter 36 of Agenda 21 is a document that emerged from this summit. It described environmental education processes that involve teachers and learners in promoting sustainable development and improving the capacity of people in addressing environmental and developmental issues.

2.3.1 The treaty on environmental education for sustainable societies

Subsequent to the Earth Summit, the Treaty on Environmental Education for Sustainable Societies was developed. It recognised the central role of education in shaping values and social action and viewed environmental education as transformative in nature. This treaty promoted the active participation of everybody to respond to the challenges related to the environment. It noted that the root causes of environmental issues such as poverty were linked to socio-economic systems. This treaty adopted its own principles although they are not as widely known as the Tbilisi Principles. The following are some of the NGO Forum Principles that provide insights on how environmental education was framed as an emerging response to widening environment and sustainability concerns:

- Education is the right of all; we are all learners and educators.
- Environmental education, whether formal, non-formal or informal should be grounded in critical and innovative thinking in any place or time, promoting the transformation and construction of society.

“Environmental education must involve a holistic approach and thus an inter disciplinary focus in the relation between human beings, nature and the universe.”
(Loubser ,2000,p.43)

These principles promote critical and innovative thinking and are transformative in nature. This means that they are in line with the National Curriculum Statement (NCS) principles that will be discussed later in this chapter.

The Earth Summit was reviewed after five years and the consensus was that not much had been achieved as there was still no positive impact on the environment or improvement in the quality of life for the majority of people. Amongst the decisions taken during the review was the need to re-orientate education in countries with a strong education system.

2.3.2 Education for a Sustainable Future

In 1997 UNESCO published a document entitled *Education for a Sustainable Future*. This document sought to improve on the progress made by the Earth Summit. It aimed to take further the international debates on environmental education. It put more emphasis on lifelong learning and strengthened education as a key instrument for sustainable development.

Loubser (2004) noted that a seminar on Educating for a Sustainable Future was hosted by UNESCO and the South African Department of Education. This seminar emphasised a need for action, commitment and partnership with a focus on action for change in environmental education processes in curriculum settings. The significance of this summit and its commitment to curriculum change will be evident in the next overview and discussion on South African curriculum initiatives on environmental education and how transformation permeates these. The teaching practices that will be discussed later in this chapter will reflect the significance of action and change oriented teaching, learning and assessment.

Internationally there have been several initiatives to promote environmental education and all these have emphasised the role of education and its significance in improving quality of life.

2.4. NATIONAL OR SOUTH AFRICAN INITIATIVES ON THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION (EE)

According to Loubser (2004), environmental education started off in South Africa as conservation education which concentrated largely on education on soil erosion and conserving the use of natural resources. The depletion of natural resources was not related to its impact on communities, the economy and political issues related to the depletion of resources. This did not take into cognisance the effect of these conservation issues on society.

Loubser (ibid.) further explained that the history of environmental education is bound with social, economic, political and ecological considerations. This means that environmental education has evolved from a simple understanding of a people-environment relationship to a more sophisticated understanding to include all aspects of the environment, global and local, biophysical and social. O'Donoghue (1993) concurred with Loubser and identified four interacting factors that are needed to frame an environmental conception. These factors are social, economic, political and ecological. These were highlighted by the Treaty for Environmental Education and Sustainable Societies as outlined by Loubser (2004). This means that environmental education is more than the relationship between people and the environment. This relationship has resulted in an expansion of environment and sustainability concerns into socio-economic and political issues.

NGOs also played a “pioneering role” in the environmental education practice in South Africa. Organisations like the Wildlife and Environment Society of South Africa (WESSA) have emphasised the significance of educating communities about their environment. Loubser (ibid) highlighted the fact that during this period, it is worth noting that many education departments did not support environmental education initiatives. He identified several environmental education initiatives and programmes in former homelands of the pre-1994 South Africa. These initiatives happened in rural areas, where poverty levels were high and communities felt the pain of environmental degradation as they heavily relied on agricultural activities for survival. These homelands were Bophuthatswana (North West), KwaZulu (KwaZulu-Natal) and KaNgwane (Mpumalanga).

2.5 THE ENVIRONMENTAL EDUCATION POLICY INITIATIVE

In 1989 a White Paper on Environmental Education was established in the South African Parliament and this was initiated by the then Department of Environmental Affairs. This paper embraced the Tbilisi principles and it was met with resistance as politicians felt that the Tbilisi principles had not been developed from consultative practices.

Lotz-Sisitka and Janse van Rensburg (2000) described how, in 1993, the Department of Environmental Affairs initiated a broad based movement to lobby for environmental education in the curriculum. This saw the start of the national Environmental Education

Policy Initiative (EEPI). The EEPI was established at a critical time and was well timed because a new educational dispensation was being shaped. As a result, the EEPI lobbied extensively for environmental education in the curriculum. One such initiative was the Environmental Education Curriculum Initiative (EECI that will be discussed in the next section.). The EEPI was recognised as a full member of the National Education and Training Forum. Thus, when the White Paper on Education and Training appeared in 1995, a need for environmental education also appeared. This should have an active inter disciplinary and integrated orientation and its role in sustainable development of resources.

After the White Paper on Environmental Education in 1989, the Environmental Education Policy Initiative (EEPI) was established in 1992. Unlike the White Paper on environmental education, the EEPI was a participatory state/civil society policy making alliance. A key outcome of the EEPI was a resolution at the National Education Coordination Committee (NECC) conference in 1993 which stated that

This conference... therefore resolves that ... the curriculum will develop the understanding, values and skills necessary for sustainable development and an environment that ensures healthy living.
(Clacherty, 1993b) in Loubser (2004)

There were other initiatives and educational programmes designed by universities and colleges of education that offered three-year courses on environmental education. These were not sustained due to political changes in 1994.

The same political climate that threatened the sustainability of environmental education courses became an opportunity for the development of environmental education. Political parties began to position themselves environmentally. This was due to the fact that the South African Constitution linked environmental issues to human rights and social responsibilities. The Bill of Rights in the Constitution, Chapter two, Section 24 (RSA, 1996, p.11) stated that:

Everyone has a right:

- a. To an environment that is not harmful to their health or well- being; and

- b. To have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that
- Prevent pollution and ecological degradation;
 - Promote conservation; and
 - Secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

According to Loubser (2004), this clause was reproduced in the ANC's Policy Framework for Education and Training in 1994, and the principle was established in the 1995 White Paper on Education and Training (DoE, 1995). This set the scene for ongoing environmental education curriculum development in South Africa.

2.6 THE ENVIRONMENTAL EDUCATION CURRICULUM INITIATIVE (EECI)

The Environmental Education Policy Initiative changed focus to become Environmental Education Curriculum Initiative (EECI) that focused on environmental education curriculum related policies. The EECI educators established themselves as stakeholders in the curriculum development of the new outcomes based education curriculum, named Curriculum 2005 (C2005). They were also part of the streamlining and strengthening of C2005 and the development of the National Curriculum Statement (NCS).

All these processes marked the inclusion of environmental education in the curriculum. These processes that included government departments and agencies were involved in conceptualising environmental education in the curriculum. They were involved in environmental education policy development in the curriculum. This is the Official Recontextualisation Field (ORF) according to Bernstein. It can also be referred to as the production field of knowledge. This process marked curriculum change in South Africa and the promotion of environmental education EE as a curriculum response to environment and sustainability concerns.

According to Lotz-Sisitka and Janse van Rensburg (ibid.) these developments were to become a mainstream concern for all General Education and Training (GET) educators in South Africa.

In June 2000, the Council of Education Ministers noted that environmental education (EE) should receive special attention in the revision of the curriculum. This was a remarkable achievement for environmental education in South Africa.

2.7 FROM C2005 TO CURRICULUM AND ASSESSMENT POLICY (CAPS)

C2005 is preceded by a long journey of transformation, according to Christie (1985). The People's Education Movement that was established after 1976, advocated for curriculum change and equality in education. This movement was later formalised and called the National Education Crisis Committee which was instrumental to the formation of the National Policy Initiative. The White Paper on Education and Training that was developed in 1995 was a product of these initiatives. This led to the transformation of the South African education system.

The first major curriculum statement was developed in 1996 and was called Lifelong Learning through a National Curriculum Framework. This document was informed by the principles derived from the White Paper on Education and Training (1995), the South African Qualification Act (No. 58 of 1995) and the National Education Policy Act (No. 27 of 1996). The White Paper was advocating for major changes in education to transform teaching and learning in South Africa. This implies that both the content, teaching practices and assessment were to be transformed.

2.7.1 Curriculum 2005

Curriculum 2005 (C2005) was introduced and environment was featured as a Phase Organiser across the learning areas. This was in line with the recommendations of Chapter 36 of Agenda 21 that suggested that EE be integrated in all subjects. All activities would be developed around the environment. According to Pat Irwin and Lotz-Sistka in Loubser (2004) environment was defined as a cross-curricular phase organiser in C2005. This implied that all teachers in all learning areas needed to consider an environmental focus. C2005 was later restructured and the phase organisers were dropped in the NCS.

The Department of Education showed its commitment to EE by establishing a project that aimed at supporting teachers and curriculum advisors on environmental education. This was the National Environmental Education Project for General

Education and Training (NEEP-GET). This project played a significant role in supporting environmental education in the new curricula, i.e. C2005 and NCS.

2.7.2 The National Curriculum Statement (NCS)

The Overview document of October 1996, states that the National Curriculum Statement was published and implemented in schools in 1998. The following were some of the unique curriculum design features of the NCS:

- Critical and specific outcomes;
- Range statements and assessment criteria; and
- Phase organisers and programme organisers.

Environment was one of the phase organisers for most learning areas. Each learning area had to plan its lessons around the context and theme of environment. This was not an easy task and contributed towards some of the challenges that teachers raised with regard to the implementation of this curriculum.

Teachers were to consider the list above when preparing for teaching and learning. This became a nightmare for teachers who claimed that considerable amounts of time were spent on preparing for teaching and learning.

2.7.3 The Revised National Curriculum Statement

C2005 was reviewed because of challenges reported by teachers. The Revised National Curriculum Statement was introduced (RNCS). It is worth noting that the RNCS included an environment focus. This still showed the commitment of the government towards environment in education. The principles of RNCS reflected what was contained in the Constitution, for example, social justice, a healthy environment, human rights and inclusivity and a high level of skills and knowledge for all.

Some of these principles are still feature prominently in the CAPS (social justice, a healthy environment, human rights and inclusivity). This implies that CAPS is indeed a vehicle to facilitate the implementation of NCS and not a new curriculum.

2.8 ENVIRONMENTAL EDUCATION (EE) IN THE NATIONAL CURRICULUM STATEMENT

C2005 was later reviewed as teachers were faced with challenges of implementation. The National Curriculum Statement (NCS) was then introduced. The features of the NCS were learning outcomes and assessment standards. Environmental Education was prominent in this curriculum. In Life Orientation, environmental education was featured in Learning Outcome 1 that is, Health Promotion, that states that the learner is able to make informed decisions regarding personal, community and environmental health. The assessment standards further explained what to teach in which grade. The table below indicates the learning outcome and the different assessment standards of each grade to show progression.

Extract from RNCS Grades R-9 Life Orientation Policy (2002)

3.2.3 GRADE 4-6 (Intermediate Phase) Learning Outcome 1 and assessment standards

HEALTH PROMOTION	GRADE 4	GRADE 5	GRADE 6
The learner will be able to make informed decisions regarding personal, community and environmental health	We know this when the learner:	We know this when the learner:	We know this when the learner:
	Investigates menus from various cultures and suggests plans for healthy meals	Explores and reports on ways to protect the quality of food and water in various contexts	Interprets food labels and critically discusses health effects of listed ingredients
	Explores and reports on links between a healthy environment and personal health	Investigates a local environmental health problem using different data resources, and plans a strategy to address the problem	Participates in a problem solving activity to formulate environmentally sound choices and/or actions

	Explains children's rights and responsibilities, and suggests ways in which to apply these in familiar situations	Recognises the symptoms and causes of locally occurring diseases and discusses prevention strategies	Explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values.
	List and explain traffic rules relevant to road users	Explains individual health and social effects of substance abuse	Identifies different forms of abuse and suggests strategies to deal with them

2.9 CHALLENGES OF TRAINING AND IMPLEMENTATION OF C2005 AND NCS

A study by Rosenberg (2008) indicated that the implementation of this curriculum was problematic as teachers claimed that they were poorly trained. In 2000, Curriculum 2005 (C2005) and its implementation was reviewed. The review concentrated on the following:

- Structure and design of the curriculum;
- Teacher orientation (relevant to my study);
- Training and development (relevant to my study – refer to this in Chapters Four and Five);
- Learning support material, including textbooks (relevant to my study); and
- Provincial support to teachers in schools (discussed in Chapter Five).

The recommendations from the review committee were that the design features should be streamlined. The design features were reduced from eight to three, namely the critical and developmental outcomes, the learning outcomes and assessment standards. In order to strengthen RNCS implementation, the following had to improve:

- Teacher orientation and training;
- Learning support material; and
- Provincial support.

Teacher training was one of the challenges that was identified with the implementation of C2005.

The NCS was not without challenges. Teachers complained that they did not understand the assessment standards. Rosenberg (2008) claimed that curriculum policy interpretation, introduction and implementation lacked clarity and depth. This applies to C2005 and the NCS. Results of a study on the NEEP-GET reported that outcomes based and learner-centred approaches to education were being interpreted in problematic ways. This resulted in empty, superficial and incoherent learner activities. The challenge for teachers was the “open knowledge framework” (Rosenberg, 2008, p. 30) that was created by the new curriculum to accommodate context and relevance for learners.

Minister of Basic Education, Angie Motshekga appointed a Ministerial Task Team to review the implementation of the NCS Grades R-12 (Curriculum News, 2011). The mandate of this task team was to identify the challenges and pressure points that impacted negatively on the quality of teaching in schools and to propose measures that could address these.

From 6-13 July 2009, DBE held public hearings in all nine provinces to respond to the teachers’ challenges. This culminated in a number of recommendations that are outlined in the Curriculum News (May 2011). Some were short term and included issues on learner and teacher portfolios and the number of assessment tasks to be administered. The work load on the teachers had to be reduced. The introduction of the Curriculum and Assessment Policy Statement (CAPS) was going to be incremental. CAPS in Foundation Phase was implemented in 2012, Intermediate

Phase was implemented in 2013 and Senior Phase in 2014. Once again the review was meant to streamline the curriculum for effective implementation. The environment focus was streamlined and strengthened in CAPS as it is known for its strong content base. Environmental education thus appeared as a series of environment and sustainability topics in different subjects.

From the above discussion on challenges with implementation of curriculum, teacher training and content knowledge have been highlighted. It will be interesting to note how these will be addressed with the introduction of CAPS.

2.10 THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)

2.10.1 Content

In CAPS, Intermediate Phase, learning areas are reduced from eight learning areas to six subjects. Life Orientation has merged with Arts and Culture to become Life Skills. This subject is composed of three study areas, namely;

- Personal and Social Well-being (PSW);
- Physical Education; and
- Creative Arts.

Life Skills is allocated four hours per week broken down into one and half hours for PSW and for Creative Arts and one hour for Physical Education.

It is worth noting that CAPS is not a “new curriculum”. It is a vehicle to implement the NCS effectively. This is why in all the CAPS documents reference is made to NCS. One of the principles of the NCS Grades R-12 (CAPS, 2011) is high knowledge and high skills. One of the criticisms levelled against previous curricula was lack of content that resulted in teachers being unable to teach effectively. The learning outcomes and assessment standards were not clearly stated in the previous curriculum. In CAPS, the content is clearly spelled out and paced over the period of the academic year in terms. There is an overview of all the topics to be dealt with and an Annual Teaching Plan that unpacks the topics for each term also indicating the amount of time to be spent on each topic. This is why CAPS is viewed as a content-driven curriculum.

In the Life Skills curriculum for Grades 4-6, Personal and Social Well-being is expressed as a study area containing three topics, namely:

- Development of self;
- Health and environmental responsibility; and
- Social responsibility.

In the CAPS Life Skills (2011, p. 8) Personal and Social Well-being is defined as the study of the self in relation to the environment and society. It provides learners with opportunities to practise life skills required to make informed choices regarding personal lifestyles, health and social well-being. The socio-economic dimension of environmental education is highlighted in CAPS.

For the purposes of this study I will explore the topic “health and environmental responsibility” as it relates to my research focus that seeks to explore how environmental education is situated in the CAPS and how it is recontextualised from policy to practice, i.e. from the Official Field of Production (ORF) to the Professional Field of Production (PRF).

Life Skills explicitly contains content that addresses issues of environmental education and because it is more content-driven, the environment and sustainability content (environmental education) has been clearly spelled out or outlined in the teaching plan and annual teaching plan.

The subject Life Skills, like the NCS, includes the following principles, inter alia:

- Human rights, inclusivity, environmental and social justice: infusing the principle and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- To teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others:
- To guide learners to make informed and responsible decisions about their health and environment

2.10.2 Teaching, Learning and Assessment Practices

The Introductory Core Text of Fundisa for Change (FfC) (2013) as a teacher professional initiative identifies three essential aspects of teaching, namely:

- Knowing your subject;
- Improving your Teaching Practice; and
- Improving your Assessment Practice.

These three aspects are interrelated and together they contribute towards quality teaching and learning. The lack of these aspects can be detrimental towards quality education or achieving the outcomes of any education system. As previously noted, the study conducted by Rosenberg (2008) indicated that teachers lacked content knowledge on EE and this led to the review of the curriculum.

Knowledge of any subject is critical for better understanding of the subject. Each subject seeks to address concepts that contribute towards the development of the learners and his society. Once the content is not clear it defeats the whole purpose of that subject.

The use and selection of best teaching methodologies are also crucial so as to facilitate the understanding of the concept. Certain subjects lend themselves to certain or even specific teaching practices, e.g. science subjects are more investigative and practical and thus calls for such teaching methods, Life Skills/Life Orientation calls for deliberative teaching methods.

The content for environmental knowledge is new and contested. Climate change is a good example. A few years ago, there was nothing like climate change and it was difficult if not impossible to find textbooks or any texts that dealt with it at school level. Our knowledge on these issues is incomplete. Teachers and learners are not familiar with working with contested or open knowledge.

The FfC (2013) introductory document states that at the heart of quality education lies good teaching practice. This statement implies that one needs good teaching practices to achieve quality education. The document acknowledges the fact that each subject lends itself to a particular method. Life Orientation, according to this document, favours deliberative methods. It proposes “categories of methods to environmental learning. These include experiential methods, investigative methods, learning by doing methods and deliberative methods.

The PRF has two sub-fields and CAPS represents one of these levels where CAPS as a policy outlines what needs to be taught in the classroom. The teacher has to make this content become classroom talk, meaning that the teacher has to reproduce this knowledge or content for the learners. This has implications on teaching and learning methods and assessment. These teaching and learning methods are part of

what Bernstein (1996) termed the relay device. He believed that the message that he refers to as pedagogical knowledge is passed from one source to another. In the case of this study, it is the curriculum that is recontextualised from the ORF to the PRF.

Bernstein (1996) further explained that the recontextualising principle recontextualises the “how; that is the theory of instruction” (p. 35). This ‘how’ refers to the teaching practices used. The “what” and the “how” have been identified as a knowledge gap in teachers. De Clerq and Shalem (2014) in a review of twenty years of education transformation in Gauteng have claimed that teachers lack the mastery of language instruction, the what and how to teach.

Rosenberg (2009) advised that on choosing a teaching method and a learner activity, one needs to ask a few questions, for example,

- What do the children need in order to learn?
- Is this activity the best way for the children to learn this?
- Does the activity give them access to new knowledge and/or relevant skills?
- How does the activity connect with what has been taught previously and how does it connect with the next activity?
- What must be done to check and consolidate learning? and
- How long will it take to do this activity well?

These questions indicate good planning for teaching and learning. If a teacher can answer them, the teacher has a good grasp of his content and what he seeks to achieve. He plans with the learner in mind. These questions also accommodate assessment as an integral part of teaching and learning. These questions also imply that certain content will require a different teaching method, depending on what the learners are required to know. These questions also accommodate learners with different learning styles as some content will require audits, field work, role play, practical work or group work.

2.11 ASSESSMENT

Assessment is an integral part of teaching and learning. It is part of planning for teaching. In all the curriculum reviews assessment has always been referred to as an integral part of teaching and learning. The Fundisa for Change Introductory Core Text

(2013) identifies three essential aspects of teaching. These include improving assessment practice.

The Curriculum and Assessment Policy Statement (CAPS) has improved on assessment compared to previous curricula. It has set out clearly a programme of assessment for each grade and the mark allocation. This is an example of a programme of assessment for Personal and Social Well-being (PSW).

TASK 1			TASK 2	TASK 3	TASK 4	
GRADE 4	GRADE 5	GRADE 6	GRADE 4-6		GRADE 4 & 5	GRADE 6
Assignment/ Design and make 30 marks	Assignment/ Case study/ Design and make 30 marks	Assignment/ Case study 30 marks	Test 30 marks	Project 30marks	End of year examination 30 marks	End of year examination 60 marks

CAPS (2013, p. 52)

Another significant change in CAPS is the weighting of School Based Assessment (SBA) for each grade. In the NCS for example, Foundation and Intermediate Phases did not have an SBA component. They progressed with 100% school based assessment.

PHASE	SBA Component %	End of year examination %
Foundation Phase	100	0
Intermediate Phase	75	25
Senior Phase	40	60
FET Phase	25	75

2.12 RESEARCH IN TEACHING AND LEARNING METHODOLOGIES

The 2015 Diagnostic Report on learner performance identifies teacher knowledge, competence and teaching methods (shortcomings in teaching and learning) as major challenges that contribute towards high failure rate.

Taylor and Vinjevold (1999) claimed that many of the Provincial Education institute research projects explicitly or implicitly link the teacher's knowledge of the discipline or subject they are teaching to their pedagogic knowledge and practices. This means that conceptual knowledge is related to good teaching and learning. Lack of pedagogical knowledge and practices result in a teacher-centred approach, low level questions that lack higher order skills such as investigations.

This broadly refers to teaching practices used by teachers in the classroom in their everyday teaching and learning. Lotz-Sisitka (2009) cited Morrow (2007) who argued that the aim of teacher education is to enable epistemological access to knowledge in the modern world. This implies that there has been a change in the form of knowledge that learners have to access. The source of this knowledge for the learners is the teacher. For the purposes of environmental learning, teachers lack this contested and uncertain knowledge. Textbooks also do not assist the teacher in dealing with this knowledge because knowledge in textbooks is presented as cut and dried and no room is made for such uncertain knowledge. Most teachers rely on textbooks for content and the DoE has put a strong emphasis on the utilisation of textbooks.

In the case of EE knowledge, teachers have never been trained or taught the current knowledge on climate change, for example. Lotz-Sisitka (2009) explained that there is a distinction between context dependent and context independent knowledge as cited by Gamble (2006). Daniel (2001), as cited by Lotz-Sisitka (2009), referred to school knowledge and everyday knowledge. This means that a teacher must be able to teach both school and everyday knowledge and be able to show the relationship between the two. Bernstein (1996) refers to this knowledge as "the thinkable and unthinkable" (Bernstein, 1996, p. 29) class of knowledge.

This statement is supported by Taylor and Vinjevold (1999), citing Hofmeyer (1993), Enslin (1992), Chisholm (1993). These writers suggest that the doctrine of fundamental pedagogics has had detrimental effects on teachers' thinking and practice. It is based on premises that can be interpreted as authoritarian where the

teacher is an authoritarian adult who knows and the learner is being led by the teacher towards adulthood. The implications of this thinking are that the learner depends solely on the teacher. This might lead to a situation where the learner is viewed as passive. This thinking views the learner as tabula rasa. This leads to a scenario where teachers cannot deal with deliberative methods of teaching. Such teachers rely on the telling method.

