

LIFE ORIENTATION IN THE FOUNDATION PHASE (GRADES R-3): A SURVEY IN SELECTED WESTERN CAPE PRIMARY SCHOOLS

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ABSTRACT

The National Curriculum Statement (NCS) of South Africa (SA) has been in place for 11 years. Therefore it was deemed necessary to conduct an investigation into the situation of Life Orientation (LO), a new Learning Area in the NCS. As a reform, the NCS promised to improve the quality of education for all in SA. Seeing that the early childhood years are so important for the development of fundamental motor skills, the focus of this article will be on the Foundation Phase (FP [Grades R-3]) in the General Education and Training Band (GET). Since Physical Education (PE) resides within LO, the scope of the investigation is aimed at LO. The main problem was to determine the experiences of LO teachers regarding the implementation of LO and particularly the Learning Outcome, Physical Development and Movement (PDM) in the FP in selected primary schools in the Western Cape, a province in SA. Quantitative data captured by a questionnaire typifies the research design as a survey. Primary schools (N=124) were randomly selected of which 50 FP teachers (N=50) returned questionnaires. Summary statistics using frequency tables and histograms were utilised. The data were analysed by using Statistica 8.0 (STATSOFT, 2007). According to the data it seemed as if most aspects as stipulated in the NCS were attended to by FP teachers. However, the majority of FP teachers were not qualified to present PE which could impact negatively on the status of LO, and more specifically, have major consequences for the growth and development of the FP learners. It is recommended that the Department of Education (DoE) should take the initiative and lead in this regard to urgently provide specialist LO teachers for the FP. However, Higher Education Institutions (HEI's) should become more involved in training initiatives for prospective teachers in LO.

Key words: Outcomes-based education; National curriculum statement; General education and training band; Foundation phase; Life orientation; Physical development and movement; Teacher training.

INTRODUCTION

The worldwide trend regarding the decline in physical activity (PA) among children (Hardman & Marshall, 2001; Hardman & Marshall, 2009) is a major concern among pre-school teachers in SA (Pienaar *et al.*, 2007). In 1997 curriculum reform commenced in South Africa (SA) and Physical Education (PE), as an alone-standing school subject, was reduced to a learning outcome among five other learning outcomes of Life Orientation (LO). The message that PE is not an important part of a child's holistic development was clear. Additionally, in an effort to get the child ready for formal schooling in SA, Grade R learners (5-6 years of age) spend more time in formal education with the result that less time is allocated to PA. The unique,

diverse and comprehensive developmental needs of young children are hindered by these decisions (Pienaar *et al.*, 2007; Harris, 2009).

Although the curriculum reform of 1997 is regarded as most significant, education in SA is slowly awakening to the fact that political ideals seldom match classroom realities. The successful and effective implementation of Outcomes-based Education (OBE) is South Africa's fiercest educational battle (Botha, 2002).

In SA, educational achievements are mainly in terms of policy development (Chisholm, 2000) and not policy implementation (Ndee, 2001). An underdeveloped infrastructure in education departments and most previously disadvantaged schools and the slowdown in economic growth adversely affected the situation (Mason, 1999; DoE, 2000; Lungu, 2001; Manganyi, 2001; Sayed & Jansen, 2001). It is difficult to envisage how equity in South Africa's schooling context can be realised without substantial investment in human and physical resources (Fiske & Ladd, 2004).

As a new Learning Area in the NCS (National Curriculum Statement), LO seems to be inundated with challenges and complexities, which may be normative as part of the transitional period that characterises curriculum change. However, a problem that might arise from the initial difficulties in implementing LO may be of a more serious and permanent nature (Rooth, 2005). A major challenge for LO is the preconceptions that exist about the non-examinable status of its previous constituents, such as School Guidance, PE, Religious Education and Youth Preparedness (DoE, 2002; Van Deventer, 2004; DoE, 2008). Teachers, and especially school principals will have to revisit their attitudes towards LO (Rooth, 2005; Christiaans, 2006).

Ferguson (n.d.) is of the opinion that the success or failure of LO lies with the school principals. Principals need to be convinced that LO is as important as any other academic learning area. This is an important aspect, since the allocation of a teacher best suited to teach LO will bring out the importance of LO (Christiaans, 2006). The epistemology and skills of the teachers determine the status and practice of a learning area. A facet of the status and practice of LO is the choice of teachers assigned to LO as well as the rationale underlying the choice (Rooth, 2005; Christiaans, 2006; Prinsloo, 2007). Rooth (2005) reported that teaching LO seemed to be a transitory duty that changed from year to year, which means that these substitute teachers cannot take ownership of LO.

According to Rooth (2005) LO teachers do not have sufficient experience seeing that it is a new Learning Area. A range of proficiencies were found by Rooth that made it difficult to determine the level of expertise of LO teachers. It seemed that being qualified or a specialist LO teacher had different meanings for different people. Being qualified in LO ranged from attending a three-day HIV and AIDS course, or a two-hour LO workshop, to being an ex-Guidance, ex-Religion, or ex-PE teacher (Rooth, 2005; Prinsloo, 2007).