The NEPI report claimed that this pedagogy prevents the teachers from “developing an understanding of the relationship between education and the context in which knowledge and understanding are created and shared” (NEPI, 1992, p.17). This means that fundamental pedagogics discouraged contextual learning that promotes critical and innovative learning. Enslin (1990), as cited by Taylor and Vinjevoold (1999), claimed that fundamental pedagogics “heads off the possibility of critical reflection on that system by making reflection illegitimate”.

Most teachers prior to 1994 were the products of this system and propagated learners who were not encouraged to become critical and innovative. Classroom knowledge was the knowledge and all other knowledge outside the classroom became illegitimate. This could be the reason why curriculum reviews that promoted critical thinking are faced with challenges for both teachers and learners as teachers were trained to understand the latter pedagogy.

This means that good and effective teaching practice plays a role in accessing these types of knowledge. This applies to environmental education and education for sustainable education as it is fairly new for South African teachers. For the purposes of this study, I will review and discuss current teaching practices and how these promote environmental education and education for sustainable education in the Curriculum and Assessment Policy (CAPS) for Life Skills.

Hart, Jickling and Kool (1990) asked questions on what environmental education envisages for learners. These questions were in line with the learner that the NCS/ CAPS envisage.

The NCS/ CAPS envisage learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;

- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes. (CAPS, 2011, p. 5)

Hart et al. (1990) claimed that environmental education must lead students to:

- Think critically and creatively and reason carefully;
- Analyse, synthesise and evaluate information and arguments; and
- Explore how attitudes are shaped through physical, social and political contexts.

De Haan in Hart, Jickling and Kool (1990) explained the *Gestaltungskompetenz* as the ability to:

- Gather knowledge;
- Think and act in a forward-looking manner;
- Cooperate in decision making; and
- Plan and act autonomously.

The NCS and Hart et al. (1990) concurred on what an environmental education programme should seek to achieve. This has implications for teaching practices and justifies discussing teaching practices in this study. This means that the teaching practices of teachers should promote critical thinking, an ability to collect, analyse and evaluate data.

2.13 TEACHER DEVELOPMENT IN SOUTH AFRICA

It is worth discussing teacher development in South Africa in the light of the curriculum transformation, as this has direct implications on teacher pedagogical knowledge and teaching methodologies. Teachers need to be knowledgeable regarding EE content and this is often new for teachers. Teacher development will play a vital role to ensure that teachers are equipped to deal with curriculum changes effectively and efficiently. This is supported by Lotz-Sisitka (2009), citing Morrow (2007), who argued that the aim of teacher education is to enable epistemological access to knowledge.

The Integrated Strategic Planning Framework (2011) for Teacher Education and Development in South Africa 2011-2015 was the product of the resolution that was taken during the Teacher Development Summit that was held in Johannesburg in

2009. It is worth mentioning that this summit took place while there were major changes in the curriculum.

According to the developed Teacher Development Framework (2011), the plan seeks to improve the quality of the Teacher Education Development (TED) so as to improve the quality of teachers and teaching. This plan puts the teacher at the centre of its system as the teacher is crucial in the process of curriculum transformation. Teachers are responsible for putting across content knowledge to learners.

This framework further explains that the Department of Basic Education will establish a National Institute for Curriculum and Professional Development (NICPID). The responsibility of the NICPID is to:

- Develop activities to assist teachers;
- Develop interventions to improve teachers' classroom practice;
- Develop user friendly diagnostic tests for teachers to assess their professional competence; and
- Bring together expertise from across the education system to develop appropriate courses for teachers.

The framework also seeks to support teachers and give access to professional development opportunities that will be enhanced through the provision of facilities that will allow teachers to access teacher development opportunities near their work place. This will take place at three levels i.e. at local level where teachers, subject advisors and mentor teachers will form Professional Learning Communities (PLCs). These will be established with the intention of expanding peer learning opportunities.

In the Eastern Cape, such structures exist and are called Learning Area Committees but with the introduction of CAPS these are now Subject Committees that start at circuit/cluster level. These are documented in the Provincial Curriculum Guidelines (PCG 3).

The next level is the district level where the Provincial Education Departments (PEDs) will establish District Teacher Development Centres (DTDCs). These will be sites close to teachers where they will be able to access resources and attend their PLC meetings.

At provincial level, the PEDs will be responsible to establish Provincial Teacher Development Institutes (PTDIs). These PTDIs will serve as a base from which the provinces coordinate and deliver all national and provincial priority Continuing Professional Development (CPD) programmes.

In the Eastern Cape, such institutions exist although their functionality is not exactly according to the framework. There are currently three Education Leadership Institutes (ELIs) that are utilised for capacitation of both teachers and subject advisors by the Provincial Curriculum Planners. These are in East London, Mthatha and Port Elizabeth.

The framework states that teachers will benefit from the plan by:

- learning how to identify their gaps in the subject content through the analysis of learner performance;
- actively learning with colleagues in the PLCs;
- accessing funding to do quality assured courses that are content rich and pedagogically strong; and
- understanding the curriculum and learning support material, preparing lessons and delivering them competently.

2.14 TIME FRAMES FOR THE IMPLEMENTATION OF THE PLAN

Time frames for the implementation of the plan have been divided into three, namely, immediate term, medium term and longer term priorities.

2.14.1 Immediate Term Priorities (2011- 2014)

The plan outlines these priorities as targeting professional development for classroom teachers, school leaders and curriculum advisors. Underperforming schools will be targeted to access programmes in priority subjects like Literacy and Numeracy in foundation phase. For the intermediate and senior phases, the targeted subjects are English First Additional Language (FAL), Mathematics, Science and Technology. Professional Learning Communities will be initiated for subject and issue based learning.

The above plans already exist as support is given to Languages and Maths and these are even assessed through the Annual National Assessment (ANA). The results of

these tests are analysed and the DBE recommends intervention strategies to improve learner performance.

The priorities also include the establishment of Provincial Teacher Education Committees and the National Institute for Curriculum and Professional Development.

2.14.2 Medium Term Priorities (2011-2020)

Subject and issue based Professional Learning Communities will be widely established and the PTDIs will be fully resourced at provincial level. The professional development of teachers and subject advisors will be reviewed and strengthened.

2.14.3 Longer Term Priorities (2011- 2025)

These priorities include, amongst others, the establishment of new Teacher Education Institutions (TEIs). Teaching schools will be established in connection with all TEIs sites. Another priority is the establishment of fully resourced District Teacher Development Centres (DTDCs).

This development is crucial as there is evidence that teachers need to strengthen their content knowledge to improve learner performance and thus the quality of life of all South Africans.

2.15 THEORETICAL FRAMEWORK

This study is informed by Bernstein's structure of pedagogic device and his theory of curriculum recontextualisation. This structure refers to the formation and delivery of educational knowledge. Bernstein (1996) described it as a relay system or a "pedagogic device". He further claimed that many studies concentrated on what is relayed, i.e., the pedagogic content in the context of this study. These studies, he asserted, do not look at what constitutes the relay. He referred to the grammatical composition of what is relayed and the meaning attached to it. Meaning is very crucial in what is relayed as it is not ideologically free. Meaning is dependent on the context and culture of that society. This will be evident in Chapters Four and Five where findings will be discussed.

In the case of this study the relay is the EE within the CAPS policy that is translated into practice through teacher orientation training. This relay is traced from the development of the orientation manuals (production of knowledge), training of

provincial officials, orientation of subject advisors (recontextualisation) and onto the orientation of teachers (reproduction). The “what” of the relayed is examined and how it is done. The recontextualisation of the “what” (knowledge/content) and the “how” (teaching methods) through teacher training, is central to this study.

2.15.1 The Pedagogic Device

Bernstein (1996) explained the pedagogic device as a device that regulates pedagogic communication and has a set of rules that regulate this communication. The pedagogic communication refers to teaching and learning, communicating the content knowledge through teaching and learning. The sets of rules that regulate this communication are intrinsic and are stable but not ideologically free. This refers to the fact that during teaching and learning, the meaning of the content that is relayed is influenced by the context and teachers’ ideologies.

The pedagogic device becomes a site of appropriation, conflict and control. This means that during the process of pedagogic communication, what is pedagogised changes and causes conflict especially considering the power relation of who says what to whom. This refers to the actual communication of the pedagogic content. The power relations refer to the actual relay of the content. This starts at the level of higher education institutions up to the level of the classroom. These power relations imply that there are levels of authority and their ideologies are infused in the content. This influences how this content is received and disseminated. In the case of this study it is evident during the orientation of CAPS from national level up to the district level. DBE has a set of stable rules and authority over what and how the knowledge is pedagogised.

The fields of production are explained differently by Singh (2002) who cited Bernstein and identified three main fields of pedagogic device, namely production, recontextualisation and reproduction. Through recontextualisation, a discourse is moved from its original site of production to another where it is changed. This means that the recontextualised discourse is no longer the same because it has been “pedagogised” (Singh, 2002, p. 574). The implications are that in the course of recontextualisation there may be a loss of original or intended meaning.

Production is where knowledge is conceptualised by researchers and an influence of politicians who are custodians of the Constitution. Whatever knowledge is produced

should be in line with the Constitution and is influenced by policy. This is why orientation manuals will always have a strong policy focus. Knowledge is thus recontextualised by textbook writers and national and provincial officials and then reproduced at another level by teachers.

Singh (2002) defined the construction of the pedagogic device as a product of specific rules on how knowledge is recontextualised in schools, how this knowledge is distributed at different levels of the schooling system and how its attainment is evaluated. This refers to how content is distributed across grades and how it is assessed. The conflict about the pedagogic device therefore centres on distribution, recontextualisation and evaluation. The distribution in the case of this study is at the level of the district CAPS orientation and the recontextualisation also takes place during this level. The conflict is also caused by the ideologies and meaning attached to the content, i.e. EE content in the CAPS.

Singh further noted that the pedagogic device is a principle that removes (de-locates) a discourse from its context and relocates it according to its own principle of selective re-ordering and focusing. In this process of de-location and re-ordering, power relations are removed. It is therefore a recontextualising principle which selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order.

This principle is evident in the process of CAPS orientation from national level through to where teachers develop lesson plans. The content is de-located and re-located in the process to make meaning for that context. In the two sites used by this study it was interesting to look out for de-location and re-location according to the different contexts.

2.15.2 The Rules of the Pedagogic Device

Bernstein (1990, 1996 and 2000) identified three interrelated and hierarchically organised rules, namely:

- Distributive rules;
- Recontextualising rules; and
- Evaluative rules.

2.15.2.1 The distributive rules

The function of these rules is to regulate the relationship between power, social groups, forms of consciousness and practice. These rules specialise forms of knowledge, forms of consciousness and forms of practice to social groups. This means that these rules prescribe knowledge and how to disseminate this knowledge to the society. These rules mark and distribute who may transmit what to whom and under what conditions. Bernstein (1996) further explained that the distributive rules create a specialised field of production of discourse, with specialised rules of access and power control. This field, he explained, is controlled by the state. Distributive rules according to Bernstein (1996) distribute access to knowledge, both new knowledge and official knowledge.

According to Bernstein (1996), the distributive rules specialise access to the production field where new knowledge takes place. This does not mean that other institutions or people cannot create new knowledge. He further explained that these rules create specialised fields of production that are controlled by the state.

2.15.2.2 The recontextualising rules: pedagogic discourse

Bernstein (ibid.) defined the pedagogic discourse as a rule that embeds two discourses, i.e. a discourse of skills which is an instructional discourse and a discourse of social order which is more of a regulative discourse.

He further explained that the pedagogic discourse is a principle for the circulation and re-ordering of discourses. He therefore explained this discourse as a recontextualising principle. He claimed that the pedagogic discourse is constructed by a recontextualising principle which selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order. The recontextualising principle recontextualises the “what” and “how” of the pedagogic discourse. This means that it determines the content and teaching methods.

The recontextualising principle creates recontextualising fields; it creates agents with recontextualising functions. The function of the recontextualising field is to create the fundamental autonomy of education.

Bernstein (1996) concluded that from the recontextualising principle there is a movement to a recontextualising field. Bernstein (1981) distinguished between three fields, namely,

- the field of production where new knowledge is constructed;
- a field of reproduction; and
- a field of recontextualising which appropriates discourses from the field of production and transforming them into pedagogic discourses.

Bernstein (1996) distinguished between an official recontextualising field (ORF) and a pedagogic recontextualising field (PRF).

The process of recontextualisation entails principles of de-location and re-location and during this process, ideological transformation of the original discourse takes place. Bernstein (ibid.) claimed that when a discourse moves from its original site to a pedagogic site during this process, the original discourse is abstracted from its social base, its position and its power relations. This means that it loses its social base and power. It is not the same anymore and a gap is created during this process and ideological transformation can take place.

Bernstein further explained that the recontextualising principle does not recontextualise the “what” of the pedagogic discourse (Bernstein, 1996, p. 3) meaning that it does not recontextualise the content only; it also changes “how” this pedagogic discourse is transmitted. This implies that the teaching methodologies are also recontextualised. The content, teaching methodologies and assessment are inseparable. Certain content is taught in a particular way and assessed likewise.

2.15.2.3 The official recontextualising rules

These construct the ‘thinkable, official knowledge (Bernstein, 1996, p. 114). They also construct the “what” and “how” of that discourse. This means that these rules pedagogise “what” knowledge has been created by the state, i.e. the official knowledge. The “how” refers to the teaching methods: how this content is pedagogised.

2.15.2.4 The official recontextualising field (ORF)

According to Bernstein (1996), this field is created and dominated by the state. This field consists of pedagogues in schools and colleges, departments of education, specialised journals and private research foundations and writers of textbooks.

2.15.2.5 The pedagogic recontextualising field (PRF)

This field consists of pedagogues in schools and colleges, departments of education, specialised journals and private research foundations. Bernstein (1996) claimed that the state, in the form of the ORF, is attempting to weaken the PRF. It attempts to reduce the autonomy and power over the construction of pedagogic discourse and its social context. The reason might be that during the course of developing or creating a pedagogic discourse through recontextualisation, it loses its meaning as it is de-located and re-located. This study seeks to investigate how this de-location and re-location affects or impacts the intended meaning of the ORF.

2.16 THE EVALUATIVE RULES

According to Bernstein (1999), these rules operate at the classroom level. They define the standard to be achieved. They provide the criteria to be transmitted and acquired. He further explained that these rules act selectively on the content, teaching practice and context. These rules recognise the relation between the time/age, content and classroom practice (teaching and learning). This implies that these rules take into cognisance the age of the learners, the content to be taught and the space where teaching and learning takes place. This space can also be related to context. This study will also investigate the content and how it is taught and assessed without going into the physical classroom.

2.17 PREVIOUS EE RESEARCH ON RECONTEXTUALISATION

Nsubunga (2008) conducted a study on Natural Resource Management (NRM) in the curriculum of a rural disadvantaged school. Her findings showed how NRM was included in the policy statements of the NCS and how it became weaker in the classroom through the pedagogising of knowledge from the field of production (NCS) through recontextualisation and reproduction in the classroom. This finding concurs with what Bernstein (1996) asserted: the boundaries that insulate recontextualising fields are relatively very strong. This implies that at each level, the different agents attach their own interpretation of the discourses and result in weaker identification between

the different fields. This has been demonstrated in Nsubunga's (2008) research on Natural Resource Management (NRM) in the context of a Rural Disadvantaged School.

Ramsarup (2005) conducted a study on cases of recontextualising the environmental discourse in the National Curriculum Statement. Her study explained environmental discourses in the NCS and how these discourses were changing using Bernstein's theory of recontextualisation. In her two case studies, she observed training by DELTA environmental centre, analysed documents that included the policy documents for Life Orientation and Technology. She also observed a lesson in one school. From all these levels she was looking at environmental discourses from policy to implementation. The findings in this study again showed how at each level the discourses were changing and becoming weaker.

Through recontextualisation, a discourse is moved from its original site of production to another where it is changed. This implies that the recontextualised discourse is not the same as it has been "pedagogised" (Singh, 2002, p. 574) and therefore it might lose its original or intended meaning.

Jenkins (2007) also conducted a study on using school gardens in Life Orientation using Bernstein's theory of recontextualisation. He discovered that through ideological appropriation discourses do change.

The studies above all indicate that official knowledge loses its intended outcome through recontextualisation. The de-location and re-location often create gaps that are open to ideological interference. The teaching methods often contribute towards creating these gaps. The training of the new curriculum also contributes towards creating these gaps. These gaps often have a negative impact on the understanding and implementation of the curriculum.

CHAPTER 3: RESEARCH DESIGN DECISIONS

3.1 INTRODUCTION

This chapter gives an outline of the research design decisions that guided the research process of examining how the implementation of CAPS Life Skills curriculum training (as a recontextualising process) is engaging teachers in environmental education. I give an outline of the research methodology and the process used to generate data relevant to the aims and goals of the study. This chapter also includes details on the processes of data collection, analysis, and interpretation. Validity and trustworthiness are also considered.

3.2 RESEARCH METHODOLOGY

This study was undertaken as an interpretative case study. According to McMillan and Schumacher (2006), an interpretative approach is centred on the meaning that people make out of a phenomenon. In the case of this study, the phenomenon is how the implementation of CAPS Life Skills curriculum training (as a recontextualising process) is engaging teachers in environmental education.

This study was carried out during Curriculum Assessment Policy Statement (CAPS) orientation for teachers. It was centred on the implementation of training course materials developed by the Department of Basic Education (DBE) and the use of textbooks to develop lesson plans. The Life Skills curriculum training and its outputs were explored as a recontextualising process. The research set out to probe how teachers worked with environmental content to plan teaching and assessment practices in their lesson planning.

The interpretative case study design includes two cases of district level orientation training in two Education districts in the Eastern Cape. The two districts were selected because district A is rural and district B is more urban. Another reason was that district B was already active in environmental education and the subject advisor was involved in activities of education for sustainable development through the Eco-Schools programme. In contrast, the district A subject advisor had not been involved with any environmental education. The two case studies were used not to compare the findings but rather to scope the outcomes of the training in the two diverse districts and thus explore the range of the recontextualising outcomes (rural-urban and EE focussed and an area without background and supervising support in EE).

The data generated was examined to develop insight into the specifics of each case but was also examined for how EE content selection and associated teaching practices were incorporated. Here the inclusion of environmental education in Life Skills teaching was treated as a phenomenon of interest that was reviewed in each case to review emerging patterns of practice across the cases examined. My intention was to take the learning out of the study of each case into wider teacher support work in the province. Stake (2005) referred to this as a collective study design. Denzin and Lincoln (2011, p. 245) noted that “the researcher can examine multiple instances of a process as this process is displayed in a variety of different cases”.

As this is qualitative research, it allows the researcher to obtain a holistic picture of what goes on in a particular situation. The situation in this instance is the case study and how CAPS enables EE in Life Skills and how this is recontextualised during the teacher orientation training.

A holistic picture was achieved through the analysis of documents (CAPS documents and training materials) and through observations of mediated work with the Life Skills curriculum and textbooks during CAPS orientation workshops in the two districts. The analysis also included focus group interviews with teachers, interviews with subject advisors for Life Skills/ Life Orientation. The process of recontextualisation was traced through the whole process.

Document analysis provided a qualitative and holistic picture of how the recontextualising process unfolded. The document analysis included the analysis of:

- CAPS Life Skills policy document (Annexure A);
- Facilitator’s guide (Annexure B); and
- Participant’s Activities Book (Life Skills).

The study of the initial recontextualising process then developed through:

- Textbook analysis;
- Observation of teacher orientation; and
- Lesson plans developed during teacher orientation (Annexures C, D, E)
- A focus group interview with teachers (Annexure F)
- Interview with the workshop facilitator who is subject advisor of Life Skills (Annexure G)

One of the characteristics of an interpretative qualitative research design is that the researcher tries to understand the meaning people have constructed about the world and their experiences. In this study I initially tried to understand the meaning that policy developers (state), policy interpreters (subject advisors) and policy implementers (teachers) gave to EE in the training materials, through the training process and in the lesson plan outcomes for the CAPS Life Skills. Patton (1985) states that qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. The two districts are unique and the interactions with CAPS will be different. It was interesting to note or observe the interactions in the different cases dealing with the same CAPS as policy and how it is translated into practice through recontextualisation.

Patton (1985) further explained that qualitative researchers build towards theory from observations which reveal themes and categories. He concurred with Bryman (2012) who had identified another characteristic that stated that the researcher is the primary instrument for data collection and analysis and that the process is thus initially **inductive**; where the researcher gathers data to build concepts, hypothesis or theories, in this case in relation to a process of curriculum recontextualisation through a teacher orientation process that is carried through to district level implementation in teaching and learning interactions.

This study undertook to examine the recontextualising process in the CAPS orientation and its implementation to introduce environmental education in the life skills curriculum in two district contexts in the Eastern Cape of South Africa. Observations were undertaken in two districts where 16 and 91 teachers were orientated respectively. The purpose of the observation was to gather data on how the facilitators were utilising the training material that represents the Official Recontextualisation Field (ORF) and how the teachers were utilising this information to develop lesson plans, i.e. at the level of Pedagogic Recontextualisation Field (PRF). The focus of the observation was the training and recontextualisation of environmental education practices integral to CAPS.

Research findings indicate that the product of a qualitative study is richly descriptive. The use of words and pictures rather than numbers to convey what the researcher has learned about a phenomenon is significant. The observations assisted with providing

descriptions of context, the participants and data from the analysis of curriculum documents and emerging lesson plans. All these contributed towards the descriptive nature of a qualitative research study. Bryman (2012) stated that qualitative research tends to be concerned with words rather than numbers. He further identified three features of qualitative research, namely;

- it is an inductive view of the relationship between theory and research;
- it is interpretive; and
- it is constructivist in nature.

For the purposes of this study, a rich description was achieved through the analysis of curriculum and training documents, observing the teacher orientation workshops at two sites and through focus group interviews with teachers and subject advisor responsible for the Life Skills curriculum.

In conducting a qualitative study, one seeks to discover and understand a phenomenon, a process, the perspective and world views of the people involved or a combination of these. My study seeks to understand how the implementation of CAPS Life Skills curriculum training (as a recontextualising process) is engaging teachers in environmental education.

Rossmann (1995, cited in Merriam, 2002) suggested that qualitative research is designed:

- To understand processes, i.e. understand the process of recontextualisation of EE content from the documents that have been developed by DBE and how these are translated into orientation materials and activities during CAPS training. It also includes how textbook writers develop activities and assessment from the policy documents and these are used in teaching and learning activities by teachers who utilise textbooks to develop lesson plans (recontextualisation of CAPS EE content, teaching practices and assessment).
- To describe poorly understood phenomena, e.g. environmental education. Understand differences between stated and implemented policies or theories. This refers to the stated policies in the CAPS Life Skills Policy documents and the actual implementation of this policy through textbooks and lesson plans.

He further explained that a qualitative design is appropriate when one seeks to understand a phenomenon, uncover the meaning a situation has for those involved or delineate a process. In the case of this study, the researcher sought to understand EE content, teaching and assessment practices in Life Skills (Intermediate phase).

3.3 DATA GENERATION TECHNIQUES

According to Merriam (2002), data collection strategies are determined by the question of the study and by determining which sources of data will yield the best information to answer the question. Document analysis, observations and interviews are the traditional data generation techniques used in qualitative research and in this study.

The table below shows how the goals determined the data collection techniques:

RESEARCH GOALS	DATA COLLECTION TECHNIQUES
To review the EE content in the CAPS training material	Document analysis, the Life Skills CAPS document, the Eastern Cape training pack and Life Skills textbook for Grade 5 (Oxford) that was CAPS aligned and available at the time of the training
To gain insight into how teachers are working with EE content	<p>Observation of CAPS Life Skills (Intermediate phase) orientation training workshop in two case study contexts</p> <p>Interviews with teachers (focus groups) during orientation</p> <p>Analysis of lesson plans developed during CAPS orientation</p>
To gain understanding on teaching practices that promote EE	Analysis of lesson plans developed by teachers during the training in the two case studies contexts. This level of analysis represents recontextualisation at a Professional Recontextualisation Field. It means that this is the most critical level of recontextualisation where policy (CAPS-EE) translates into teaching, learning and assessment activities to be taught in the classroom.

3.4 DOCUMENT ANALYSIS

Merriam (2002) claimed that the strength of document analysis as a data source lies in the fact that documents already exist and do not intrude upon or alter the settings in the way that the presence of a researcher would. This means that to a certain extent they are authentic and are readily available without having to request access. In addition, no permissions are required as in the case, for example, of interviews and observations. Terre Blanche, Durrheim and Painter (2006) agreed that documentary sources are useful in all forms of qualitative research and are rich in almost unlimited sources of information.

The following documents were analysed and I explain the purpose of the selection of these documents and how these relate to my research question. This is **Phase 1** of the document analysis and it represents the ORF as the following points explain:

- **CAPS Life Skills document (Intermediate Phase).** This document was reviewed to explore pedagogic knowledge of EE in Life Skills in Personal and Well-being as a study area of Life Skills. This exploration was done at the level of the Official Recontextualisation field (ORF) which is related to my research question as this document has been developed at a policy making level by the National Department of Basic Education.
- **Facilitators Manual Life Skills 2012.** This document was reviewed on how the facilitator utilises it to mediate pedagogical knowledge and teaching methods to teachers during orientation (ORF).
- **Participants' Activities Book Life Skills CAPS Orientation 2012.** This document forms part of the training pack for CAPS orientation. It is the same as a participant's manual because teachers utilised it as an activity book during CAPS orientation. It has also been developed at the ORF level. It was reviewed in terms of how it promotes the understanding of pedagogic knowledge and teaching methods that are promoted or fostered through the activities during teacher orientation (ORF).

Document analysis was then extended to another level of recontextualisation which is the Professional Recontextualisation Field (PRF). The textbooks have been developed by writers to translate policy into

practice. Textbooks contain activities for both learners and a teacher guide. Textbook writers are guided by policy (CAPS) in developing activities. Teachers rely on textbooks for learner activities, i.e. teaching, learning and assessment activities and this therefore means that this level is crucial in the process of recontextualisation.

- **Textbook for Life Skills Grade 5** was reviewed to explore the content and teaching methods and the skills and values promoted by the textbook. This document represents the Professional Recontextualising Field (PRF) as this document has already been translated from the Life Skills Policy to activities that promote EE.

There are two other documents that constitute the training pack for CAPS training, namely, the National Protocol for Assessment (NPA) and the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12. **Both these documents relate to issues of assessment and progression and for the purposes of this study they have merely been reviewed to provide orientation and have not been utilised in the analysis.**

3.5 OBSERVATION AND THE ANALYSIS OF OUTCOMES

This is Phase 2 of the research design. This phase represents another level of the recontextualising process. The training material that was developed at ORF level is mediated to teachers by subject advisors and lead teachers in case A. This process took place in the form of two case studies based in two Education districts in the Eastern Cape, case A and case B, during an Eastern Cape teacher orientation workshop. This level concentrated on how teachers were working with the training materials that were developed at ORF level. This is at a PRF level. The mediators were working with the ORF material with teachers thus translating it into activities for teachers. This was done in both cases in the following way:

- Observation of the mediation of the training documents (ORF);
- Lesson plans developed by teachers during the training in both (PRF);
- Interviews conducted with subject advisors and teachers.

According to Merriam (2002), observational data represents a first-hand encounter with the phenomenon of interest compared to an interview gives a second-hand

account. Observations are more real and participants in this instance were keen to learn and understand CAPS as a curriculum that is content driven. Data generated through observation provides information on real life experiences.

CAPS orientation at district level was planned over two or three days depending on the dynamics of that district. Other districts felt that the generic part of day 1 was not crucial and so they decided on two days. Some districts opted for three days.

District A had a three-day programme and I observed a day during teacher orientation on CAPS Life Skills. I observed day two of the orientation which involved a content overview of Life Skills and the development of lesson plans. The purpose of the observation was to gain insight on how the content is mediated by the facilitator using orientation materials and texts with the teachers. This will also show recontextualisation from ORF to PRF. The ORF was the training documents that were developed by the Department of Basic Education. The intention was to gain insight into how the pedagogical content is recontextualised from ORF to PRF. This was a typical relay as explained by Bernstein. I was able to observe both the facilitator and the teachers' understanding of EE pedagogical knowledge and teaching methodologies. The observation findings were validated or triangulated using focus group interviews after the orientation training workshop.

I had initially planned to conduct the teacher orientation observation in District B in June. This never took place due to unforeseen circumstances as other departmental priorities emerged. The first district trained was District A and I jumped at the opportunity to undertake the first case study there. The subject advisor in District A is currently working with Eco-Schools and was keen to improve EE. I observed day two of the teacher orientation in District A.

The orientation was a three-day event. My role as an observer was complicated as at times I would find myself contributing especially with questions from the participants requiring clarity.

3.5.1 District A: Orientation observation

There were 91 participants on the Life Skills observation day with four facilitators i.e. one Life Skills subject advisor, one Creative Arts advisor and two lead teachers. This large group was seated in five groups of 15 participants per table. This had a negative

impact on maximum participation by teachers and the levels of noise were difficult to control.

The facilitators projected outcomes on the screen and read them out for the participants and also read out instructions for the task. These outcomes and instructions were contained in the Teacher Activity Book. Facilitators simply read these out without any explanation or adding anything.

As a qualitative researcher, my intention for the observation was to “catch the dynamic nature of events, to see intentionality, to seek trends and patterns over a period of time” (Morrison, 2007, p. 404). These observations made this possible. Morrison further explained that qualitative research draws the researcher into the phenomenological complexity of the participants’ world where situations unfold, and the researcher is able to observe these and make connections. This was evident during my observation. I was able to observe patterns by both facilitators and participants and also causes and correlations. These will be discussed in Chapter Four.

The facilitator simply read the instructions from the activity book to the teachers and these instructions were also projected. There was no additional information or explanation nor showing or explaining how the current activity relates to the previous.

Groups reported back to the bigger group and this was a tedious exercise as the levels of noise were high due to the large number of participants. A minimum of five groups would report without any input from other groups. This could be because they wanted to get over and done with the orientation.

The other observation was that the facilitator would not consolidate the inputs and explain some of the differences noted during the reporting back.

When the participants were to develop lesson plans, only the content that was emphasised. There was no mention as to how the specific aims, the purpose of the subject and the intermediate phase learner could be incorporated in the lesson plan.

As already mentioned, not all facilitators were subject advisors. In district A, there were two subject advisors and two lead teachers that were trained by the provincial office. They were all co-facilitating but for each activity there was a lead facilitator. I did not

observe much or any co-facilitation especially in instances where the subject advisor as the specialist and an accountable officer could have given guidance.

It was good that I did my observation for the first thirty minutes without the participants being aware of my presence and who I was. I did this successfully as the hall was packed to capacity and nobody noticed me. Once they realised who I was, after the introduction, the interaction changed. The participants were a bit nervous and too conscious of their responses. This also had an impact on their responses during the focus group interviews. Some of the responses were tailor made for me as a provincial official. This was evident in the lesson plans they had developed as the responses from the interviews told a different story to the lesson plans developed by the same teachers.

The focus group interview was done during lunch and the lesson plans were developed after lunch. The interviews generated some excellent responses but the lesson plans were not so good considering some of the responses.

3.5.2 District B Orientation

The participants of district B were very manageable as this is a small district with 139 schools. There were thirteen participants. It is also worth noting that the facilitator here was the only facilitator as the lead teacher who was supposed to co-facilitate wanted to be a participant and the subject advisor did not object. I observed day two of the orientation and it was a bit complicated as I was more involved in the orientation as the facilitator never gave me an opportunity to observe without being involved. I managed to observe an activity that introduced planning for assessment. She decided to do assessment before they developed the lesson plans. This was a wise and well thought out decision on the side of the facilitator. This would assist the participants in planning a lesson and including relevant assessment aspects if one considers the fact that assessment is an integral part of teaching and learning.

The same scenario of reading out instruction prevailed as the facilitator also used a data projector. I think my input assisted as she was able to consolidate and tighten loose ends. The facilitator encouraged participation through asking questions and encouraging debate. The teachers in both sites were more passive and not so vibrant. The facilitator was more involved in explaining and assisting participants.

3.5.3 Interviews

An interview, according to Cohen, Manion and Morrison (2007), is not everyday conversation; it is constructed with a specific purpose and is based and guided by questions, hence I developed a schedule for the interviews although these were more open-ended questions (see Annexure F). The purpose of this interview was to gather information on how EE is positioned in the CAPS, Life Skills and how it was recontextualised during the training.

Bryman (2012) claimed that the aim of an interview is to elicit information from the respondent or interviewee. This also applies in this study. The researcher sought to elicit information with regard to how EE is positioned in the CAPS Life Skills.

Qualitative research employs interviews, both unstructured and semi-structured interviews. The following are key features of qualitative interviews:

- They are less structured;
- The interest is on the interviewee's point of view;
- They are flexible;
- They have rich and detailed answers;
- The interviewee may be interviewed more than once; and
- Interviewees can diverge from the guide that is used, e.g. asking new questions that are not included in the schedule.

It is evident from the above that a considerable amount of information can be elicited from an interviewee and this ensures thick description in any qualitative study. In the case of this study, it was difficult to elicit adequate information because of time constraints as already indicated.

Qualitative research calls for rich and thick description and interviews are able to provide this. Kvale (1996) as cited in Cohen et al. (ibid.) stated that an interview is an interchange of views between two or more people on a topic of mutual interest. For the purpose of this study, the mutual interest is that of environment and sustainability content for the inclusion of Environmental Education in CAPS Life Skills and the recontextualisation thereof. Both the researcher and the subject advisors as interviewees are interested in CAPS especially as it was a revised curriculum to be implemented in 2013.

I could not do the district A subject advisor interview during the orientation because of time constraints. I spent a considerable amount of time with the focus group interview which took place during lunch and the facilitator had to start the next session. This showed that interviews are “expensive in time” as Cohen et al. (ibid.), one of the disadvantages of interviews. As a result of this, I had to leave the subject advisor with the interview schedule and collected it later because I wanted to have time to probe some of responses. The same applied to the district B interview with the subject advisor. I had to leave her with the questions as I had taken so much time with teachers.

This study employed both unstructured and semi structured interviews as determined by the responses from the subject advisors. Considerable prompting was required to achieve the desired outcome.

3.5.4 Focus Group Interviews

According to Terre Blanche and Durrheim (1999), a focus group is a general term given to a research interview conducted with a group. They further explained it as a typical group of people who share a similar type of experience, but that is not naturally constituted as an existing social group. Yin (1994) claimed that focus group members are people who share same views and experiences. Patton (1990) also described it as a group of people but added that this group is interviewed on a specific topic. He further defined a focus group interview as an open discussion between people who have been specifically selected.

The key features of a focus group interview are that it is made of a group of people with similar interests who are interviewed on a specific topic. Bryman (2012) explained this topic as “a fairly tightly defined topic” (p. 502). In the case of this study, these were Intermediate Phase teachers who were going to teach Life Skills in 2013. They were interviewed on the specific topic of how EE is positioned in the CAPS and how it is recontextualised. Bryman (ibid.) further explained that focus groups explore topics in depth because more people are explaining the topic differently and thus getting into deeper discussion; this will definitely yield more responses and assist in explaining findings as was the case in this study. A focus group interview because of its nature of giving a larger scope also assists with a thick description that is typical of a qualitative research.

Another key feature of this interview as stated by Bryman (2012) is that it yields “joint construction of meaning” (p. 502). This means that participants jointly make meaning as they respond to questions posed by the researcher. This is evident when one participant builds on the others’ responses. Bryman (ibid.) explained this as how participants respond to each other’s views and build up their own from the group interaction. This is a useful form of data generation as one can ensure maximum participation and responses from different people within a short span of time rather than single interviews that can be time consuming.

The focus group interviews were conducted with a group of Intermediate Phase teachers in both cases. They shared similar experiences of teaching Life Skills in Grades 4-6. The focus was on how EE is positioned in Life Skills and the group reflected on the environment and sustainability content, teaching practices, learning processes and assessment. The central focus was on the recontextualisation through the course and in terms of the contexts in which the teachers were working. The interviews were conducted during the teacher CAPS orientation in June 2011.

Intermediate Phase teachers for Life Skills were specifically selected for the focus groups. Neuman (2000), as cited in Rhodes University Research Methodology Course readings (2011), proposed that focus group members should be homogeneous to reduce conflict but must not include friends or relatives. This group of teachers was homogeneous in that they were Intermediate Phase teachers teaching Life Skills and because they come from different circuits it was unlikely they would have been close friends or relatives. They were nominated from different tables or groups and gender was mixed. It is worth mentioning that more women than men teach in the Intermediate Phase.

In both instances the interviews were conducted during lunch time so as not to utilise time that was meant for orientation. There was insufficient time for in-depth exploration. Members of the group had to participate in the interviews and also have their lunch which meant that quality and time spent on the interview was compromised. The workshop also had to end at three o’clock because teachers were using public transport.

3.6 DATA GENERATION AND MANAGEMENT

The process of data generation was as follows:

- Document analysis of CAPS Life Skills document, DBE orientation manuals at the level of the Official Recontextualisation Field (ORF). This was followed by recontextualisation of official documents into the textbook and lesson plans developed by teachers during the orientation. The relay process of how EE has been transformed from ORF to PRF was observed through document analysis;
- Observation of the orientation of CAPS at district level to observe how orientation and transmission of EE content, teaching and learning strategies takes place with teachers;
- Focus group interviews with teachers during the orientation for triangulation of observations;
- Interviews with subject advisors.

The interviews were transcribed and colour coded and stored in computer files. The focus group interviews were conducted in both English and isiXhosa. As an isiXhosa first language speaker, it was not a challenge to translate the responses (see Annexures G and H).

3.7 DATA ANALYSIS

According to Gay, Mills and Airasian (2006), data analysis is the process of making sense and finding meaning in the data, interpreting what has been observed (observed CAPS orientation in two venues) and what has been said (during interviews with teachers).

The process of making sense and finding meaning in the data includes analysing the data from the training course material. These materials were analysed for EE content and represented the ORF. The content here is clearly outlined in the materials and the intended approach is implicit.

The next phase was the interviews from the two sites of training. These were analysed for EE content, teaching and learning methods and assessment. At this level, the data was analysed for the same categories as in the ORF. The interviews represent the second level or phase of recontextualisation which is the PRF. The purpose was to identify how the relay has influenced recontextualisation and whether there had been

any weakening of the EE content from the ORF to the PRF. The same applied to the analysis of the lesson plans developed by the teachers. The findings of the ORF were to be triangulated with the interviews and lesson plans.

Triangulation as defined by Cohen (2007) is the use of two or more methods of data collection. It is a powerful way of demonstrating concurrent validity, especially in qualitative research. In the case of this study, document analysis (CAPS, Textbooks and lesson plans), group interviews and observation were methods that were used to generate data to answer the research question.

The research findings from document analysis indicate that there is EE in CAPS. Teachers, during interviews unanimously agree that there is EE content in CAPS. The outcomes of the document analysis corresponds with that of the group interviews that strengthening validity of claims made about EE content in CAPS.

Each of the levels from the ORF to the PRF were analysed with a concern for the pedagogic device.

Qualitative analysis is a systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest. In this study the phenomenon of interest is: **how the implementation of CAPS Life skills curriculum training (as a recontextualising process) is engaging teachers in environmental education.**

Data generated from policy documents, training material and textbooks can give insight into policy imperatives on the inclusion of EE and how these inclusions are translated into practice. The course material and outcomes were analysed referring to the ORF. Thus, explicit and implicit practices were verified through the analysis of lesson plans developed during the teacher orientation.

The data generated through the documents were probed using Bernstein's theory of recontextualisation. The analysis was centred on EE content, teaching and learning methods and assessment. These categories of analysis were tracked from the Official Recontextualisation Field (ORF) to the Professional Recontextualisation Field (PRF) as focal categories of change in CAPS. The data gathered from analysing the textbook was coded for topic content that related to EE. Data generated from the interviews was also coded according to the aforementioned categories (see Annexure I).

3.8 DATA VERIFICATION AND TRUSTWORTHINESS

According to Terre Blanche, Durrheim and Painter (2006), validity is the degree to which the conclusions drawn by the research are sound. This means that the data that has been gathered is authentic so as to ensure sound research findings and conclusions. To ensure validity, different data collection tools were used, e.g. focus group interviews with teachers, interviews with subject advisors, observations of teacher orientation and document analysis. These different methods served as a triangulation process for verifying details. Trustworthiness was ensured by sending transcribed focus group interviews to the respective teachers. It was impossible to get these transcripts to all interviewees in the rural area because of time constraints and also the fact that the teachers that were interviewed were from different circuits and schools and it was difficult for the subject advisor to get hold of all of them.

For depth, I analysed all the documents that were used during CAPS orientation to map out the contours of the ORF. The textbook and the lesson plans were at two different levels of the PRF. In both instances of teacher orientation I interviewed teachers in a form of a focus group. The focus groups were representative of the clusters in each district.

The use of multiple data collection methods strengthens information gathered and provides a thick description necessary for a qualitative research. It also assists where one method falls short of providing information. The data from each method will be compared and contrasted to identify contradictions and to be able to explain patterns that emerge from the data.

The data that has been collected through document analysis and observations during teacher orientation was triangulated through the analysis of the lesson plans and the focus group interviews.

3.9 ETHICAL CONSIDERATIONS

Ethical considerations entail policies regarding informed consent, safety, deception, confidentiality anonymity and privacy. This was done through a letter written to the District Director and a telephonic conversation with the supervisor of the subject advisor (See Annexure L). The letter requested permission from the District Director to conduct the study in this district as he is the accounting officer of the district. In his

response (See annexure M), he advised me to work with the Deputy Chief Education Specialist (DCES), the immediate supervisor of the Life Skills subject advisor.

In case A I requested permission telephonically as their orientation took place on a date that was not planned and I had to jump at the opportunity. I phoned the DCES who agreed that I could conduct the study.

Before I commenced with the focus group interviews I explained to the participants their right not to participate and to withdraw from the interview if they were not comfortable. I assured them of their anonymity and confidentiality and the fact that any photographs taken during the focus group interviews would not be used without their consent.

3.10 CONCLUSION

This study could yield more evidence and trustworthiness if classroom observation on lesson plan presentation could have been conducted. The fact that the orientation took place during holidays and teachers needed to break at 3 p.m. impacted negatively on the quality of the orientation because they wanted to leave at this time, irrespective of whether the programme for the day had been completed. The National and Provincial orientation was five days and yet for districts it was only three days and yet teachers needed more time. Continuing research on CAPS implementation would be interesting to verify the findings of this study that are reported in the chapters that follow.

CHAPTER 4: DATA PRESENTATION ON THE POLICY-INTO-PRACTICE RELAY PROCESSES AND RECONTEXTUALISATION OF EE IN LIFE SKILLS

4.1 INTRODUCTION

The data presentation is divided into the two phases: the document analysis of the curriculum reflected in training course material and an investigation of the actual training including its course materials. The first phase represents the Official Recontextualisation Field that is reported out of a process of document analysis to probe its structure and the inclusion of environment and sustainability in content, method and assessment specifications (see section 4.2 below). The training materials examined consisted of the facilitator's manual (see relevant extracts in Annexure B), the participants' manual and local textbooks in use in the second phase of the study.

The second phase examined how the training was enacted with the course materials and associated resources. It thus considered the following:

- Oxford textbook – Life Skills – Grade 4
- Observation of the orientation process in the training programme
- Group interviews with teachers on the training and its outcomes
- Lesson plans developed that were reviewed for the inclusion of environmental education

The data presented in this chapter covers EE content, teaching methods and assessment as reflected in all the above categories and relay processes of recontextualisation for which data were generated. The primary purpose of presenting the data in overview in this chapter is to build a picture of the formal inclusion of environmental education to examine the relay as recontextualising process. Phase 2 data is also an overview of the case evidence of the training processes and its outcomes to enable an analysis of how environmental education practices were emerging. This is discussed in Chapter Five.

4.2 THE INCLUSION OF ENVIRONMENTAL EDUCATION IN THE TRAINING COURSE MATERIAL (CAPS LIFE SKILLS, THE FACILITATOR'S MANUAL AND TEACHER ACTIVITY BOOK) AS OFFICIAL RECONTEXTUALISATION DISCOURSE

4.2.1. Content in CAPS Life Orientation Policy Document (ORF)

The foreword to the CAPS (2011) by the Minister of Basic Education, Mrs Angie Motshekga states that the curriculum has been built on the values that inspired our Constitution (Act 108 of 1996). The preamble to the Constitution states that its aims are to:

- Improve the quality of life of all citizens and free the potential of each person; and
- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights. (CAPS, 2011)

These two points capture the essential aim of environmental education: to improve the quality of life of all citizens including learners of the Eastern Cape and heal the divisions that were created by the apartheid regime. These divisions led to high poverty levels of certain population groups in South Africa. The Eastern Cape, in particular, experiences this poverty because it was part of two homelands, i.e. the Transkei and the Ciskei.

The general aims of the South African curriculum as stated in the CAPS (2011) serves to equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with knowledge, skills and values necessary for self-fulfilment for meaningful participation in society as citizens of a free country.

This curriculum is further based on the following principles:

- Social transformation that ensures that the educational imbalances of the past are redressed;
- Active and critical learning, encouraging an active and critical approach to learning;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa; and
- The NCS is sensitive to issues of diversity such as poverty, inequality, race, gender, language and other factors. (CAPS 2011, p. 4).

The National Curriculum Statement Grades R- 12 aims to produce learners that are able to:

- Use science and technology effectively and critically showing responsibility towards the environment and the health of others.

This is implicit in the Life Skills CAPS (2011) document that defines Life Skills as the study of the self in relation to the environment and society (p. 8). It looks at environment not as separate from the society, unlike initial environmental education which was more like conservation education. This subject seeks to assist learners to make informed choices with regard to their personal lifestyle, health and social well-being. One of the topics – Personal and Social Well-being (PSW) – exemplifies health and environmental responsibility that includes the following topics:

- Development of self, that deals with issues of self-concept and self esteem;
- Social responsibility, that deals with issues of human rights, discrimination and different cultures; and
- Health and environmental responsibility, that deals with issues of safety, personal health, diseases and food hygiene. (CAPS, 2011, p.8)

These topics are further refined in the teaching plan for each grade and sub-topics are provided to assist the teacher with refining the content. This is one of the features of CAPS where the content is clearly outlined for each topic. The annual teaching plan further divides the content over a period of four terms over a set time in hours and minutes (CAPS, 2011, pp. 15-50).

Below is the overview of topics for Personal and Social Well-being from Grade 4 to Grade 6. Parts in bold indicate the topics that deal directly with the environmental health and human well-being that have been the central purpose of this study.

TOPICS	GRADE 4	GRADE 5	GRADE 6
1. Development of self	<ul style="list-style-type: none"> • Personal strengths • Respect for own and others' bodies • Emotions: understanding a range of emotions • Dealing with conflict • Personal experiences of working in a group • Bullying: appropriate responses to bullying • Reading for enjoyment 	<ul style="list-style-type: none"> • Positive self-concept formation • Receiving and giving feedback • Coping with emotions • Relationships with peers, older people and strangers • Reading skills: reading with understanding and using a dictionary 	<ul style="list-style-type: none"> • Positive self-esteem: body image • Abilities, interests and potential • Peer pressure • Problem solving skills in conflict situations • Self-management skills • Bullying: getting out of the bullying habit • Reading skills: reading with understanding and fluency
2. Social responsibility	<ul style="list-style-type: none"> • Children's rights and responsibilities • Cultures and moral lessons • Knowledge of major religions in South Africa: Islam, Hinduism, Buddhism, Baha'i Faith and African Religion 	<ul style="list-style-type: none"> • Concepts: discrimination, stereotypes and bias • Child abuse • Dealing with violent situations • Issues of age and gender • Festivals and customs of a variety of religions in South Africa 	<ul style="list-style-type: none"> • The dignity of the person in a variety of religions in South Africa • Cultural rites of passage • Caring for animals • Caring for people • Nation- building and cultural heritage • Gender stereotyping, sexism and abuse
Health and environmental responsibility	<ul style="list-style-type: none"> • Dangers in and around water: home and public swimming pools, rivers and dams • Traffic rules relevant to road users: pedestrians and cyclists • Personal and household hygiene • Dietary habits of children • Healthy environment and personal health: home, school and community • HIV and AIDS education: basic facts 	<ul style="list-style-type: none"> • Safety measures at home and the environment • Water as an important basic need • Healthy eating for children • Local environmental health problems • HIV and AIDS education: dealing with stigma • Substance abuse 	<ul style="list-style-type: none"> • Basic first aid in different situations • Food hygiene • Communicable diseases • HIV and AIDS education: myths and realities

This overview is further outlined in terms of refining the sub-bullets into concepts to be taught with time allocations for each topic per term. The following table illustrates the content that is further broken down into concepts specifying the time allocation, a list

of resources to be used for teaching and learning and the form of assessment to be used. Below is an example of a Grade 5, term 3 annual teaching plan indicating health and environmental responsibility.

TERM 2	GRADE 5	RECOMMENDED RESOURCES
TOPIC 3 Health and environmental responsibility	3 hours	Textbook, magazine posters safety measures at home and the environment
Safety measures at home and the environment <ul style="list-style-type: none"> • Harmful household products and medication • Fire safety Reading skills: reading with understanding and using a dictionary Reading about harmful household products and medication and fire safety: recall and relate		
Health and environmental responsibility	3 hours	Textbook, appropriate magazine, posters, books on water as an important basic need
Water as an important basic need <ul style="list-style-type: none"> • Importance of water • Different ways of saving water • Different ways of protecting the quality of water Reading skills: reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water: recall and relate		
Health and environmental responsibility	3 hours	Textbook, posters on healthy eating habits
Healthy eating for children <ul style="list-style-type: none"> • South African Food Based Dietary guidelines • Dietary needs of children • Factors influencing food intake of children Reading skills: reading with understanding and using a dictionary Reading about healthy eating for children: recall and relate		
Formal assessment: Project (recording of marks)		

CAPS (2011:21)

4.2.2 The inclusion of environmental education in the facilitators' manual and the activities manual (first level of recontextualisation)

These documents were used by all Life Skills facilitators in the 23 districts of the Eastern Cape Province. This assisted the subject advisors as facilitators to guide them with outcomes for each section that included instructions and suggested answers.

Content covering environment, sustainability and social justice concerns is evident in the outline of the outcome of section 3 on the overview of topics and the articulation between phases in the facilitator's guide. It reads thus:

By the end of this activity participants should be able to:

- identify topics and content for Life Skills in the Intermediate Phase including each study area;

- demonstrate knowledge and understanding of content progression between the phases and grades in the Intermediate Phase. (CAPS, 2011, pp. 57-58)

It is also outlined in the suggested answers on content or topic overview and how the content progresses from phase to phase.

ARTICULATION OF KNOWLEDGE AND SKILLS ACROSS PHASES PERSONAL AND SOCIAL WELL-BEING (GR 4-6)/ LIFE ORIENTATION (GR 7) (CAPS, 2011, p. 58)

<p>FOUNDATION PHASE</p> <ul style="list-style-type: none"> • Protection of health • Healthy eating • Insects • Life Cycle • Recycling • Pollution • Products and processes • Space • Disasters and what we should do 	<p>INTERMEDIATE PHASE</p> <p>Health and environmental responsibility</p> <ul style="list-style-type: none"> • Dangers in and around water: home and public swimming pools, rivers and dams • Traffic rules relevant to road users: pedestrians and cyclists • Personal and household hygiene • Dietary habits of children • Healthy environment and personal health: home, school and community • HIV and AIDS education: basics 	<p>INTERMEDIATE PHASE</p> <p>Health and environmental responsibility</p> <ul style="list-style-type: none"> • Basic first aid in different situations • Food hygiene • Contagious diseases • HIV and AIDS education: myths and realities 	<p>SENIOR PHASE</p> <p>Health, social and environmental responsibility</p> <ul style="list-style-type: none"> • Substance abuse • Concept: environmental health • Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS
<ul style="list-style-type: none"> • Rights and responsibilities • Religious and other special days • Public safety • Animals and creatures that give us food and/or clothes • How people lived long ago 	<p>Social responsibility</p> <ul style="list-style-type: none"> • Children's rights and responsibilities • Cultures and moral lessons • Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, African religions 	<p>Social responsibility</p> <ul style="list-style-type: none"> • Respect for the dignity of people from a variety of religions in SA • Cultural rites of passage • Caring for animals • Caring for people • Nation-building and cultural heritage • Gender stereotyping, sexism and abuse 	<p>Constitutional rights and responsibilities</p> <ul style="list-style-type: none"> • Human rights as stipulated in SA Constitution • Fair play in a variety of sporting activities • Dealing with abuse • Role of oral traditions and scriptures of major religions

The activities below are extracts from the training manual. These outline activities that were done by teachers during training. These activities map out the inclusion of EE in the CAPS document and assessment strategies promoted for EE.

4.2.3 EE Content in the Activities Manual/Participant's Manual

In the participant's or activities manual, only the outcomes are outlined, and the participants are expected to fill in their answers/responses.

In activity 11 of the manual, the outcomes of the activity are outlined, and the participants are expected to:

- list and describe the topics of each study area;
- describe the specific aims of Life Skills;
- Identify the three study areas. Use a mind-map to list the purposes, characteristics (unique features); topics (knowledge focus); time allocation; skills and values for each study area.
- Use the template given to list the seven Specific Aims. In the next column identify which study areas are applicable to each specific aim. (CAPS, 2011, p. 24)

This information is available in the CAPS document (Life Skills CAPS, 2011, p. 11).and participants simply transcribe this from the document onto the flip chart with no discussion.

In section 3 of this manual, the outcomes are outlined for teachers to identify topics and content for Life Skills and content progression for the phases, for example:

By the end of this activity you should be able to:

- identify topics and content for Life Skills in the Intermediate Phase including each study area. (CAPS, 2011, p. 27)

Activity 15 of the Activities Manual deals with implementation in the classroom. Participants are expected to develop lesson plans.

This section will deal with teaching and learning methods that promote EE as outlined in chapter 2.

4.3 TEACHING AND LEARNING METHODS AND ASSESSMENT IN CAPS POLICY DOCUMENT

In Chapter Two I discussed teaching and learning methods and assessment strategies that were relevant to the inclusion of environment, sustainability and social justice concerns (environmental education). These are discussed in section 2.1. Hart, Jickling and Kool (1990) asked questions on what environmental education and education for sustainable education envisage for learners. These questions are in line with the learner envisaged by the NCS/ CAPS. De Haan (2010) splits the *Gestaltungskompetenz* into sub-competencies and these are also in line with the principles of the NCS.

The Life Skills CAPS (2011, p. 5) document defines the learners that it aims to produce. These are learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Collect, analyse, organise and critically evaluate information; and
- Use science and technology effectively and critically showing responsibility towards the environment and health of others. (CAPS, 2011, p. 5)

This has implications for teaching and learning methods and assessment. Teachers will engage in teaching methods that will encourage learners to be able to identify and solve a problem. It encourages methods that will enable learners to think critically. These are active learning methods as outlined by Hart et al. (1990). In this document, teaching and learning methods are implied in the aims of the curriculum.

In the facilitator's manual, teaching and learning methods are explained in the section entitled **Working with the Intermediate Phase learner** which also describes how the methodologies would influence planning and assessment, for example,

- Describe the characteristics of an Intermediate Phase learner;
- Explain the methodologies to be used to accommodate learners in the Intermediate Phase;
- Describe how the methodologies would influence planning and assessment;

- Explain the skills, knowledge and competencies required by an Intermediate Phase teacher (Facilitator's Manual, 2012, p. 9)

The following are provided or suggested as possible answers for the facilitator:

- He learns by doing/experimenting/becoming involved in the activity;
- Learners in this age group are visually stimulated;
- Learners requires constant consolidation and repetition; and
- She needs to be led by the hand – sometimes she is unable to work in a totally independent manner. (Facilitator's Manual, 2012, p.10).

This implies that learners at different ages learn differently. It is important for the teacher to understand how learners learn. This will assist the teacher with her planning so as to use methods that would promote critical thinking for his/her learners. The following are the actual teaching methodologies as outlined as possible answers in the facilitator's manual:

- Group teaching;
- One on one;
- Co-operative teaching and learning;
- Peer teaching. (Facilitator's Manual, 2012, p. 10)

This is another activity from the Facilitator's Manual

- List the various teaching methodologies used in the Foundation and Intermediate Phase;
- Describe how teachers could adapt their teaching methodologies to accommodate learners with different learning styles;
- Consider methodologies for those subjects that are combined.

Responses from the same manual include:

- Whole class teaching;
- Peer teaching; and
- Co-operative teaching. (Facilitator's Manual, 2012, p. 24)

4.4 ASSESSMENT IN THE CAPS ORIENTATION MANUALS

Life Skills CAPS (2011) defines assessment as an integral part of teaching and learning. Teaching and learning methodologies influence assessment strategies.

Environmental education promotes critical thinking and cooperative learning. This implies that assessment activities need to promote critical thinking.

Section 4 of the Life Skills CAPS (2011) document discusses assessment in Life Skills. This document defines assessment as a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using different forms of assessment. Assessment seeks to inform and improve the process of teaching and learning. The CAPS document refers to both formal and informal assessment.

This document further explains or defines formal and informal assessment. Informal assessment or daily assessment entails the gathering of information on learners' achievements so as to improve their learning. This means that this information will be useful to improve learner performance. It also gives the teacher an opportunity to improve his /her own teaching practices. Informal assessment is not considered for promotion requirements.

Examples of informal assessment include amongst others, a short class test, a practical demonstration, a mind map, a debate, design and make, an oral or written presentation.

Formal assessment refers to a task or tasks that will be marked by the teacher. These marks will be recorded for promotion or progression purposes. These assessment tasks make up a formal programme of assessment. Formal tasks are subject to moderation for quality assurance. Examples of formal assessment tasks include tests, examinations, projects, assignments, design and make and case studies.

The CAPS document provides a programme of assessment that is prescriptive. The programme of assessment provides an assessment task for each term and allocates marks for each grade in the intermediate phase (see page 27). It further explains each form of assessment. This document further provides an outline for examinations and tests indicating different levels of Bloom's taxonomy by implication and the allocation of marks. This is a strength in the Curriculum and Assessment Policy Statement.

CAPS also provides teachers with an exemplar of an examination. This is an example of mark allocation for a grade 6 examination according to the programme of assessment and each section represents a level of Bloom's taxonomy e.g. section A

level 1 questions of matching columns, multiple choice questions, etc. Section B is a case study with a range of questions that include level 2 and 3 questions where learners have to explain, discuss and describe. Section C has questions that require learners to apply knowledge. Learners need to make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue.

AN EXEMPLAR OF AN EXAMINATION FOR GRADE 6 (CAPS, 2011, p. 54)

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
<p>All questions are compulsory</p> <ul style="list-style-type: none"> ✓ The questions will be matching columns, true or false, multiple choice or list ✓ Questions will test understanding and factual knowledge ✓ Response will be short and direct and may be one word, a phrase or a sentence 	<p>All questions are compulsory</p> <ul style="list-style-type: none"> ✓ Case study may be used ✓ The question will be a combination of three or more types of questions, ranging from state, explain, discuss and describe ✓ Questions will be short open ended and knowledge based and include information that the learners have acquired from the PSW class ✓ Learners will provide direct responses and full sentences in point form 	<p>Learners will be expected to answer a 10 mark and a 5 mark question</p> <ul style="list-style-type: none"> ✓ Questions will focus on the application of knowledge and skills ✓ Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. ✓ Each question will focus on the specific information or the integration of content ✓ A short text/ diagram/ data can be provided as a stimulus

Section 4 of the facilitator's manual deals with assessment. It outlines the outcomes as follows:

- Explain the definition of assessment in the National Protocol for Assessment;
- Explain the different forms of assessment stipulated for each study area;
- Explain how assessment in the Life Skills subject should be recorded;
- Design an exemplar mark sheet. (Facilitator's Manual, 2012, p.105)

Notes to the facilitator indicate that the facilitator must integrate previous activities to the current activity. This refers to sections 2 and 3 that dealt with the overview of the subject. This includes understanding the intermediate phase teacher and learner, issues of diversity amongst other issues. Section 2 referred to the understanding and structure of the subject. It refers participants to the CAPS document and the answers

provided are taken from the CAPS. It refers to both formal and informal assessment and gives examples of each. It also provides mark sheets and recording sheets for teachers. It gives guidance for teachers to be able to record the three study areas of Life Skills.

The Facilitator's Manual provides hints on how to develop a formal task and also different formal tasks for different grades. These exemplars will assist the teachers in schools.

4.5 ENVIRONMENT, SUSTAINABILITY AND SOCIAL JUSTICE CONTENT IN TEXTBOOKS (LEARNERS BOOK) OXFORD GRADE 5 LIFE SKILLS (SECOND LEVEL OF RECONTEXTUALISATION)

According to Bernstein (1996), the textbook belongs to another level of recontextualisation, that is 'professional recontextualisation'. This is the level where knowledge becomes pedagogic communication. This is the level where policies translate into practice. EE translates into teaching and learning activities. These teaching and learning activities will assist learners to overcome issues of poverty, gender inequality, etc. The teaching and learning methods and assessment will promote critical thinking, cooperative learning, etc.

It is worth noting that the textbook that I analysed was a draft because they were still in the process of screening at DBE. This was the only textbook that was readily available at the time of conducting this study. Other textbooks were not easy to access since they were still in the process of being reviewed. The textbook studied has since been approved and published.

The textbook has a teacher's book and a learner's book (see Annexures J and K). The teacher's book explains the learners' activities and is used by the teacher. The activities are in the learner's book. The teacher's book starts by outlining the unit focus which gives an indication of the content to be taught. The unit deals with "safety measures at home and in the environment". This is a sub-topic of environmental health and responsibility, in the study area of Personal and Social Well-being. The unit focus is:

- Safety measures in the home and in the environment;
- Harmful household products and medication;
- Fire safety; and

- Reading about harmful household products and medication and fire safety. (Oxford Successful Life Skills, p. 12)

The above content is outlined in the annual teaching plan of the Life Skills CAPS document for term 3.

A list of resources to be used for this lesson has been provided. Teaching guidelines are also suggested in this book. The same procedure is followed for the next activity on “Water as an important basic need.” The unit focus is provided and it gives an indication of the content to be taught. Teaching guidelines are also explained to assist the teacher. At the end of each unit there is an informal assessment task. The content to be taught includes:

- Importance of water;
- Different ways of saving water; and
- Different ways of protecting the quality of water.

The learner’s book has information or content on environmental education. Unit 3 deals with water and provides factual information on the importance of water, different ways of saving water, namely:

- Never leave a tap dripping and further explains the amount of water that is wastes per day through a leaking tap;
- Taking a shower instead of running a bath;
- Do not leave a tap running.

There is also a pie graph that represents water usage in our homes. This is contextualised learning. The unit also deals with different ways of protecting the quality of water and these are practical ways.

Learners are given information on how to protect water and an example of river water is also given as learners come from different backgrounds where there is no running water.

The textbook deals with the content as it is outlined in the Overview of topics and the Annual Teaching Plan. The Curriculum and Assessment Policy has been given credit for being content driven and highly structured with time frames attached to each topic to be taught. The textbook has relied on the structure of the Annual Teaching Plan.

The textbook also provides reading passages to contextualise learning and promote reading and writing.

4.6 TEACHING, LEARNING AND ASSESSMENT IN THE OXFORD TEXTBOOK

The textbook that was reviewed also used different teaching methods, e.g. in Units 2 and 3, the teacher is advised to start the lesson by **asking questions based** [my emphasis] on prior knowledge. Teaching guidelines for both units are suggested. These include learners relating their own experiences with regard to safety measures at home and accidents relating to safety at home. This means that their learning is contextualised.

In unit 2, learners are also expected **to demonstrate** [my emphasis] the correct way of lighting a match. The learners do this instead of the teacher telling them how to. The same guidelines are suggested in unit 3 where learners observe a clear glass of water and then sand and twigs are added to the water. Learners **observe the practical demonstration** [my emphasis] of how water is filtered.

The use of the passages with information relevant to the content is also useful. Learners read a text that deals with the topic at hand. In the case of water, learners read a text that outlines the challenges faced by communities of the Eastern Cape where the source of water is a river. The text deals with diseases that are waterborne and explains how the learners will be able to apply the knowledge of purifying water.

The textbooks at a recontextualisation level make use of a recall and relate activity. Learners are given a case study and are required to answer questions. These questions are at different levels of Bloom's taxonomy. These are typical informal assessment tasks. Examples of these questions can be found in Unit 3 where learners read an extract and answer the following questions:

- Why is the quality of water in the river poor?
- Name two diseases that you can get from drinking this water.
- How can the quality of water be improved?

At the end of the whole section, there is a formal task that the learners will do at the end of the term that is more comprehensive. For each term there is a different formal assessment task according to the programme of assessment as outlined in section 4 of the CAPS.

Formal assessment in all three documents is defined as providing teachers with a systematic way of evaluating how well learners are progressing in a grade or in a subject. It is also referred to as summative assessment. Examples of formal assessment include the following: tests, examinations, projects, case study and assignments.

The different levels of Bloom's taxonomy can be found in the formal assessment task in the textbook for the end of the term.

4.7 THE REVIEW OF TWO CASE STUDIES AS FIELDS OF PROFESSIONAL RECONTEXTUALISATION

4.7.1 Case 1 Observation

In both sites, I was observing the utilisation of the DBE documents, i.e. the Life Skills CAPS document, the Facilitator's Manual and the Participant's Activity Manual in a curriculum orientation workshop and lesson planning process. The purpose of the research was to observe how the facilitator utilised these documents in order to translate policy into practice and how the environmental education components of the Curriculum and Assessment Policy Statement came to be recontextualised from the ORF into the PRF. The teachers are at the receiving end of the recontextualisation process as they are the ones responsible for the mediated translation of the policy to teaching, learning and assessment activities. It was therefore crucial to observe their interaction with the facilitator and the training documents because the success of the implementation of the policy depends on the teacher.

The participants were divided into groups of 8-10 teachers seated around tables. Case A had a large number of teachers.

As already mentioned in 2.2, I observed day 2 at both sites. Day 1 of the orientation dealt with generic issues of why the curriculum changes. Day 2 started with section 2 that deals with the introduction to Life Skills as a subject. Activities in this section included understanding the structure and importance of Life Skills and the implementation of Life Skills in schools.

During my observation, I noted that the facilitator was simply reading the projected outcomes of the section 2, the activity and also the instructions. She would read these from the slides and let teachers work in their groups. After the assigned time allocation

has expired, participants reported back on the activity and the facilitator proceeded to the next specified activity. Participants appeared to be accustomed to these practices and in the routine, there was no consolidation and linking of the previous activity to the next one. The activities appeared to have no synergy and as such there was no apparent linking of the aims and general principles of the NCS to inform the development of lesson plans.

When the activity of lesson development was introduced, no mention was made of the relevance of the definition of Life Skills and how it translates into teaching and learning activities. The facilitator did not mention how the definition and uniqueness of the subject related to the content. She did not refer to the overview of topics and the annual teaching plan in assisting teachers with the development of lesson plans. The manual stated: Participants must have read and understood the contents of Section 3 of the Curriculum and Assessment Policy Statement (CAPS) for Life Skills (overview of topics)

- can integrate the activities in Sections 1 and 2 in your interactions with the participants;
- are able to show the links between the activities in Section 1 and the preparation of the lesson plans as per topics in Section 3 of the CAPS document (Facilitator's Manual, 2012, p.153).

4.7.2 Case B

I also observed day 2 of the CAPS training for Case B. At the start of the day they were busy with the previous day's activity which had not been completed. They started with planning of lessons in the afternoon. In the same way, as described in Case A above, the facilitators used powerpoint presentations from DBE. They read these out for teachers and assigned tasks to each group. Groups then simply reported back and the workshop process continued without consolidation.

In Case B the participants worked almost entirely with the textbook to develop the teaching and learning activities of the lesson plan. It is worth mentioning that the content of the textbooks was relevant in terms of the content that needed to be covered despite that fact that the textbooks were not CAPS aligned at that time.

A similar scenario to Case A prevailed in this site. The facilitator read out the outcomes of the section and the instructions and the teachers worked on activities in their groups. After completing the task, the teachers would report back. At no stage were there any questions for clarity or additions. The facilitator then proceeded to the next specified activity. The responses of the teachers were based on the CAPS document as all activities in the Activity manual referred the teachers to the CAPS document.

From my observation, I could conclude that there was no recontextualisation. The facilitator was using the training documents (ORF) and the Life Skills CAPS document which is also at the level of Official Recontextualising Field.

4.8. INTERVIEWS AS PROFESSIONAL RECONTEXTUALISING FIELD

4.8.1. Teacher perspectives on EE content, teaching and learning methods and assessment

The interviews provided data on another level of recontextualisation. This is the process where the 'unthinkable knowledge' is transformed into 'thinkable knowledge' (Bernstein, 1996, p.114). The ideologies of both subject advisors and teachers will be evident here. Evidence of re-locating and de-locating will be evident at this level.

The subject advisor in Case A defined EE / ESD by referring to human beings and ecosystems and by identifying environment, sustainability and social justice issues relating to water, health problems and diseases related to water. The interviewee narrated different ways of protecting quality of water and preventing health problems, e.g. diseases like diarrhoea, TB, etc.

On teaching and learning methods, C1 mentioned projects and assignments as being methods that would promote teaching and learning methods. The interviewee referred to assignments, projects and case studies as forms of assessment that promote EE.

Focus group interviews were conducted with teachers in both cases. These interviews were conducted during lunch time of day two of the orientation. Both groups had completed the activity on content, i.e. dealing with the annual teaching plan and having developed lesson plans based on the annual teaching plan. This level of the interviews represents the recontextualisation of the ORF to the PRF. It deals with the what, i.e. the environment, sustainability and social justice content that has been conceptualised by the higher levels of education for inclusion at a school level. It has now to be

transformed into pedagogic communication. The evaluative rules will apply to regulate the time, age and context. All these will be evident at this level.

The interviews were conducted after teachers were engaged in recontextualisation. They were expected to break down the EE content into time frames, i.e. in which term to teach, which grade and teaching in a context to make it meaningful. These are the evaluative rules of recontextualisation according to Bernstein (1996).

For some interviewees EE/ESD referred to issues of cleanliness, hygiene and safety issues around water. This last aspect comes directly from the CAPS document in the content overview and annual teaching plan. The issue of swimming and drowning was mentioned by different participants in one case. Health issues were also referred to as EE. These included mostly HIV/AIDS.

The teachers referred to EE as being concerned with cleanliness and also issues of health. They commented that for example in **CAP 1**:

*I will say it is the state of the environment, how to keep the place healthy and what do you benefit from the environment **CAP2** ... as it has some health implications.*

CAP2: *I think if you look at in one some of the..... It should be specifically water safety. Learners get to know how to live in a healthy environment. It's important that learners get to know about dangers in and around water. They get to know how to live in a healthy environment. **CBP2:** *It's like the environment, the community around the school, cleanliness, sometimes we have papers lying around, picking up papers that are lying around - taking care of cleanliness**

CAP4: *I also think the local dam ... teach learners how to swim and tell them the dangers of swimming. At times you can drown if you cannot swim in a dam. I think there is also a part, I think iphaya ku (it is there with) Health. There is a part that deals with diseases HIV/AIDS, so they also play part in EE and we live in an environment ezi (these) disease sinazo (we have). They play a part in our living.*

The issue of water, dams and diseases related to water was a major issue in Case A and I think it is because the area was more rural and the river was a source of water and the cause of waterborne diseases. Drowning is also an issue as some learners need to cross rivers on their way to school and drowning occurs quite frequently in these areas. These responses reflect the significance of the illustrative contextualisation of the Life Skills curriculum knowledge as a teaching strategy.

Focus group participants also referred to EE by mentioning energy and electricity and the effects of deforestation. It is quite interesting to note the issue of deforestation as rural areas are involved in cutting trees for wood and sometimes for medicinal purposes. They also referred to pollution from global warming. **CAP3** noted:

Ja, looking at the situation around us as a result of environment destabilization because of deforestation, as such we need to preserve our environment. This generation of electricity from coal, resulted to high volumes of pollution that resulted to global warming.

This statement shows the socio-economic nature of the environment and how teachers had been working with and reflecting on this in lesson planning at the workshop.

In both case study sites, dumping was mentioned in discussing EE and recycling was mentioned as a solution. Here participants referred to recycling of bottles and plastic and recycling was raised as a poverty alleviation strategy. People who recycle plastic into mats and hats could sell these.

CAP3 noted:

Learners learn how to keep the environment clean. Learners dump anywhere, like dumping sites. There you could get broken bottles, people live in polluted area ... how to keep the environment safe ... broken bottles must be cleared and not go down to the dam.

CBP2: *In community dumping areas...*

CAP3 added that: *There is particularly a part that deals with recyclable material, it is useful they can keep it, people recycle it. They design useful things. People make a living out of it, they limit pollution.*

CAP5 noted: *Even plastic can be recycled, they can use the plastic to make mats things because this is cleaning when they collect plastic. The environment is clean.*

CAP1 continued: *Just now one of my colleagues mentioned recycling - collecting rubbish, and selling to alleviate poverty, doing some decorations and selling them.*

CBP4 also added: *... and also recycling - collecting empties and papers and other things and deal with them.*

In case B, pregnancy, alcohol abuse and poverty were cited as challenges that were facing learners in their communities. This was not seen as part of EE content. This means that for them it was about cleanliness, dumping sites and recycling. This means

that they did not see EE as intertwined with the society and economy. Their knowledge of EE appears to be confined to physical nature. The following were the participants' responses on challenges facing learners. They mentioned the following with regard to challenges facing learners.

- **CBP2:** *pregnancy,*
- **CBP1:** *alcohol abuse,*
- **CBP3:** *poverty.*

During the focus group interviews, teaching and learning methods were discussed. These are very important in the process of recontextualisation as they assist in developing the communication of knowledge. They determine how learners will acquire and orientate knowledge for recontextualisation in lesson planning. This means that learners might not acquire the necessary skills and knowledge of EE if the methods are not appropriate. Hart et al. (1990) outlined the teaching and learning methods that promote critical thinking that is one of the principles of the CAPS. In discussing teaching and learning methods during interviews the following emerged. The subject advisor cited the use of projects and assignments for both teaching methods and assessment, while the teachers noted the following:

- Question and answer;
- Narrative;
- Excursion; and
- Role play.

CAP1: *Question and answer method, you can ask them if it's there – plastic that is not used, plastic bottle. Narrative method will be good, you tell them about the bottles abaziqokeleleyo (collected).*

CAP4: *Ja, what's more take a child to the site, role play the situation.*

CAP4: *Role play where learners participate in PSW – healthy eating. During school nutrition when learners eat they know exactly what they are eating.*

CAP4: *It gives you all the weapons, it addresses all the challenges that learners face. CAPS allow learners and teachers to do things in action.*

CBP1: *I would say role play for them to show the status quo of the environment.*

CBP3: *dramatise*

CBP2: *... do research.*

Assessment methods that were raised in this case included homework, assignments, research, and the use of questionnaires. The following are extracts of the interview responses:

CBP1: *Well, tasks like homework and assignment and the research can be used – to ask information from home to observe what is happening at home and in the environment. The use of questionnaires can change lifestyle.*

CBP6: *Whatever we teach, e.g. tasks that we give to learners to extend to home. Parents to be resources – to be informed of what learners are to do- parents to act as monitors.*

CBP4: *...to do activities at school and invite parents.*

Assessment strategies that emerged from the interviews included assignments, projects and case studies. The next step would be to note whether these teaching and learning methods and assessment were evident in the lesson plans.

4.9. LESSON PLANS

Participants were expected to develop a lesson plan in preparation for the year of implementation (which was 2013). As the Case A group was fairly large, it was possible to develop two lessons on Personal and Social Well-being. Case B managed to develop only one because they were a smaller group. This is another level of recontextualisation. The EE content was recontextualised from the ORF to the PRF. This is the pedagogic communication referred to by Bernstein (1990). This is the most significant level of recontextualisation because this is the “what” and the “how” of the pedagogic communication. This is the level at which there are the gaps that Bernstein (ibid) described during the transformation of knowledge from the “unthinkable” to the “thinkable”. The classroom level represents the level of “the thinkable”.

The teaching and learning activities are informed by the CAPS document as an official pedagogic discourse. At this level one expects to see how the theory of EE/ESD plays out in the classroom. One expects to see how the general aims and principles of the NCS are transformed into the everyday language of teaching and learning. This is the culmination of a long process of theory into practice. The content, teaching and learning strategies and assessment that have been outlined from the CAPS document must be practical activities for both teachers and learners.

4.9.1 Case A lesson plan 1

This was a grade 4 lesson and the content knowledge came directly from the CAPS document and the Annual Teaching Plan (ATP) had already outlined what to teach and the duration. The content indicated on the lesson plan was according to the annual teaching plan: **Personal and household hygiene**. The lesson had aims and objectives and included the following:

- study area;
- grade;
- number of learners;
- topic;
- duration of lesson;
- prior knowledge;
- content;
- resources to be used;
- teaching methods, concepts; and
- issues to address diversity.

The teaching and learning activities included asking learners questions on:

- their knowledge of personal hygiene; and
- how they keep their houses clean.

The lesson provided expected answers from learners around:

- keeping themselves clean;
- brushing of teeth; and
- cleaning their homes.

Another activity involved the teacher showing learners a picture of an untidy house and learners had to identify what was wrong in the picture and again the lesson provided suggested answers. The only teaching and learning method used was the question and answer method. Assessment included informal class work and an oral that was not reflected in the lesson plan.

The teaching methods cited in the lesson plan were the telling method and the question and answer. It is worth noting that not all the resources indicated in the lesson plan were utilised.

The form of assessment was indicated as informal classwork and an oral but was not provided.

4.9.2 Lesson Plan 2

The content knowledge was **dangers in and around water** as indicated in the CAPS document overview of topics. In the ATP, it was further broken **down into responsible safety measures in and around water**.

The format of this lesson was similar to the previous one with a few exceptions. The study area was the same. This lesson indicated three aims and objectives, that is:

- to know the dangers of water;
- to be responsible in and around water; and
- personal safety in and around water.

The teaching and learning methods used in this lesson were:

- question and answer; and
- telling method.

The teacher asked questions on safety in water, e.g.

- are there dams in your communities?
- can you swim?
- is it right to swim alone?

The teacher told the learners about diseases that can be contracted from dirty water and the dos and don'ts in and around water. The form of **assessment was informal** as it was classwork although the exemplar was not provided.

In both these lessons, there were similarities in the format of the lesson and the teaching and learning activities and the assessment used in the lesson. Both made use of question and answer, the telling method for teaching and learning and informal assessment.

4.9.3 Case B Lesson Plan

This case presented a Grade 6 lesson on **food preservation**. In the overview of topics in the CAPS document, the topic was **food hygiene** and it was explained in more detail in the annual teaching plan. In this section it was broken down into:

- safe and harmful ingredients;

- food preparation;
- food storage; and
- food-borne diseases.

This lesson starts by outlining key concepts and content knowledge. It is interesting to note that on each sub-topic as per the ATP, the content had broken down. The key concepts were broken down to make the lesson simpler and to deal with the content directly and efficiently.

The lesson plan outlined the key concepts that learners had to learn and these were in line with the content, e.g.

- food preservation;
- preservatives;
- food storage;
- perishables and non-perishables; and
- food preparation that includes contamination, food poisoning and bacteria.

The teaching and learning methods included **discussion** on why food is preserved. Learners would **read, discuss and observe** food storage and hygienic food preparation.

The resources included: textbook, newspaper cuttings, packaging, dictionary, fridge, worksheet, exercise book, vocabulary cards. The utilisation of resources was not clearly explained in the activities.

<p>CONTENT KNOWLEDGE AND SKILLS:</p> <ul style="list-style-type: none"> • Discuss why food is preserved. • Read and discuss how food is preserved. • Read, discuss and observe food storage. <ul style="list-style-type: none"> - Discuss hygienic food preparation. • Reading about food hygiene. 	<p>RESOURCES: textbook, newspaper cuttings, packaging, dictionary, fridge, worksheet, exercise book, vocabulary cards</p>
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The teaching and learning methods included:

- reading;
- discussion of the text on food preservation; and

- an excursion to the supermarket where learners were expected to take notes was planned.

Both **informal and formal** assessment appeared in this lesson plan. The informal assessment included:

- a case study;
- a discussion; and
- classwork.

The formal assessment was an examination for 30 marks and learners were prepared for this during the fourth term.

4.10 CONCLUSION

The findings were generated through document analysis (training material, text book and lesson plan), observation of teacher training and participant interviews indicated that there was evidence of EE content, teaching and learning methods and assessment in Life skills, intermediate CAPS curriculum document.

Data generation chosen was to enable the researcher to achieve the goals of the study and to answer the research question. One of the goals of the study was to investigate teaching practices and methodologies developed during training hence interviews and observation were the chosen methods to generate data.

CHAPTER 5: FINDINGS

5.1 INTRODUCTION

In Chapter Four, the research data was presented in three interlinked and developing phases, namely:

- **PHASE 1:** Document analysis to scope the Official Recontextualising Field (ORF) to probe the framing of environmental education (EE) in the training manuals for Life Skills.
- **PHASE 2:** A review of the Professional Recontextualising Field (PRF) that was examined using the two case studies of mediating a training course.
- **PHASE 3:** Group interview with teachers to probe for environment, sustainability and social justice content in the lesson plans developed by teachers during the training activities.

In this chapter I examine the data on the pedagogical relay and recontextualisation processes presented in Chapter Four. The primary purpose of the research here was to probe for evidence of how the professional development training course-led process had shaped the emergence of EE practices in a series of planned lessons. The systematic review of the research evidence that follows enabled me to address the research question:

How is the implementation of the CAPS Life Skills curriculum (as a recontextualising process) engaging teachers in EE?

Based on the evidence presented in Chapter Four, this chapter is developed as a narrative that reviews and discusses the emerging case evidence of relay and recontextualising so as to develop findings on how environmental education practices are emerging so as make recommendations with regard to ways of enhancing teacher capabilities to work with environment, **sustainability and social justice content, teaching practices and assessment in the Life Skills Curriculum.**

5.2 EE IN THE TRAINING DOCUMENTS, ORIENTATION, LESSON PLANS AND INTERVIEWS

5.2.1 EE in the training course documents

Emerging from Phase One of this study there is evidence of EE content, teaching practices and assessment practices in the manuals. In section 2.2 I discussed the

emergence of EE and how it had been included in all curriculum reforms. It is worth noting that each time the curriculum was reviewed, the EE focus was strengthened in the documents. Emerging from Phase One of this study there is evidence of EE content in all the Life Skills manuals. This is noted in section 3 (activity 13) of the facilitator's manual in the form of activities to teachers. The CAPS Life Skills, section 3 outlines the overview of topics. Topic 2 deals with: **Health and environmental responsibility**. For Grade 4, the topics include: Dangers in and around water; Traffic rules; Personal and household hygiene; Dietary habits of children; Healthy environment and personal health and HIV/AIDS education. It can thus be said that in the official discourse of environmental education there is a strengthened and more coherent narrative emerging.

The above evidence reflects environmental education topics for the Life Skills component of the CAPS content referenced curriculum. The topics are clearly spelled out and are further broken down into an annual teaching plan in section 3.2.1. The annual teaching plan simplifies the topics, breaking them down into sub-topics. In this way, there is a technical specification of EE topics in the official pedagogical discourse through to the course manuals as relay mechanisms for the planned recontextualisation.

These documents reflect a strong focus on environment, sustainability and social justice focus as it represents the official recontextualising field. According to Bernstein (1996), this level is dominated by the state and its selected agents and ministries. It is also called the field of production where new knowledge is created.

Unlike the previous curricula, i.e. C2005, NCS and RNCS that had a strong EE policy emphasis, CAPS is more content and assessment referenced. This is thought to be a strength with CAPS as one could assume that teaching, learning and assessment will be stronger with CAPS implementation. According to Lotz-Sisitka (2011), for some subjects up to 50% of the content is related to environment and sustainability and that the environment and sustainability content permeates a wide range of subjects. Life Skills is one of these subjects. It is thus evident that environmental education has a clear topic presence in CAPS and that this has been translated into the training manuals.

5.2.2 EE Content in the Oxford textbook

Bernstein (1996) calls this the level of the pedagogic recontextualising field. It consists of textbook writers. The textbook introduced to the teachers in the workshops was examined. It comprised a teacher's guide and the learner's book. It was found that there is EE content in the teacher's guide (in the Unit focus 2) and that this is consistent with the Official Pedagogical Discourse and its CAPS specification of environment, sustainability and social justice concerns as curriculum topics. This content had been extracted directly from the annual teaching plan of the Life Skills CAPS document. **(See 4.5).**

This implies that at this level of recontextualisation, the environmental education focus is still strong at the topic level as the textbook reviewed had clear environmental education content. This is very critical as the textbook is recommended as a supporting teaching material for both the teacher and the learner.

The textbook includes teaching and learning activities for both the learners and teachers. These activities translate theory into practice. This is a very critical area of the process of recontextualisation where teaching and learning takes place.

The evaluative rules of recontextualisation play a critical role here. These rules act selectively on content and form of transmission (teaching and learning methods). The textbook reviewed has outlined these clearly in the form of activities.

5.2.3 Teaching methods and assessment strategies in the training course material

The previous discussion on the findings of environmental education content in the Curriculum and Assessment Policy Statement (CAPS) indicated that there is evidence of EE in Life Skills. This is evident in the overview of topics for Life Skills.

One of the goals of this research was to investigate teaching practices/methods and also to review assessment strategies as enabling factors that engage teachers in environmental education.

The specification of teaching and learning methods are as important as content knowledge and so is assessment as it is an integral part of teaching and learning as a process of environmental education.

In Chapter Two I outlined the significance of teaching methods for environmental education, under teaching, learning and assessment.

Section 1: Activity 6 of the facilitator's manual deals with understanding teaching methodologies and learning styles in the intermediate phase. These methods have been clearly outlined in this document. Also see section 4.3 in this study which indicates how an intermediate phase learner learns. The methods mentioned promote critical and reflexive thinking and are action-centred.

These specifications appear to accommodate environmental education approaches to teaching and learning but do not specifically mention environmental education as a concern in curriculum practice. These methods apply to all topics of Life Skills and environmental education is only one topic of this subject. Here, although the methods and learning have been formally specified, EE is not illustratively translated in the training manuals and into the training process so here one has the first flaw in the relay process.

The teaching and learning methods are critical for understanding the environment, sustainability and social justice. They are dealt with in isolation from the content. These need to be integrated to make the content meaningful.

This flaw is more evident when teachers develop lesson plans. Teaching and learning methods mentioned by teachers are the traditional ones and as a result impact negatively on the understanding of the content. As mentioned in Chapter Two, there are methods that lend themselves to environmental learning and these are mainly action oriented.

Assessment has also been dealt with in the training manuals and has been discussed in section 4.9.3. The forms of assessment mentioned accommodate the different learning styles of learners. It is also worth mentioning that assessment methods are subject specific. The Oxford textbook for Life Skills has made use of a variety of teaching methods and assessment strategies as evidenced in section 4.9.3 but once again these are not illustratively specified for environmental education in ways that work with content, method and assessment; these need to be mapped out for situated environmental learning in a local context.

The environmental education content in the official discourse relates to issues of safety, food security, health and diseases as discussed in section 2.2. This indicates the relevance of the EE content in CAPS. It further indicates that the EE focus has been strengthened in this curriculum as the review on the National Curriculum Statement (NCS) sought to strengthen environmental content.

There is ample evidence that the intended strengthening of content has been carried out at a technical level from the official discourse in the training manuals and textbook. The fact that it is clearly spelled out in the training manuals appears to simplify further recontextualising of environmental education but the content, methods and assessment covered has not been illustratively drawn together for environmental education to be conceptualised by teachers for enactment in the classroom.

The topics in the Life Skills document are the same as in the textbook. Compare topic in section 4.2.2 with Unit 2 of Annexure K on: Safety measures at home and in the environment. The sub bullet is: Personal and household hygiene in both the official discourse and the recontextualised textbook. The annual teaching plan indicates harmful household products and medication and fire safety. Both these sub bullets are contained in the textbook.

The manner in which EE content has been mapped out as topics appears to make the inclusion of environmental content a relatively seamless matter as it has been explicitly expressed. This approach has ensured that there are no apparent gaps and omissions and this is a benefit for CAPS Life Skills.

At this stage it is possible to state that in the official discourse and the textbook (contextualisation), there is evidence of the clear specification of the constituent elements for environmental education at a technical level.

5.2.4 EE content covered during the actual training

Training teachers to implement the environmental education component was not without its challenges. Research data indicated that in most cases the quality of the training was not adequate for the teachers to become confident in dealing with the environmental education content and methodological components of the new curriculum.

It is worth noting that the duration of training was three days in case A and two days in case B.

Throughout the training, facilitators were focused on documentary specifications for accurately orientating teachers to the curriculum documents. They did this by reading out instructions to teachers. These specifications did not include any deliberations on the activities presented and their translation into a vision for enacting environmental education through Life Skills. There was thus little or no provision for deliberative feedback with teachers to translate technical ideas into practice or for consolidation after activities.

For example, Section 3 of the facilitator's manual specified that trainers should make sure participants:

- Have read and understood the contents of section 3 of the curriculum and assessment policy statement for Life Skills;
- Are also able to integrate the activities in sections 1 and 2 (see 4.2).

But in both cases the training developed as a process of rushing through the activities under pressure of time and with no time for in-depth exploration, discussion or teacher feedback after activities had been outlined.

The omission of not integrating section 1 and 2 into 3 resulted in lesson plans that lacked depth of content and suitable teaching, learning and assessment methods. Teachers in developing lesson plans relied on their old methods of teaching and learning.

Teachers in case A had textbooks but these were not used or referred to in the activities that supported teachers to work with the manual to develop lesson plans.

Considering that this is the most critical stage of the recontextualisation process, this stage can be a determining factor of how well the curriculum will be interpreted and implemented. The fact that there were no illustrative discussions amongst teachers and no time for feedback from teachers may have been a defining factor in the recontextualisation of environmental education during the implementation of CAPS.

5.3 EE TEACHING METHODS AND ASESMENT STRATEGIES IN THE COURSE OBSERVATION, INTERVIEWS AND LESSON PLANNING OUTCOMES

5.3.1 EE content in Cases A and B

Case A and case B were examined as processes of recontextualisation to probe the emergence of a professional discourse guiding environmental education at the levels of understanding content, improving teaching practices and developing appropriate assessment strategies. The research processes entailed observation of the training (phase 2), group interviews (phase 3) that were conducted and lesson plans developed. The purpose was to trace the course-supported recontextualisation of environmental education at the topic level through to intended teaching methods and assessment strategies. This process was thus an indication of how the official discourse was developing into a professional discourse. The evidence points to a clear dislocation at this stage of recontextualisation as the training process developed as a process of superficial orientation with illustrative activities that had to be rushed through with little time for critical reflection and illustrative discussion.

In line with this, the observations (see section 5.2) and the fact that there was no in-depth discussion with the documents point to possible barriers to contextualisation as the facilitators were simply intent on covering the knowledge specified in the official discourse with the teachers for their recontextualisation. Despite this, the interviews provide evidence in teachers' responses that some were able to explain and identify environmental education content from the training manuals based on their own prior understanding of the concept of environmental education. This illustrates that teachers were primarily rehearsing what they already knew and were doing in relation to the environment, sustainability and social justice aspects of the Life Skills curriculum. The interview responses thus represent a level of professional discourse amongst teachers that could have been activated in the training workshop .

One participant, for example, agreed that there was EE in CAPS (see section 4.8.1) while others were able to relate environmental education to health, diseases and water (see section 4.8.1). In case B responses indicate that teachers were equating environmental education with littering and cleanliness (see section 4.8.1), a rather narrow existing view that might have been expanded through a deliberative approach to training interactions. These responses are indicative of the fact that in both cases, teachers had different experiences of working with environmental education. The

evidence thus suggests that despite the constraints in the course delivery there was an emergence of recontextualising coherence based on how teachers were already working with the environmental education topics in Life Skills.

In Chapter Two (section 2.4.4) a discussion on environmental education emphasised the socio-economic nature of environmental education. Participants from both cases could relate to the socio-economic nature of EE and also referred to deforestation, the generation of electricity from coal and how this results in pollution and global warming. These responses demonstrate a broader surface understanding of environmental education that can probably be attributed to earlier environmental education training and assisted teachers to make meaning on the course. Participants were also able to relate to the socio-economic nature of environmental education where they highlighted recycling, its economic benefit and how it could alleviate poverty. All these are relevant aspects of environmental education and what it seeks to achieve and these were all in existing practices that were not adequately articulated with and illustratively activated within the training workshop process.

It is possible to conclude in this case, that despite the course exposition process, many of the teachers were able to narrate a common-sense and workable understanding of environmental education at the topic level. The fact that CAPS is content driven was evident from the interviews. At this level, despite the apparent de-locating, the official discourse training process, there was strong evidence of teachers emerging with a workable but somewhat surface grasp of many environmental education topics.

The lesson plans (two) developed during the orientation also showed evidence of a coherent grasp of environmental education content at the topic level. Lesson plans from both sites extracted content from the official discourse, i.e. the CAPS Life Skills. The topics were personal and household hygiene (see section 5.2 above). However, lesson plan one did not include what was contained in the annual teaching plan. This omission was critical as this plan breaks down the content and thus simplifies it for classroom practice. The Life Skills document further breaks this topic down into: personal items that cannot be shared and germ breeding areas in the house, for example. This omission results in a lesson plan that has not included all the relevant information with regard to personal hygiene. The emerging lesson plan only considers household hygiene (see section 4.9.1), showing only a surface grasp of this topic.

On the other hand, lesson plan two has included all the information regarding the topic chosen: Dangers in and around water (see section 4.9.2). Nothing important appears to have been left out. This means that the environmental education focus that has been spelled out and outlined in the official discourse appears to prevail at a level of the classroom. There was no evidence of serious omissions or gaps at the topic level but how to teach and assess was underspecified.

The lesson plan from case B represented all the information as laid out in the annual teaching plan and bears evidence that the teachers had consulted the Life Skills document.

The lesson plan was developed at a level of re-locating the knowledge from the official discourse to the professional and pedagogic discourse and it does not appear to have lost its intended meaning at the topic level. The evidence suggested that teachers were not struggling with content knowledge as it is now more explicit in the CAPS curriculum. There is no evidence of meaning that has been lost through incorporating own ideologies as sometimes happens in the process of recontextualisation.

5.3.2 Case A and B teaching methods and assessment strategies – Interviews

Now I have traced how EE topics are being positioned in the CAPS Life Skills, it is worth examining the teaching methods, the “how” of the pedagogic relay as identified by Bernstein (1996, p. 34). He claimed that most researchers concentrate on the “what” which is the content. Adler, Slonimsky and Reed (2002) stated that subject knowledge on its own is not sufficient. It needs to be transferred into “sequenced, graded and progressive tasks for learners, learning and assessment” (p. 139).

During interviews, many of the teachers identified teaching methods that were relevant to the teaching of environmental education and also specified assessment strategies (see section 4.9.2). Teaching methods mentioned during interviews included question and answer, narrative, excursions and role-play. The most common in both cases was role play and question and answer. The question and answer method cannot be used in isolation for effective teaching. Here the use of a variety of teaching methods is appropriate so as to expose learners to different learning styles, to quality teaching and learning. In Case A, in both lesson plans the question and answer and telling method (Annexures C and D) were dominant. This evidence is in line with teachers’

responses during the interviews in case A where they favoured these methods as approaches with which they were already confident.

In Case B only one lesson plan was developed and a variety of teaching methods were mentioned (see Annexure E).

In Chapter Two I discussed teaching methods that promote environmental education. These include action-centred methods and problem solving methods because environmental education issues are problematic in nature; Fundisa for Change (2013) claims these approaches are at the heart of good teaching practice. Considering the strong emphasis of environmental education in CAPS, one needs good teaching practice to transmit the knowledge. Fundisa for Change (ibid.) proposes categories of methods to environmental learning. These include experiential learning methods, investigative methods, learning by doing methods and deliberative methods. All these methods are action oriented and seek to support learning that addresses issues.

The evidence in the study points to a dominance of traditional methods that do not directly promote critical thinking and problem solving actions. 'Telling methods' and 'question and answer' teaching practices are not enough on their own for environmental education. These methods need to be used with other methods to promote action centred and problem solving skills. Although these were technically specified in policy and the training materials, they did not come through into the training process where teachers were primarily working with what they already knew and were doing in their classroom practice.

The interviewees cited the same traditional teaching methods (mentioned above) in both the interviews and these were reflected in the lesson plans. This is in spite of the fact that the training documents indicated that learners learn through doing, experimenting or becoming involved (see section 4.3). The fact that the methods that had been identified by teachers were not in line with the methods in the training documents points to a gap in the recontextualising process.

The study that was conducted by Songqwaru (2012) resonated with the evidence of a lack of expansion at a teaching methods level. She claimed that teachers were unable to describe new teaching methods that were in the Fundisa for Change document on teaching methods. This implies that the training process did not enable teachers to

deliberate and become conversant with the expanded teaching methods necessary for environmental education teaching practices.

Shulman (1986) has explained the relationship between content and teaching methods. He stated that the blending of content and pedagogy is crucial for understanding how particular topics, problems or issues are organised, represented and adapted to the diverse interests and abilities of learners and presented for instruction (p. 127). This means that teaching methods are key for transmitting knowledge and that content and teaching practices are interrelated.

The same was true of assessment strategies cited by the teachers as these were dominated by homework tasks and classwork assessment in the lesson plans examined. Both are informal assessment tasks but the training manuals dealt with assessment that was both formal and informal. These assessment strategies were cited and explained on the course as subject specific assessment (see section 4.9.3) but there was no evidence of teacher take-up into lesson planning.

The fact that assessment is a challenge for teachers is evident in the response from one of the interviewees who claimed that she has a challenge with HOW to assess. This omission of citing assessment strategies in the context of teaching and learning poses a challenge that has always been experienced by teachers. The training has not impacted positively on the teachers' competence with regard to assessment – this is evident in the lesson plans teachers developed during the orientation.

In summary, therefore, in both Cases A and B, there is evidence of an emergence of existing environmental education practices at the topic level but this is not evident in any expansion of teaching methods or assessment strategies. The research evidence thus points to disjunctures in the course-based recontextualisation process as this unfolded in Cases A and B.

5.4 SUMMARY ON ENVIRONMENT, SUSTAINABILITY AND SOCIAL JUSTICE FINDINGS

There is definitely evidence of the emergence of environmental education at the content level in the CAPS Life Skills training process (recontextualisation) but this was primarily centred on the grasp of content that teachers already had and brought with them to the training course. At the level of recontextualisation from the official

discourse to the professional discourse through the use of the illustrative and deliberative use of the manuals on a training course, the EE content was evident but there was a failed expansion of technical specifications on methods and assessment to be illustratively translated.

The textbook reflected no change in any content as it reflected the content that was contained in the annual teaching plan of Life Skills. This specification thus corresponds to the terms and time allocation.

Key evidence of fractures in the intended training course supported recontextualisation process emerged in the teacher interviews and the review of lesson plans developed on the course. Here teachers effectively explained their understanding of environmental education topics. At this level in both cases, teachers were able to explain the environmental education topics in terms of their own context and their existing experiences but these do not appear to have expanded through the training process. Case A relates to EE in the form of health issues, diseases, water and poverty. This is a relevant explanation as researchers and writers relate to EE by referring to issues of food security, inequalities, personal safety and poverty (see section 2.2). In Case B they related EE to cleanliness, issues of littering, recycling and economic benefits. They also include challenges facing youth like drugs and pregnancies.

The lesson plans represents the re-location of the environmental education discourse from the official discourse but at a surface level where the specifications of content, method and assessment are not fully translated into a coherent pedagogy for environmental education. At this level the EE content was most evident and apparently coherent because teachers extracted the content directly from the CAPS Life Skills in the writing of lesson plans. This clearer specification of content is a big advantage for CAPS as teachers will probably struggle less with content compared to previous curricula.

The implications of these findings is that there is a need to consider another training model other than the cascading model for curriculum training so as to ensure effective mediation and implementation of the curriculum.

5.5 FINDINGS ON TEACHING PRACTICES AND ASSESSMENT

The coherence in content did not extend to and adequately translate into teaching practices and assessment. In my assessment of the evidence to answer my research question I explored content, teaching practices and assessment strategies as a recontextualising entity that was crucial for the successful enacting of environmental education in CAPS Life Skills learning.

There is clear evidence that the official training course material outlined teaching methods best suited to the Intermediate Phase learner (see section 4.3). These included group teaching and cooperative teaching, for example, but teachers cited conventional teaching methods that they used like the question and answer method and the telling method. The lesson plans were developed by teachers and the same teaching practices were indicated on the lesson plan.

The majority of teaching practices mentioned in the training course manuals have thus not been cited during interviews nor were these evident in the lesson plans. This means that teachers have not expanded their practices by considering what was specified in the training course manual nor had they engaged with or fully understood the significance of the methods suggested for environmental education.

Teaching methods are as important as knowledge for teaching. Bernstein (1996) highlighted the significance of teaching methods when he stated that for a long time emphasis was on the “what” of the pedagogic device and not the “how”. Fundisa for Change (2013), for example, noted that there are a number of teaching methods common for subjects but each subject or discipline has its own particular embedded methodology or ways of creating knowledge. These have been established for Life Skills but their emergence in environmental education practices seem to be stuck at the level of new content being taught using the existing conventions of teaching practices.

Assessment as an integral part of teaching and learning has been dealt with extensively in the training course manuals and specifically for Life Skills (see section 4.4). This discussion included new forms of assessment and further explained each form.

The interviews and lesson plans did not reflect a strong emphasis on assessment. The lesson plans for case A only referred to informal assessment in the form of classwork and homework. In the lesson plan, the forms of assessment are only listed and there was no example of the actual classwork assessment strategies. Illustrative work with an example of the classwork would give insight on whether the form of assessment fits with and assesses the required knowledge. In Case B, both forms of assessment were indicated correctly for the fourth term. The mark allocation was, however, incorrect and not according to policy prescripts.

In conclusion, the environmental education content was mapped out clearly and it had been de-located and re-located without apparently losing its intended meaning but at a superficial level. This is an apparent translation from the official discourse to the pedagogic discourse but the evidence suggested that what teachers were doing was working from existing conventional wisdom and not framing pedagogy as content, method and assessment for environmental education. Here, in particular, the interviews indicated a disjuncture in terms of methods and assessment practices. Teachers thus appeared to need support with regard to teaching methods and assessment strategies as components of pedagogy for specific content. Teachers still rely on methods that are not adequate for promoting environmental learning and the assessment thereof.

The evidence emerging from this study points to significant disjunctures and recontextualising failures in the training process and its outcomes. These are not easy to track as all the teachers were positive about the new content and appeared to be able to relate it to their social-ecological context. They were thus positive about the outcomes of the training and went away satisfied and encouraged. Barring minor omissions and errors of transfer, there also appeared to have been no major problems emerging from the training process. It is only when the evidence is examined and read as a relay process encompassing the deliberative pedagogical enactment of content, teaching methods and assessment practices that the disjunctures in the recontextualisation of environmental education in the Life Skills curriculum become apparent.

These and other issues are summarised in Chapter Six and recommendations are made for improving the course-based recontextualisation of environmental education in Life Skills.

CHAPTER 6: SUMMARY AND RECOMMENDATIONS

The focus of this study was to examine the enactment of the relay mechanisms for the recontextualisation of environmental education in the Life Skills curriculum by:

- Exploring environmental education content in the Curriculum and Assessment Policy Statement; and
- Reviewing teaching and learning methods and assessment strategies with the view to inform support rendered to teachers during CAPS implementation and to improve intervention strategies for support.

6.1 SUMMARY OF FINDINGS

6.1.1 Environment, sustainability and social justice content

Findings of the study, at ORF level, indicate that environmental education in CAPS is content referenced and around half of this content addresses environment and sustainability concerns. This balance was evident in the training course manuals. The Oxford textbook that was also analysed and indicated content as reflected in line with this and the annual teaching plan. This evidence indicates that CAPS at the official level discourse clearly outlines the environmental education topics and points to specific content at a professional discourse level.

EE content is evident in both the overview of topics and the annual teaching plan that further breaks down the content into daily teaching activities. This structuring appears to be a strength for CAPS. It also clearly indicates how environmental education in CAPS is content driven especially when compared to previous versions of the national curriculum. The lesson plans developed by teachers indicated a strong focus on environment, sustainability and social justice content. Their only challenge is breaking down the content into teaching and learning activities. Teachers translated content from the Life Skills document into their lesson plans, i.e. from the official recontextualising to the professional recontextualising field.

The teaching and learning activities in the Oxford teacher's guide clearly translated policy into the potential of the texts supporting teaching practices for environmental education in classrooms. This was also evident in the Oxford textbook. The same applies to the content reflected in the lesson plans as teachers consulted the Life Skills document.

The lesson plans developed explicitly outlined EE content at a PRF level. This is a crucial level of recontextualisation, i.e. for classroom practice. Some EE content is clearly outlined due to the fact that at the ORF level it has a strong focus and it would appear to be easy for teachers to identify and understand. The overview of topics in the CAPS document made it easier.

EE content, therefore, at both the production and recontextualisation levels was evident. The relay process did not appear to have affected it as the content specification appeared to have the effect of carrying environmental education through into classroom practice. At the workshop, the facilitators appear to have worked well with the documents in identifying the EE content.

The interviews, as a pedagogic discourse, suggested that despite the fact that there were time constraints during the training, there was an emerging coherence in how teachers indicated they intended to work with the topics as environmental education content in Life Skills.

6.1.2 Teaching methods and assessment strategies

Teaching methods and assessment strategies were also clearly outlined in the official discourse and were consistent with learning and assessment practices for the inclusion of environmental education. The textbook as a professional discourse also reflected a variety of teaching methods and assessment strategies that appear to promote quality teaching and environmental learning.

It is at the level of implementation where a disjuncture was identified, especially with regard to the specification of teaching methods and assessment strategies for the various specifications of environmental content.

Disjunctures were evident in the teaching and assessment methods at the level of re-location, i.e. the interviews and lesson plans. At the ORF level these were clearly outlined both in the training course material and the CAPS document. The Oxford textbook also reflected teaching and assessment methods that were designed to promote environmental learning.

At the level of teacher specification for the classroom implementation of environmental education, the relay showed a disjuncture (see section 4.8.1) in relation to teaching and assessment methods. The group interviews with teachers and the actual teaching

and learning methods indicated this disjuncture. Here the teachers indicated that they relied on the telling method along with question and answer approaches to issue-based content. The ORF documents outlined a variety of these methods but teachers did not mention these in the interviews and lesson plans. It is at this level of re-location that there are major concerns and a disjuncture in what appears to be a smooth content-led relay into classroom practice. The disjunctures were most evident in teaching and assessment methods as the EE content appeared strong and clear at all levels of recontextualisation. This final chapter will address the research question and propose recommendations based on the findings summarised above.

6.2 RECOMMENDATIONS

These recommendations seek to respond to the research question: **How does the CAPS content, teaching practices and assessment enable environment, sustainability and social justice in the Intermediate Phase Life Skills?**

Environment, sustainability and social justice content

It has emerged that the teachers had an understanding of the EE content as it is clearly outlined in the ORF documents but the content was not being read alongside the specification of methods and assessment for the effective enacting of environmental education practices in classroom contexts. The specification of content thus gave the illusion that simply working in the same way as usual with the specified content was sufficient to include environmental education in Life Skills classroom practice. Thus, although EE content did not appear to be affected during the de-location and re-location process of the relay, in effect the curriculum intent was not effectively being enacted by teachers in their lesson plans. This inability to enact the specified content in pedagogy for environmental education presented as the disjunction in the relay process and it emerged strongly at all levels of the recontextualisation process, i.e. from the training course materials to the lesson plans that were developed.

In this way, it was teaching and learning methods for enacting the specified content that showed a disjuncture. In the training course material (ORF) and in the Oxford textbook, teaching methods that promote environmental learning had been clearly spelled out. This is at the level of production of environmental education content knowledge. During the process of de-location and re-location, these methods have not

emerged as in the ORF. This indicated a disjuncture at a crucial level of implementation.

The recommendations are thus centred on this level where teachers need intense training on the enactment of content using appropriate methodology for EE processes of teaching and learning. This can be undertaken in the form of workshops on different teaching content with appropriate methods. These workshops should include practical demonstrations of teaching and teachers enacting what they specify in lesson plans so that what is on paper might be realised in practice. Currently, the Eastern Cape Department of Education, makes use of “How I Teach” workshops. This appears to be an effective strategy as teachers develop lesson plans on a content area and do peer teaching to realise the pedagogical integration of content and method in teaching and learning. At the end of the lesson, the group discusses the methods used and how to improve.

Another recommendation is that the lesson plans developed could have been critiqued if there had been more time in the training process. As indicated in Chapter Three, the training was three days and two days in the two cases; this could have restricted the quality of the training.

The same disjuncture has been identified with the expansion of assessment methods as with the teaching and learning methods. This means that as assessment is an integral part of teaching and learning, it needs to be addresses in the same way as the teaching methods for specified environment and sustainability content.

The Eastern Cape Department of Education has engaged in a process of strengthening assessment processes, i.e. developing quality assessment tasks and concentrating on the cognitive levels for quality tasks. The Department of Basic Education is currently involved in a process of reviewing Chapter Four (assessment) of all subjects. This means that the findings of this study are relevant and of concern to the DBE.

Improving course based recontextualisation

The duration of the training needs to be extended and all districts must adhere to the number of days for the training. The fact that the number of days in the two sites was different had an impact on the outcomes of the training.

There is also a need to review the cascading model of training as it is unsustainable. Follow-up workshops on pedagogical knowledge are crucial for effective implementation as Jenkins (2007) recommends that teachers need additional professional development that actualises the environment focus.

6.3 TEACHER DEVELOPMENT

The recommendations I have mentioned above with regard to strengthening the training and its contents are not sustainable.

Teachers still need to be monitored and supported regularly for effective teaching, learning and assessment.

Continuous teacher development is another recommendation especially for a new curriculum as it is outlined in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025.

This plan suggests improved and expanded teacher education and development opportunities in order to improve the quality of teaching and learning in schools. This plan puts the teacher at the centre.

This intervention starts at national to district level and its main purpose is to support teachers through developing activities that will assist them to improve their classroom practice. Such interventions have already started for Mathematics and Languages.

The most important aspect for these interventions is that they must be classroom based. Teachers must be supported within a learning community. Lieberman and Mace (2010) stated that teachers learn best when they are members of a learning community, provided that there are supportive working relations. This resonates with what Wenger (1998) calls 'communities of practice'.

Currently, these communities of practice exist in the Eastern Cape as clusters but they are not fully functional. These clusters need to be strengthened and supported by subject advisors and lead teachers. Teachers come together in a central venue and discuss common challenges and assist each other. The lesson plans mentioned earlier need to be mediated at this level so as to assist teachers to improve their pedagogical knowledge which has been identified as a challenge in this study.

This intervention focuses on all content but for the purposes of environmental education content specifically, I will recommend the Fundisa for Change programme.

Fundisa for Change is a programme that responds to sustainable development issues facing South African society. It seeks to strengthen climate resilient, and build environmentally sustainable societies through teacher education. It is a programme that seeks to improve the quality of teaching and learning in South African schools through teacher education.

The overall objective of Fundisa for Change is to strengthen transformative environmental learning through teacher education. Two of its sub objectives include:

- **Capacity building for teachers** by developing teacher education capacity that in turn supports teacher capacity to enable transformative environmental learning that is curriculum aligned;
- **Strengthen and review curriculum and learning and teaching support materials:** strengthen the quality, the progression and validity of existing curriculum knowledge and its representation in the national curriculum system.

The co-ordinator of the Fundisa for Change programme (2013) claimed that many of the environmental topics in the Curriculum and Assessment Policy Statement (CAPS) are new to teachers and this affects how they are taught in schools. Fundisa for Change, therefore, seeks to improve teaching and learning, contributing to the quality and relevance of education in South Africa.

This programme offers teacher continuing professional development (CPD) programmes together with partner organisations that are accredited to offer teacher education under the national system of teacher education.

Fundisa for Change acknowledges the fact that teachers need content knowledge and teaching and assessment strategies for transformative learning.

6.4 LIMITATIONS OF THE STUDY

This study gave me an opportunity to track and attempt to explain key aspects of the relay process within the inclusion of environmental education in the Life Skills curriculum through to what came to be specified for enactment through lesson planning. The findings would have included more depth if I had been able to observe

the orientation on all the training days. The observations, especially, would have been more meaningful but through what I observed it was possible to begin to understand some of the points of apparent 'relay-failure.' In Case A, the workshop was three days and I attended the second day only as I had to monitor and support a number of districts. In Case B the duration was two days and in this case too I attended only one day.

It would have been ideal had the planned lesson plans been taught in a real classroom situation. In my professional life, I am now following through from lesson planning to classroom practice as I think the more in-depth insights would add value. It is already notable that the planned lesson and a lesson taught are different. Had this been possible in the study, the teacher could also have realised his own limitations with regard to what he had planned.

It would be interesting to go back to both sites and observe teaching, learning and assessment as CAPS is currently implemented. I am sure the findings would be different, either in a positive or a negative sense.

This is a half thesis and the data was generated from two sites only and the findings therefore are not necessarily representative of what happened at all the sites in the Eastern Cape or in South Africa with the training of Life Skills, Intermediate Phase teachers. But this does provide insights into what had played out in the cases reported and what might be done to improve teacher training in the complexities of the relay from policy to practice.

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ANNEXURES

Annexure A: Extracts from CAPS – Life Skills; Intermediate phase Grades 4-6

Annexure B: Extracts from Facilitator’s manual

Annexure C: Case A lesson plan 1

Annexure D: Case A lesson plan 2

Annexure E: Case B lesson plan

Annexure F: Group interview schedule

Annexure G: Case A interviews

Annexure H: Case B interviews

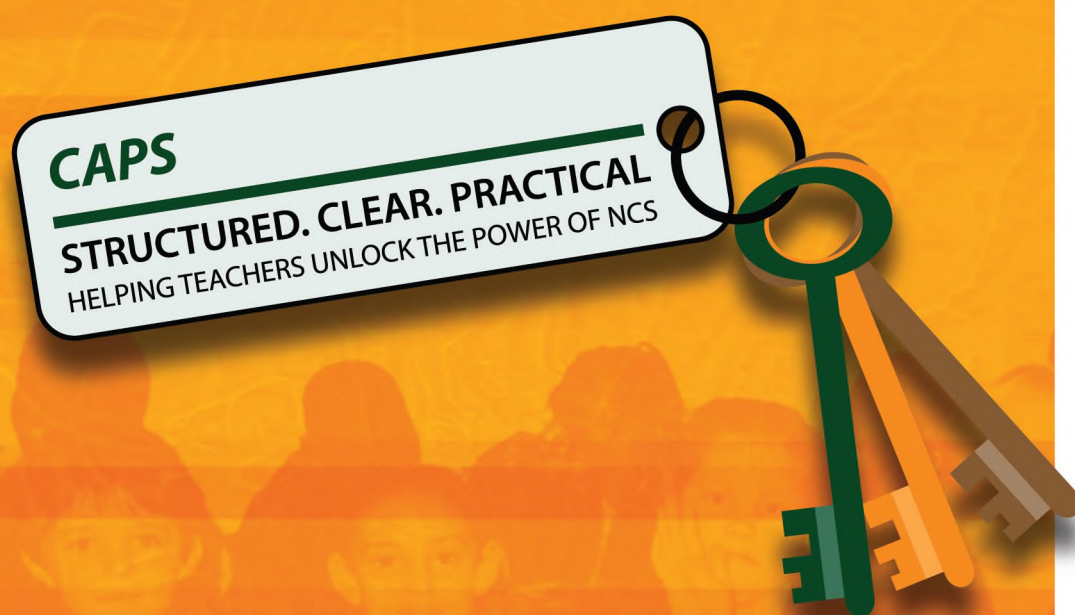
Annexure I: Examples of coded interviews

Annexure J: Oxford Successful Life Skills – Teacher’s Guide – Grade 5

Annexure K: Oxford Successful Life Skills – Learner’s Guide – Grade 5

National Curriculum Statement (NCS)

Curriculum and Assessment A Policy Statement



Intermediate Phase Grades 4-6



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

- (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12*. It will therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R-12 is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

SECTION 2

INTRODUCTION TO LIFE SKILLS

2.1 WHAT IS LIFE SKILLS?

Life Skills deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practise life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society. The subject aims to develop learners through three different, but interrelated study areas, that is, Personal and Social Well-being, Physical Education and Creative Arts.

1. Personal and Social Well-being

Personal and Social Well-being is the study of the self in relation to the environment and society. The study area provides opportunities for learners to practise life skills required to make informed choices regarding personal lifestyle, health and social well-being. It provides learners with skills to relate positively with and contribute to family, community and society. Learners are equipped with skills that will assist them to deal with challenging situations positively and recognise, develop and communicate their abilities, interests and skills with confidence. They learn values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society.

In the Life Skills curriculum for Grades 4 to 6, Personal and Social Well-being is expressed as a study area containing three topics. The three topics are:

- 1) Development of the self
- 2) Health and environmental responsibility
- 3) Social responsibility

The issues dealt with in each topic are related to the issues covered in the other two topics of the study area. Owing to the interrelated nature of the study area, the three topics of Personal and Social Well-being function interdependently, and therefore, are considered to be of equal importance.

2. Physical Education

Physical Education (PE) aims to develop learners' physical well-being and knowledge of movement and safety. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities. Participation in PE will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well adjusted. Learners will directly experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movement activities teachers will also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

The content for Personal and Social Well-being and Physical Education study areas addressed in Grades 4, 5 and 6 relates to that in Life Skills in the Foundation Phase and Life Orientation in the Senior and FET Phases. It focuses on similar areas of skills, knowledge and values and prepares learners to continue with the subject in Grades 7 to 12.

SECTION 3

TEACHING PLAN

3.1 OVERVIEW OF TOPICS

3.1.1 Personal and Social Well-being (PSW)

Topics	Grade 4	Grade 5	Grade 6
1. Development of the self	<ul style="list-style-type: none"> Personal strengths Respect for own and others' bodies Emotions: understanding a range of emotions Dealing with conflict Personal experience of working in a group Bullying: appropriate responses to bullying Reading for enjoyment 	<ul style="list-style-type: none"> Positive self-concept formation Receiving and giving feedback Coping with emotions Relationships with peers, older people and strangers Reading skills: reading with understanding and using a dictionary 	<ul style="list-style-type: none"> Positive self-esteem: body image Abilities, interests and potential Peer pressure Problem solving skills in conflict situations Self management skills Bullying: getting out of the bullying habit Reading skills: reading with understanding and fluency
2. Health and environmental responsibility	<ul style="list-style-type: none"> Dangers in and around water: home and public swimming pools, rivers and dams Traffic rules relevant to road users: pedestrians and cyclists Personal and household hygiene Dietary habits of children Healthy environment and personal health: home, school and community HIV and AIDS education: basic facts 	<ul style="list-style-type: none"> Safety measures at home and the environment Water as an important basic need Healthy eating for children Local environmental health problems HIV and AIDS education: dealing with stigma Substance abuse 	<ul style="list-style-type: none"> Basic first aid in different situations Food hygiene Communicable diseases HIV and AIDS education: myths and realities
3. Social responsibility	<ul style="list-style-type: none"> Children's rights and responsibilities Cultures and moral lessons Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion 	<ul style="list-style-type: none"> Concepts: discrimination, stereotype and bias Child abuse Dealing with violent situations Issues of age and gender Festivals and customs of a variety of religions in South Africa 	<ul style="list-style-type: none"> The dignity of the person in a variety of religions in South Africa Cultural rites of passage Caring for animals Caring for people Nation-building and cultural heritage Gender stereotyping, sexism and abuse

3.2.2 Physical Education

TERM 1	GRADE 4
3 hours	Recommended resources Textbook Resources for sports and games Resources for safety
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control Safety measures relating to locomotion, rotation, elevation and balancing activities	
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	Examples of possible activities Activities such as walking, running, hopping, skipping, leaping, etc.
3 hours	
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions
2 hours	
Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control	

TERM 2	GRADE 4
3 hours	Recommended resources Textbook Resources for sports and games Resources for safety
Participation in a variety of modified invasion games Safety issues during games	
2 hours	
Movement performance in a variety of modified invasion games	Examples of possible activities Netball, basketball, soccer, rugby, indigenous or community games, etc.
3 hours	
Participation in a variety of modified invasion games	Safety measures Surface of the play area , use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions
2 hours	
Movement performance in a variety of modified invasion games	

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

4.4.1 Assessment in Personal and Social Well-being

In the Personal and Social Well-being study area, learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the four internal formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	Grade 5	Grade 6	Grade 4 – 6		Grades 4 and 5	Grade 6
Assignment/ Design and make: 30 marks	Assignment/ Case study/ Design and make: 30 marks	Assignment/ Case study: 30 marks	Test: 30 marks	Project: 30 marks	End-of-year examination: 30 marks	End-of-year examination: 60 marks

Note: For Grade 6, the examination will count 60 and divided by 2, that is, $60 / 2 = 30$ marks for recording.

a. Project

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/ information to perform the task outside of contact time. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project, it should be given before the end of the second term for submission during the third term.

b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

c. Case study

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will enable the teacher to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the Personal and

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> The questions will be matching columns, true or false, multiple choice or list. Questions will test understanding and factual knowledge. Response will be short and direct and may be one word, a phrase or a sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> Case study may be used. The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class. Learners will provide direct responses and full sentences in point form. 	<p>Learners will be expected to answer a 10-mark and a 5-mark question.</p> <ul style="list-style-type: none"> Questions will focus on the application of knowledge and skills. Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. Each question will focus on the specific information or the integration of content. A short text/ diagram/ data can be provided as a stimulus.
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in personal and Social Well-being are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

4.4.2 Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in fixed periods, labelled Physical Education on the school timetable. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET is 30% of the total mark for the subject. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
- Movement performance: each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria

actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Skills, the following marks are applicable per term:

Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks per term	
				For recording	For reporting
1	Assignment/ Design and make	Assignment/Case study/ Design and make	Assignment/ Case study	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
2	PSW: Test	PSW: Test	PSW: Test	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
3	PSW: Project	PSW: Project	PSW: Project	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
4	PSW: Examination	PSW: Examination	PSW: Examination	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
	Total			400	400

N.B. The assignment, design and make, case study, test, project and examination are formal assessment tasks for Personal and Social Well-being (PSW) for each of the Grades 4,5 and 6.

The various achievement levels and their corresponding percentage bands are as follows:.

Codes and percentages for recording and reporting

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices should be in place for the quality assurance of the subject assessments. All Personal and Social Well-being formal assessment tasks should be internally moderated by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation

**NATIONAL CURRICULUM STATEMENTS
(2012)**

**CAPS ORIENTATION
INTERMEDIATE PHASE GRADES 4 – 6**

LIFE SKILLS

FACILITATOR MANUAL

ACTIVITY 2: THE INTERMEDIATE PHASE LEARNER AND TEACHER

OUTCOMES:

At the end of the activity, participants will be able to:

- describe the characteristics of an Intermediate Phase learner;
- explain the methodologies to be used to accommodate learners in the Intermediate Phase;
- describe how the methodologies would influence planning and assessment;
- explain the skills, knowledge and competencies required by an Intermediate Phase teacher;
- describe the role of the district in supporting the Intermediate Phase teacher.

TIME: 40 min

RESOURCES / PRE-READING

- CAPS document
- National policy pertaining to the programme and promotion requirements of the NCS
- National Protocol for Assessment: Grades R – 12 (January 2012)
- Report of the Task Team for the Review of the Implementation of the NSC, Final Report, Oct 2009

METHODS

Group work and feedback to plenary.

INSTRUCTIONS

1. Divide the participants into groups.
2. In groups, participants discuss the following questions:
 - i. Who is the Intermediate Phase learner? (characteristics)
 - ii. How do his characteristics influence the way he learns?

- iii. What teaching methodologies would you use to accommodate the learner?
 - iv. What skills, knowledge and competencies are required of an Intermediate Phase teacher to respond to the needs of the Intermediate Phase learner?
 - v. What is the role of the district in supporting the Intermediate Phase teacher?
3. Get each group to provide feedback.
 4. Wrap up activity with summary of issues on power point presentation.

POSSIBLE ANSWERS

- i. Who is the Intermediate Phase learner? (characteristics)
 - Learner is between ages of 10 – 13
 - Learner is still in the concrete operational phase.
 - Learner is dependent on emotional and social support from the teacher.
 - Learner requires continuous repetition for consolidation.
 - Learners are still discovering their individual learning styles.
- ii. How do her characteristics influence the way she learns?
 - He learns by doing/experimenting/becoming involved in the activity.
 - Learner in this age group is visually stimulated.
 - Learner requires constant consolidation and repetition.
 - She needs to be led by the hand – sometimes she is unable to work in a totally independent manner.
- iii. What teaching methodologies would you use to accommodate the learner?
 - Group teaching
 - One on one
 - Co-operative teaching and learning
 - Peer teaching
- iv. What skills, knowledge and competencies are required of an Intermediate Phase teacher to respond to the needs of the Intermediate Phase learner?

- iii. How would you consider methodologies in subjects that are combined?
 - iv. How would you approach your teaching methodologies to accommodate different learning styles in your class?
3. Get each group to provide feedback.
 4. Wrap up activity with summary of issues on power point presentation.

POSSIBLE ANSWERS

- i. List teaching methodologies that are used in the Foundation Phase and Intermediate Phase classes.
FOUNDATION PHASE: group teaching, peer teaching, co-operative learning, one to one teaching; random, whole class teaching.
INTERMEDIATE PHASE: whole class teaching; peer teaching, cooperative teaching.
- ii. How would you adapt your teaching methodologies to accommodate the learner in the Intermediate Phase?
 - identify needs of learners
 - peer teaching
 - small group teaching
- iii. How would you consider methodologies in subjects that are combined?
 - Small group intervention
 - Co-operative teaching and learning
- iv. How would you approach your teaching methodologies to accommodate different learning styles in your class?
 - Identify the learning styles of learners in the class.
 - Group learners with similar styles and plan lessons accordingly.
 - Plan activities to accommodate different learning styles, thus developing a variety of learning styles in the learners.

- Suggestions must be noted in order to strengthen the implementation of CAPS
- Use the following as a guide

**ARTICULATION OF KNOWLEDGE AND SKILLS ACROSS PHASES
PERSONAL AND SOCIAL WELL- BEING (GR 4-6)/ LIFE ORIENTATION (GR7)**

P E R S O N A L A N D S O C I A L W E L L	FOUNDATION PHASE (GR.3)	INTERMEDIATE PHASE (GR. 4)	INTERMEDIATE PHASE (GR. 5- 6)	SENIOR PHASE (GR.7)
	<ul style="list-style-type: none"> • About me • Feelings • Keeping my body safe 	<p>Development of the self</p> <ul style="list-style-type: none"> • Personal strengths • Respect for own and others' bodies • Emotions: understanding a range of emotions • Dealing with conflict • Personal experiences of working in a group • Bullying: appropriate responses • Reading fluently and with enjoyment 	<p>Development of the self</p> <ul style="list-style-type: none"> • Positive self-esteem: body image • Potential abilities and interests. • Peer pressures • Problem solving skills in conflict situations • Self- management skills • Bullying: getting out of bullying habits • Reading skills: reading with understanding and fluency 	<p>Development of the self in society</p> <ul style="list-style-type: none"> • Concept: self-image • Changes in boys and • Girls: puberty • Peer pressure • Concepts: personal diet and nutrition
<ul style="list-style-type: none"> • Protection of health • Healthy eating • Insects • Life Cycle Recycling • Pollution • Products and processes • Space • Disasters and what we should do 	<p>Health and environmental responsibility</p> <ul style="list-style-type: none"> • Dangers in and around water: home and public swimming pools, rivers and dams • Traffic rules relevant to road users: pedestrians and cyclists • Personal and household hygiene • Dietary habits of children • Healthy environment and personal 	<p>Health and environmental responsibility</p> <ul style="list-style-type: none"> • Basic first aid in different situations • Food hygiene • Contagious diseases • HIV and AIDS education: myths and realities 	<p>Health, social and environmental responsibility</p> <ul style="list-style-type: none"> • Substance abuse • Concept: environmental health • Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS 	

ACTIVITY 16: Understanding Assessment in the three Study Areas

TIME: 120 minutes

OUTCOMES:

At the end of the activity, participants will be able to:

- explain the definition of assessment in the National Protocol for Assessment;
- explain the different forms of assessment stipulated for each study area;
- explain how assessment in the Life Skills subject should be recorded;
- design an exemplar mark sheet.

RESOURCES:

Laptop

Data Projector

Flip charts

CAPS document

National Protocol for Assessment Grades R – 12 (January 2012)

National policy pertaining to the programme and promotion requirements of the NCS.

METHOD:

Individual and group activities, discussion, role-play and peer teaching.

6.5 Identify two children's rights that are violated in this case study. (2)

6.6. **Underline the correct answer.** (1)

Rights always go together with (excitement / responsibilities).

6.7. How did Henri get money to pay the rent? (1)

Question 7

[10]

Study the extract below and answer the questions that follow:

Sipho was stung by a bee at school and immediately developed an asthmatic attack. People who suffer from asthma usually carry inhalers. Inhalers contain medicines that help a person to breathe when they have breathing problems.

In an emergency situation:

- ⊖ Help the person to get his/her inhaler.
- ⊖ Help the person to stay calm if he or she is in a panic.
- ⊖ Loosen tight clothing.
- ⊖ Tell an adult about the attack immediately.
- ⊖ If the person is still struggling to breathe after five minutes, get an adult to take him/her to the nearest doctor or hospital.

Annexure C: Case A lesson plan 1

NAME OF SCHOOL: Mtomboti
 NAME OF EDUCATOR: Pills
 SUBJECT: Life Skills
 STUDY AREA: Personal and Social Well- being
 Topic: Health and Environmental Responsibility
 GRADE: 4
 DURATION: 30mins
 RESOURCES: Text books, DVDs, newspapers, swimming costumes and Pictures
 TEACHING METHOD: Question and answer, text book and telling method
 CONCEPTS: Drawing, water, swimming ,rescue and life savers
 ASSESSMENT: Informal; classwork and homework
 PROIR KNOWLEDGE: Sources of water

AIMS AND OBJECTIVES

- To know dangers in and around water
- To be responsible in and around water
- Personal safety in and around water

TEACHING ACTIVITIES	LEARNING ACTIVITIES
<p>Are there dams and rivers in our communities Are our rivers safe How many of you can swim What do you think should one swimming When should one swim Is it right to swim alone Water is essential in our day to day life, but essential as it may be there are also dangers involved. Swimming in dirty water can cause diseases. Playing in water is dangerous so it must be avoided. If it is sport it must be done under supervision of an adult or coach .Pushing one another must not be done as it can lead to drowning. Swimming in running water is also dangerous. It is also important to avoid swimming next to boats. In case of drowning first aid should be administered. There are people trained to rescue swimmers. These people are known as life savers.</p> <p>ACTIVITY: Classwork</p>	

Annexure D: Case A lesson plan 2

NAME OF SCHOOL: Mthombothi JSS

NAME OF EDUCATOR: Gqangeni N.

SUBJECT: Life Skills

STUDY AREA: Personal and Social Well- being

GRADE: 4

No. of learners: 35

Topic: Health and Environmental Responsibility

DURATION: 30mins

AIMS AND OBJECTIVES: To be able to keep themselves and their homes clean

PRIOR KNOWLEDGE: When you wake up you wash your hands

CONTENT: Personal and household hygiene

RESOURCES: Books, pictures Text books, DVDs, newspapers, swimming costumes and

Pictures

TEACHING METHOD: Question and answer, and telling method

ADRESSING DIVERSITY AND BARRIERS TO LEARNING: The teacher addresses cultural diversity, learners who cant read or write, who are deaf and who cant read or write.

EXPANDED OPPORTUNITIES: Give extra work to the bright learners

TEACHING ACTIVITIES	LEARNING ACTIVITIES
The teacher asks what the learners know about personal hygiene How do they keep their houses clean	<ul style="list-style-type: none">• Keep ourselves clean• Brush our teeth every morning• Sweep the floor everyday dust the furniture, wash the dishes, make our beds
The teacher shows learners a picture of an untidy house and asks the learners to say what is wrong with it	<ul style="list-style-type: none">• The bed is not made• Rubbish is not emptied• Dishes are not washed• Floor is not swept

ASSESSMENT

Informal: Classwork

Annexure E: Case B lesson plan

SUBJECT AREA: Personal and social wellbeing	TOPIC: Food hygiene	GRADE: 6	TERM: 4	TIME: 4hrs 30min
AIMS AND OBJECTIVES: To bring awareness on how food is stored, preserved and prepared.		No. of lessons: 3 X 1hr. 30min.		
KEY CONCEPTS/ VOCABULARY: -Food preservation- preservatives, colourants, flavourants, , ingredients -Food storage: perishables, non perishables, sell by date, best before, expiry date, FIFO -Food preparation: contamination, food poisoning, bacteria, , thaw				
CONTENT KNOWLEDGE AND SKILLS: -Discuss about why food is preserved. -Read and discuss about how food is preserved. -Read, discuss and observe food storage. - Discuss about hygienic food preparation. -Reading about food hygiene.		RESOURCES: textbook, news paper cuttings, packaging, dictionary, fridge, worksheet, exercise book, vocabulary cards		
		PRIOR KNOWLEDGE: Food storage, food preparation and cooking. Reading skill and how to look up words from the dictionary. Personal hygiene.		
TEACHING ACTIVITIES: Explanation of the vocabulary using word cards and dictionary -Giving instructions.(Jigsaw method) -Reading in small groups and discussion of the text on food preservation, food storage and hygienic food preparation. -Writing notes. Work sheets for homework Excursion to the supermarket Reading about food hygiene: interpret/explain and relate what has been studied		LEARNING ACTIVITIES: Looking for the meaning of words from the dictionary Listening to the instructions Reading the text -discussing the text Reporting about the text Writing notes Worksheet for home work Taking notes on the excursion, observing and discussion More reading on hygiene		
TEACHING METHODOLOGIES: Small group discussion, report back session, worksheet		BARRIERS TO LEARNING: Limited functional LOLT, poor sight, poor hearing, mental retardation, lack of support in homework.		
TYPE OF ASSESSMENT: INFORMAL ASSESSMENT: Case study, discussion and classwork. FORMAL ASSESSMENT: Examination out of 30marks				

Annexure F: Group interview schedule

- ✓ What is your understanding of Environmental Education?
- ✓ How is EE positioned/explained/outlined in CAPS
- ✓ What aim and principle of the CAPS/NCS promotes EE?
- ✓ Is there any relationship between what CAPS say about EE and Life Skills?
- ✓ How does Life Skills promote EE?
- ✓ How does PSW promote EE?
- ✓ CAPS is more content driven than NCS. Do you think there is enough content to enable the teaching of EE? Expatiate
- ✓ Does the annual plan of teaching provide sufficient content to enable teachers to deal with issues of EE?
- ✓ How does this address challenges that you and your learners face on a daily basis (relevance)?
- ✓ As a teacher who has just been trained are you confident to teach EE within Life Skills and why
- ✓ What challenges do you foresee in teaching EE in Life Skills?
- ✓ In your everyday teaching and learning, what teaching methods do you use?
- ✓ Generally how do you prepare for a lesson? If you are going to teach on PSW, water related issues, what and how do you prepare?
- ✓ Has this orientation assisted you in planning for your everyday teaching and how?
- ✓ How do these methods promote EE skills, knowledge and values?
- ✓ Is there anything that you think will have improved your pedagogic knowledge and teaching practices?
- ✓ What are your current assessment strategies and what have you learned about assessment in relation to EE

Annexure G: Case A interviews

Interviewer: What is your understanding of environmental education (EE)? Yintoni environmental education?

P 1: I will say it is the state of the environment, how to keep the place healthy and what do you benefit from the environment

Interviewer: Mhh

P2: Ja, how to preserve it, as it has some health implications. There is a section that helps (inaudible).

P3: Ja, looking at the situation around us as a result of environment destabilization because of deforestation, as such we need to preserve our environment. This generation of electricity from coal, resulted to high volumes of pollution that resulted to global warming.

Interviewer: I'm quite satisfied with the way you responded kumbuzo wokuqala, and now the second one is: How is EE positioned ku CAPS. Is there any EE content in CAPS?

P1: I think there is. In Life skills there is a part that which deals with EE, even in NS

Interviewer: Ja, let us talk about topics or content we find in Life Skills that deal with EE issues.

P2: I think if you look at in one some of the..... It should be specifically water safety. Learners get to know how to live in a healthy environment. It's important that learners get to know about dangers in and around water. They get to know how to live in a healthy environment

P3: Learners learn how to keep the environment clean. Learners dump anywhere, like dumping sites. There you could get broken bottles, people live in polluted area- how to keep the environment safe- broken bottles must be cleared and not go down to the dam.

P4: I also think the local dam, teach learners how to swim and tell them the dangers of swimming. At times you can drown if you cannot swim in a dam. I think there is also a part, I think iphaya ku Health. There is a part that deals with diseases HIV/AIDS, so they also play part in EE and we live in an environment ezi disease sinazo. They play a part in our living

P3: There is particularly a part that deals with recyclable material, it is useful they can keep it, people recycle it. They design useful things. People make a living out of it, they limit pollution

P5: Even plastic can be recycled, they can use the plastic to make mats things because this is cleaning when they collect plastic. The environment is clean.

Interviewer: What do they do with the plastic mats?(I wanted or expected him/her to explain how recycling improves economy)

P4: They can decorate their homes

P5: Even yesterday I saw the child wearing the jacket we made of plastic

P1: Traffic safety is EE crossing the street. Learners know what to do around in town

Interviewer: We are all from rural & poverty stricken areas. Look at your area and the current curriculum. How does CAPS raise or address issues of poverty?

P1: Just now one of my colleagues mentioned recycling- collecting rubbish, and selling to alleviate poverty, doing some decorations and selling them.

P2: Collecting bottles and break them, in East London you buy broken bottles. Children, people....

Interviewer: Thetha ngesi Xhosa.(You may speak isi Xhosa)

P2: umntu othengisa eza bhotile (the person selling those bottles)

Interviewer: Would learners engage in these activities?

P4 Definitely, you see on the radios and TV- Clover has adverts, talking about recycling. Clover advertise containers of milk, even coke. Some schools get computers

Interviewer: We have exhausted this question. Tell me how you will promote yonke le nto niyithethayo(all that you have said). What teaching and learning and assessment methods would you use so as to address these issues?

P1: Question and answer method, you can ask them if its there- plastic that is not used, plastic bottle. Narrative method will be good, you tell them about the bottles abaziqokeleleyo (collected)

P4: Ja, whats more take a child to the site, role play the situation

Interviewer: Can I ask another question? Do you think in CAPS these are clearly spelt out?

P4: Ja, little is said about recycling, it may be that with progression izobonakala(it will be dealt with)

Interviewer: Okay, how do others feel?

P4: It gives you all the weapons, it addresses all the challenges that learners face. CAPS allow learners and teachers to do things in action. CAPS is user friendly

P5: It is in line with the constitution of the country. When you go deeper.... We need to integrate DBE and Health

Interviewer: Have you integrated all that you have said into the lesson plans

P4: There is integration

Interviewer: In you everyday teaching and learning how do you achieve maximum participation

P4: Role play where learners participate in PSW- healthy eating. During school nutrition when learners eat they know exactly what they are eating

Interviewer: Who tells them?

P1: If we talk about food groups

P4: Some topics deal with healthy eating

Interviewer: From this orientation do you think you will be able to teach Life Skills such that it addresses these issues?

P4: Definitely

P2: We will try our best. Actually what we try to say, siza kuzama(we will try)

Interviewer: In conclusion is there any difference in content from NCS?

P4: I think ikhona, because in the books that we have been given there it has been explained. I think in Life Skills there is something that is guiding, there is something better.

P5: I'm going to agree, I can say this workshop is more technical. It will be easy for us to impart the knowledge. So I will agree with my colleagues, in CAPS, we've got the topics of what to teach. It's clear

P5: Now we have clear direction. The study area is clear. You know what to deal with

P4: It starts with me as a teacher. In CAPS topics are clear

P5: CAPS has merged NCS&OBE, CAPS is advanced

P6: Not clear, the aims and objectives are clear. Planning has become lesser

P6: The Life Skills is better, it has been made clear.

P5: Paper work took most of our time

RAN OUT OF TIME

Annexure H: Case B interviews

CASE B FOCUS GROUP INTERVIEWS CONDUCTED ON THE 5TH OCTOBER 2012

Interviewer: I just want to ask what is your understanding of environmental education? What does EE deal with?

P1: Mhm, I would say it deals with the environment meaning school yard. Mhmm also taking care of the plants that is keeping the school yard clean, it's about taking care of these

P2: Its like the environment, the community around the school, cleanliness, sometimes we have papers lying around, picking up papers that are lying around- taking care of cleanliness

P3: It also looks at it about challenges of the environment, the most important one which cannot be condusive

Int: Like what?

P3: Like crime and sometimes abuse

INT: Okay

P4: and also recycling- collecting empties and papers and other things and deals with them.

(Enter one interviewee who was late)

Int: Welcome Sir. Do you think there is EE content in CAPS? CAPS unayo icontent?

P1: Yes unayo kula area kwi Personal and Social Well being in a big way because we taking care of health and environment and people at large, society and neighbouring schools and clinics and all institutions that deal with it

P2: In community dumping areas

P3: How to solve conflict

(Long silence)

Int: In all you say there is EE in CAPS. For EE to be promoted or lifted up, teaching and learning methods are important. Which teaching and learning methods would you emlore to teach EE? Which ones do you think will assist?

P3: support groups

INT: In the classroom when you teach, which teaching methods would you emlore?

P1: I would say role play for them to show the statusquo of the environment

P3: dramatise

P2: do research

Int: Do you think CAPS content and PSW promote the use of or allow these teaching and learning methods? If you look at the content, lets be practical and look if I teach healthy environment, does CAPS promote these teaching and learning methods?

P1: Yes, it does. CAPS incorporates the rubric- where in the rubric you unpack outcomes- also the check list

Int: What are the challenges faced by learners in this township?

P1: Dumping

P2: pregnancy

P1: alcohol abuse

P3: poverty

INT: Now looking at these issues of dumping, pregnancy and abuse, do you think CAPS addresses them?

P2: Yes, PSW social well being, you interact with others to solve problems- bullysim

INT: I want you to go into depth, the nitty gritty of these issues

P5: drug abuse

P5: Life styles- instill life styles automatically they can deliver these in their homes (volume very low cannot hear properly)

P1: Home is difficult to reach

INT: How do you think you will be able to do this? Let's be practical. How will you bridge the gap between home and school? What other methods can we use to access home?

P1: Well tasks like homework and assignment and the research can be used- to ask information from home to observe what is happening at home and in the environment. The use of questionnaires can change lifestyle.

P6: To add to what ma'am said- I think traditionally education is separate from home and parents. Parents should be seen as solution to challenges at school. Whatever we teach, e.g. tasks that we give to learners to extend to home. Parents to be resources- to be informed of what learners are to do- parents to act as monitors.

P4: to do activities at school and invite parents

P1: Can I add on that. Rhodes has started parent engagement I think they are piloting- parents meet parents workshop- it's a pilot, its still new- I don't know other topics. The ones they have touched on will help.

INT: Any challenges that you as educators would face to address these in teaching effectively- to the best of your ability

P1: I'm thinking of what happened five years down the line where we were having a learners' clean up campaign. Parents were complaining that their children were cleaning up and this is not what they sent their children for. They said we think we are better than us why don't you go and clean your own. This is discouraging.

INT: Ubuzakuthini/ What were you saying?

P2: Time and planning- with these periods in CAPS – time constraints. The principal would complain- we should be in class teaching

P6: Also this system- the building of schools- we must improvise- there is no open space for doing whatever- we will be disturbing the school. In other schools fields are far from the classes.

P2: work load

P1: cooperation between staff because I think some of the items of EE is campaigns when you run a campaign you need buy in and cooperation from everybody- you march and show dissatisfaction

INT: I am going towards the end. What other teaching and learning methods do you normally use on a daily basis xa ni teacha (when you teach) in Life Skills

P1: Give stories- read stories when you teach pollination Yho sorry pollution you ask learners to go to the library or you bring books to school

P2: Question and answer method

INT: Is this the one oyisebenzisa kakhulu (that you use mostly)?

P6: It is very effective when you share your own experiences and reflect with (not audible)

P6: Group methods (not audible)

INT: Do you think that after this orientation- are you confident to go to class and teach

P1: Yes, ungangangcazeli (you do not shiver= you are not afraid), I was saying to my colleague every time you go to a workshop you feel energized you want to implement the new ideas and so coming to this workshop has done that.

P2: I know exactly what to do. In Life Skills I know exactly, its very specific

P3: It is developmental and fruitful

P5: I'm new in Arts & Culture

INT: Ok you are new?

P6: My concern is we have the theoretical background. My concern is I know what to do but HOW to assess.

RAN OUT OF TIME

Annexure I: Example of coded interviews

CASE A CODED FOCUS GROUP INTERVIEW

Interviewer: What is your understanding of environmental education (EE)?
Yintoni environmental education?

P 1: I will say it is the state of the environment, how to keep the place healthy and what do you benefit from the environment

Interviewer: Mhh

P2: Ja, how to preserve it, as it has some health implications. There is a section that helps (inaudible).

P3: Ja, looking at the situation around us as a result of environment destabilization because of deforestation, as such we need to preserve our environment. This generation of electricity from coal, resulted to high volumes of pollution that resulted to global warming.

Interviewer: I'm quite satisfied with the way you responded kumbuzo wokuqala, and now the second one is: How is EE positioned ku CAPS. Is there any EE content in CAPS?

P1: I think there is. In Life skills there is a part that which deals with EE, even in NS

Interviewer: Ja, let us talk about topics or content we find in Life Skills that deal with EE issues.

P2: I think if you look at in one some of the..... It should be specifically water safety. Learners get to know how to live in a healthy environment. It's important that learners get to know about dangers in and around water. They get to know how to live in a healthy environment

P3: Learners learn how to keep the environment clean. Learners dump anywhere, like dumping sites. There you could get broken bottles, people live in polluted area- how to keep the environment safe- broken bottles must be cleared and not go down to the dam.

P4: I also think the local dam, teach learners how to swim and tell them the dangers of swimming. At times you can drown if you cannot swim in a dam. I think there is also a part, I think iphaya ku Health. There is a part that deals with diseases HIV/AIDS, so they also play part in EE and we live in an environment ezi disease sinazo. They play a part in our living

P3: There is particularly a part that deals with recyclable material, it is useful they can keep it, people recycle it. They design useful things. People make a living out of it, they limit pollution

P5: Even plastic can be recycled, they can use the plastic to make mats things because this is cleaning when they collect plastic. The environment is clean.

Interviewer: What do they do with the plastic mats?(I wanted or expected him/her to explain how recycling improves economy)

P4: They can decorate their homes

P5: Even yesterday I saw the child wearing the jacket we made of plastic

P1: **Traffic safety is EE crossing the street.** Learners know what to do around in town

Interviewer: We are all from rural & poverty stricken areas. Look at Dutywa and the current curriculum. How does CAPS raise issues of poverty?

P1: Just now one of my colleagues mentioned **recycling- collecting rubbish, and selling to alleviate poverty, doing some decorations and selling them.**

P2: Collecting bottles and break them, in East London you buy broken bottles. Children, people....

Interviewer: Thetha ngesi Xhosa.(You may speak isi Xhosa)

P2: umntu othengisa eza bhotile (the person selling those bottles)

Interviewer: Would learners engage in these activities?

P4 Definitely, you see on the radios and TV- Clover has adverts, talking about recycling. Clover advertise containers of milk, even coke. Some schools get computers

Interviewer: We have exhausted this question. Tell me how you will promote yonke le nto niyithethayo(all that you have said). What teaching and learning methods would you use so as to address these issues?

P1: **Question and answer method**, you can ask them if its there- plastic that is not used, plastic bottle. **Narrative method will be good**, you tell them about the bottles abaziqokeleleyo (collected)

P4: Ja, whats more **take a child to the site, role play the situation**

Interviewer: Can I ask another question? Do you think in CAPS these are clearly spelt out?

P4: Ja, little is said about recycling, it may be that with progression izobonakala(it will be dealt with)

Interviewer: Okay, how do others feel?

P4: It gives you all the weapons, it addresses all the challenges that learners face. CAPS allow learners and teachers **to do things in action**. CAPS is user friendly

P5: It is in line with the constitution of the country. When you go deeper.... We need to integrate DBE and Health

Interviewer: Have you integrated all that you have said into the lesson plans

P4: There is integration

Interviewer: In you everyday teaching and learning how do you achieve maximum participation

P4: **Role play** where learners participate in PSW- healthy eating. During school nutrition when learners eat they know exactly what they are eating

Interviewer: Who tells them?

P1: If we talk about **food groups**

P4: Some topics deal with **healthy eating**

Interviewer: From this orientation do you think you will be able to teach Life Skills such that it addresses these issues?

P4: Definitely

P2: We will try our best. Actually what we try to say, siza kuzama(we will try)

Interviewer: In conclusion is there any difference in content from NCS?

P4: I think ikhona, because in the books that we have been given there it has been explained. I think in Life Skills there is something that is guiding, there is something better.

P5: I'm going to agree, I can say this workshop is more technical. It will be easy for us to impart the knowledge. So I will agree with my colleagues, in CAPS, we've got the topics of what to teach. It's clear

P5: Now we have clear direction. The study area is clear. You know what to deal with

P4: It starts with me as a teacher. In CAPS topics are clear

P5: CAPS has merged NCS&OBE, CAPS is advanced

P6: Not clear, the aims and objectives are clear. Planning has become lesser

P6: The Life Skills is better, it has been made clear.

P5: Paper work took most of our time

Interviewer: Thank you very much Ladies and Gentleman. I need to transcribe this and bring it back to you. Thank you very much.

Green = content

Yellow= teaching methods

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Skills

TEACHER'S GUIDE



GRADE
5

Teaching guidelines

- Lots of reading will be required for this unit.
- You can read about Easter festivals; Rosh Hashana and Diwali.
- At a later stage you read about the customs of Baptism, Initiation and Hajj aloud to the class.
- Choose learners to take turns reading these passages aloud to the class.
- Discuss each festival and custom. You may find that learners have extra information or personal experiences to share with the class.
- For more examples of festivals and customs see resources at the end of this module.

Activity 1 Recall and relate

Learner's Book page 71

Guidelines

- Read the story aloud in class.
- Allow turns for learners to read the story aloud to the class. Make sure you keep changing the reader.
- Learners can work in pairs to do this activity. Learners can discuss the answers first and then on their own write them down in their notebooks.
- Make sure learners use their dictionaries to look up the meanings of words they do not understand.

Suggested answers

- 1 **Fasting** – going without food or water for a particular cause
Mosque – a building where Muslims worship their god
- 2.1 New Moon
- 2.2 Special biscuits made with semolina, dates and nuts.
- 2.3 It has been difficult, not being able to drink anything especially considering the weather has been hot and Fathima has been studying and writing exams.

Informal assessment

Learners are encouraged to mark each other's work. Observe how learners work with their peers. Spend time with learners who are not able to grasp the concepts.

Remedial

Write down the word or words which fit these descriptions:

- 1 The month for Muslims when they need to fast from dawn until dusk.
- 2 The festival at the end of Ramadan
- 3 The name of the religion that Muslims belong to.

Answers

- 1 Ramadan
- 2 Eid ul-Fitr
- 3 Islam

Vocabulary

Pilgrimage – a journey to a holy place

Custom – a regular activity which can form part of a religion

Initiation – a custom where boys are said to become men

Unit 2 Safety measures at home and the environment

Learner's Book page 72

Unit focus

- Safety measures in the home and the environment
- Harmful household products and medication
- Fire safety
- Reading skills: reading with understanding and the use of a dictionary
- Reading about harmful household products and medication, and fire safety: recall and relate

Daily focus

You could begin each lesson by asking questions that focus on the topic for that lesson. Such as:

- What harmful cleaning products do you have at home?
- Where are they kept?
- Could a small child reach them?
- Are they easy to open?

knowledge

Resources

- Learner's Book, posters relating to safety in the home and the environment and magazine articles.
- Examples of harmful household products, such as; bleach, snail bait, insecticide, ant poison and paraffin.
 - A paraffin stove
 - A fire extinguisher
 - A fire blanket

Teaching guidelines

- Encourage learners to relate their own experiences to the class regarding safety measures at home. Learners would know or have heard of accidents with a stove regardless of whether they themselves have had such an experience.
- Look for magazine or newspapers containing articles about accidents that have happened in the home and read them to the class.
- Ask learners to make a page of Emergency numbers in their Life Skills workbook. They can also make a copy to be kept in the home. Make sure that the following numbers are on the list:
Fire Brigade 01001
Poisons Hotline 131126 or 0800 333 444
- Demonstrate to the class what the correct way of lighting a match is – striking it as far away as possible from your face and body.

Activity 2 Read, recall and relate

Learner's Book page 74

Guidelines

- Read the story aloud to the class.
- Ask learners to take it in turns to read the story aloud to the class as well. Make sure to keep changing the reader.
- Learners can work in pairs to do this activity. They can first discuss the answers and then write them down in their notebooks on their own.
- Make sure that learners use their dictionaries to find the meanings of words.

Suggested answers

- 1 **Poisonous** – toxic, dangerous to swallow
Tolerate – put up with
Warn – tell you to be careful
- 2.1 Iron pills
- 2.2 The pills look like sweets
- 2.3 A container that children cannot open.

Informal assessment

Learners are encouraged to mark each other's work. Observe how learners work with their peers. Spend time with learners who are not able to grasp the concept.

Unit 3 Water as an important basic need

Learner's Book page

Unit focus

Water as an important basic need:

- Importance of water
- Different ways of saving water
- Different ways of protecting the quality of water

Reading skills: reading with understanding and using a dictionary

- Reading about the importance of water and how to save and protect the quality of water: recall and relate

Daily focus

The focus of this unit is for learners to recognise and understand that water is a basic need; that we must look after it and make sure that it is clean and safe to drink.

- As you work through the unit start each lesson with relevant questions such as:
- What have you used water for so far today?
 - How can you reduce the amount of water you use?

Resources

- Learner's Book, posters and magazine articles focusing on the importance of water as a basic need.
- Recommended reading:
Diseases caused by a lack of safe water, a chapter in AIDS and Health issues by LeeAnne Gelletly, Mason Crest Publishers.

Teaching guidelines

- Bring a clear glass container with water in it to class.
- Put sand and a few twigs into the water.
- Ask learners if the water is clean enough to drink. They will say "No". Then filter the water through a clean cloth to catch the sand and twigs. The water is now clear. Is it safe to drink? The learners will probably say "Yes". Explain that it might not be safe because there could still be germs in the water.
- Tell learners that the water we get from our taps is filtered and chlorinated to remove these germs.
- They would have learnt about this in their Social Sciences lessons.
- Also tell learners that one is unable to tell whether water found in rivers is safe for drinking.

Activity 3 Recall and relate

Learner's Book page 77

Guidelines

- Read the story aloud in class.
- Allow learners to take it in turns to read the story aloud to the class. Make sure to keep changing the reader.
- Learners can work in pairs to do this activity. They can first discuss the answers and on their own write them down in their notebooks.
- Make sure learners use their dictionaries find the meanings of words.

Suggested answers

- 1 **Diarrhoea:** runny tummy
Faeces: human waste (pooh)
Polluted: spoiled or made dirty
- 2 Many people use bushes near the river as a toilet and the rain washes the faeces into the river. The faeces contain germs.
- 3 Diarrhoea, gastro enteritis, cholera

Informal assessment

Learners are encouraged to mark each other's work. Observe how learners work with their peers. Spend time with learners who are not able to grasp the concept.

Extension

Describe the two ways in which polluted water can be made safe for drinking. Suggest one disadvantage for each method used.

Answers

- Boil the water for 15 minutes. Then allow the water to cool. Cover the water with a clean cloth. Disadvantage – It takes a long time and uses fuel to heat the water.
- Add a teaspoon of bleach to a 25 litre container of river water. Cover the water with a clean cloth. Let it stand for at least two hours before you drink it. Disadvantage – It takes a long time and gives the water an unpleasant taste.

Unit 4 Healthy eating for children

Learner's Book page

Unit focus

Healthy eating for children:

- South African Food-Based Dietary Guidelines
- Dietary needs of children
- Factors influencing food intake of children

Reading skills: reading with understanding and the use of a dictionary

- Reading about healthy eating for children: recall and relate

Daily focus

A good daily focus would be to ask learners what they have eaten in the previous 24 hours and then analyse it according to the dietary guidelines. This will be the focus of one of the later activities. Learners will however need to practise this skill everyday to be able to do this quickly and easily and to adopt healthy eating habits.

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CAPS

Life Skills

LEARNER'S BOOK

F. Clitheroe
P. Espi-Sanchis
L. Dilley
A. Hartmann
S. Johnson
E. Maxwell
R. Naidoo



GRADE
5

Let us check

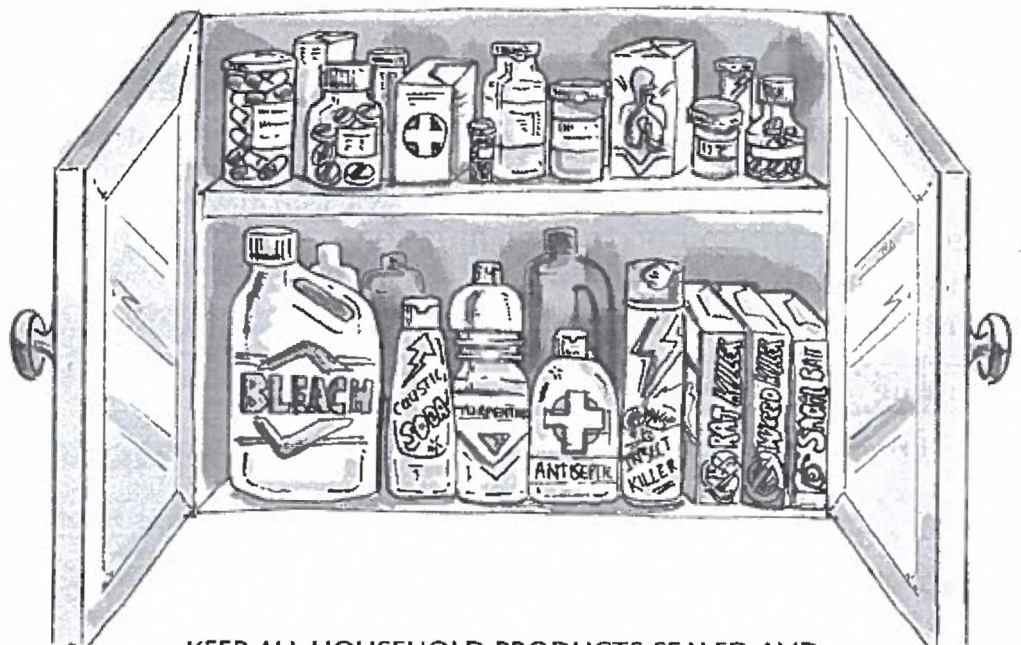
- Where are the medicines kept in your home?
- Do you know someone who has been burnt at home?

Harmful household products and medication

Many products in our homes are poisonous, for example cleaning products, insect repellents and snail bait. If we eat or drink them, we will become very ill and could die. Adults know that these products are dangerous, but children are curious about everything around them. If these products are in their reach, they are likely to try and taste them.

When children see tablets or medicine in a bottle they might think they are sweets or cooldrinks, especially if they are brightly coloured.

If someone swallows a dangerous household product or medication call the Poisons Hotline on 131126 or 0800 333 444



KEEP ALL HOUSEHOLD PRODUCTS SEALED AND LOCKED AWAY OR ON A HIGH SHELF WHERE CHILDREN CANNOT REACH THEM

Fire safety



These fire fighters are trying to put out a fire. Never light a fire outside in dry, windy conditions.

Paraffin stoves *poverty*

Between 4000 and 5000 South Africans die from accidental burns every year. Most of these burn deaths are caused by paraffin stoves. Many people use paraffin stoves to cook on. Stoves get knocked over and a fire starts. If this happens in an area with no space between houses, the fire can spread quickly and people get burnt to death.

Some tips to prevent burns

- Show young children that the stove and oven door is hot and must never be touched.
- Place cooking pots on the burners at the back of the stove. Never have the handles of pots sticking out where a child could grab them.
- Never leave a child alone in a room with a burning cigarette, fire, a hot iron, lit candle or paraffin or gas lamp burning.
- Do not let children play with matches or firelighters. Teach children how to light a match safely (away from the body). Explain why fire is dangerous and tell them what to do in an emergency.

In case of fire call the Fire Brigade on 01001

Reading skills

Read about harmful medication

Many children are taken to hospital with iron poisoning.

Iron tablets are shiny and children think they are colourful sugar-coated chocolate sweets. Eating even a few of these tablets can be poisonous for very small children because the amount the body can tolerate depends on the weight of the person.

The Child Accident Prevention Foundation has called for laws to insist that dangerous drugs are packaged in child-proof containers. But the head of the Red Cross Children's Hospital says that parents should be warned that iron tablets are dangerous for children. "People think that iron tablets are like vitamins. They do not realise that iron is the biggest 'killing medicine' we have", she said.

Adapted from artic. xxxxxxxx



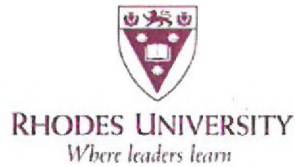
Activity 2

Read, recall and relate

- 1 Read the article about harmful medication. Use a dictionary to look up words you do not know the meaning of.
Give the meaning of these words:

poisonous	tolerate	warn
-----------	----------	------

- 2 Answer the following questions about the article.
 - 2.1 What was the harmful medication?
 - 2.2 Why are children attracted to this medicine?
 - 2.3 What is a "child proof container"?



The Department of Basic Education
Grahamstown District
Private Bag X1001
Grahamstown 6140

31 August 2012

Dear Mr B. Stamper

Permission to conduct an academic research

I write to request your permission for Ms Charlotte Sindiswa Yoyo observe the CAPS training for Intermediate Phase in your district, during the course of this year. This observation forms part of her studies towards her Masters Degree at this institution. Ms Yoyo, student number 11Y6700, is currently a part-time M Ed student at Rhodes University majoring in environmental education at the Environmental Learning Research Centre.

The purpose of the Ms Yoyo's research is to investigate how life skills enable Environmental Education and Sustainable development.

Should you require further information regarding this research, please feel free to contact Professor Rob O'Donoghue as supervisor at Rhodes University, Department of Education.

Kind regards,

Sashay Armstrong
Research Programme Administrator
Environmental Learning Research Centre
Education Department, RHODES UNIVERSITY
+27 (0)46 603 8390
s.armstrong@ru.ac.za

Sindi Yoyo - Re: Request for access

From: Bongani Stamper
To: Sindi Yoyo
Date: 8/31/2012 1:04 PM
Subject: Re: Request for access

Hi Sindi .

Congratulations to your endeavors to empower and equip your self with greater knowledge with Rhodes University. Our department in particular myself wish you all the best in your studies.
As far as your request I have spoken to ~~Ms Maxima~~ the GET Intermediate co-ordinator ,she has no objection.

I therefore grant you permission to attend the training sessions as requested. May you link with her for the dates and venues.

Her contact number ~~0824110815/046088200~~

Thank you
B.M.H.Stamper

Disclaimer:

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>>> Sindi Yoyo 2012/08/31 12:00 PM >>>
Dear Rhadebe

Please find attached letter that requests access to attend CAPS training.

Sindi Yoyo