Rooth (2005) reported that 75% of the Intermediate and 54% of the Senior Phase LO teachers in her study were not specialists in LO. In 2004 Van Deventer reported that generalist teachers who had no training in PE were required to teach LO (Van Deventer, 2004). For generalist teachers in primary schools, PE is one of the more difficult subjects to incorporate confidently into their teaching (Quay & Peters, 2008). In kindergarten the quality and quantity of PE depends mainly on the qualifications of the teachers (Payr & Woll, 2007).

Against this background Rooth (2005:22) professed that:

It would be a devastating loss of an educationally sound opportunity if Life Orientation *could not* fulfil its potential to make a vital contribution to learners' successful living, learning and well-being.

For successful living and learning in the 21st century learners are faced with needs and challenges that offer both problems and possibilities. Many of the needs and challenges that learners encounter can be addressed through LO (Hendricks, 2004; Rooth, 2005; Theron & Dalzell, 2006; Prinsloo, 2007). With the focus on life-in-society the intention of LO is to guide and prepare learners for life and its possibilities and to equip them for meaningful and successful living in a rapidly changing and transforming society (DoE, 2003).

The political vision of the NCS is clear. The purpose of educational transformation in SA is to break the cycle aimed at maintaining social and ideological control (Welton, 2001; Prinsloo, 2007). However, there is little evidence that it is generating the desired social effects in bringing about the vision. This is because the NCS has been embraced as a political project that has been successful in the ideological domain, but as a pedagogical project, it has been unsuccessful (Harley & Wedekind, 2004).

According to Mathieson (2001) state resources are not sufficient to bring all schools up to the standard that had been enjoyed by Whites prior to 1994. Numerous schools in SA have been unsuccessful in implementing OBE (Whitaker & Whitaker, 1995). Although OBE aims at achieving high standards, the realities in schools should be considered. The impact of OBE cannot be equal in unequal conditions. Reality in South African schools reveals that many schools are resource poor due to the legacy of apartheid (Jansen, 1999; Botha, 2002; Fiske & Ladd, 2004; Prinsloo, 2007).

From the literature review it is clear that LO within the context of curriculum transition, coupled with the legacy of its constituents, is struggling to define itself and is fragmented (Rooth, 2005; Van der Walt & De Klerk, 2006).

The aim of the study was to determine how the implementation process of LO has progressed in the FP and whether the schools were experiencing any problems in this regard. In determining these problem areas, certain conclusions could be made regarding support structures for LO teachers.

PROBLEM STATEMENT

The main problem of the study was to determine the experiences of LO teachers in the FP of the GET Band regarding the implementation of LO with specific reference to the Learning Outcome, *Physical Development and Movement* (PDM) in selected primary schools in the Western Cape.

The following sub-problems were addressed:

- To determine whether the schools had qualified PE teachers to teach PDM in the FP.
- To determine whether the schools had sufficient and suitable facilities and equipment to present PDM in the FP.
- To determine whether the FP teachers had in-service training needs.

METHODOLOGY

Research design

Sample

A pilot study was conducted during 2006 to determine the content validity of a self-designed questionnaire. Since the researchers relied on Bachelor of Education (BEd) and Postgraduate in Education Certificate (PGCE) students to collect the data during their school visits the schools were not selected randomly for the pilot study. The research of the pilot study can therefore be classified as a survey within a quasi-experimental research design.

In the current study, quantitative data were captured by the questionnaire that was used in the pilot study (2006) and adapted according to the problem areas that were identified and the advice received from the respondents and the statistician. In the survey primary schools (N=124) were randomly selected. The questionnaires were posted to the selected schools and the LO teachers were requested to complete the questionnaire as this would probably reflect a more realistic and “hands on” perspective of the implementation of LO. Of the 124 schools selected, 50 FP teachers responded.

The research design of this project depended very much on the available budget. Because of budget restraints the qualitative data could only be obtained by means of a questionnaire. Random sampling, and not stratified random sampling, was conducted because no discrimination was intended between different schools in the South African context.

The data reported in this article forms part of a larger study that was conducted in selected primary and secondary schools in the Western Cape in 2007 and reported on in 2008.

Questionnaire

The questionnaire that had to be completed by the LO teachers consisted of four sections. The first section related to *demographic information* which mostly focused on the school and the community it served. The main section of the questionnaire related to the *curriculum* in which various factors, ranging from teacher qualifications to the NCS, were covered. The third section related to *extramural activities* presented at the schools. In the fourth and final section, the teachers had to reflect on *general issues* related to major problems encountered in the implementation of LO in general.

Statistical calculation

The centre for Statistical Consultation at Stellenbosch University performed the statistical calculations. In the larger study cross tabulation and the Chi-square test were used to compare categorical data between the Foundation Phase (FP), Intermediate Phase (IP) and Senior Phase (SP) of the GET Band as well as with Grades 10 and 11 of the FET Band. Comparisons of ordinal variables were done by using one-way variance of analysis (ANOVA) and the Kruskal-Wallis non-parametric test. Bonferonni multiple testing corrections were used. Statsoft Statistica 8.0 was used to analyse the data (STATSOFT, 2007). The level of statistical significance used throughout the study was $p < 0.05$. However, for the purpose of this article frequency tables and histograms were used.

In the following sections, the results are presented in relation to the four sections of the questionnaire.

FINDINGS AND DISCUSSION

Demographic information

Figure 1 indicates that the FP teachers reported that the majority of the schools served the Coloured community, followed by the White and the Black community. It is unfortunate that the random sample eventually provided a skewed population.

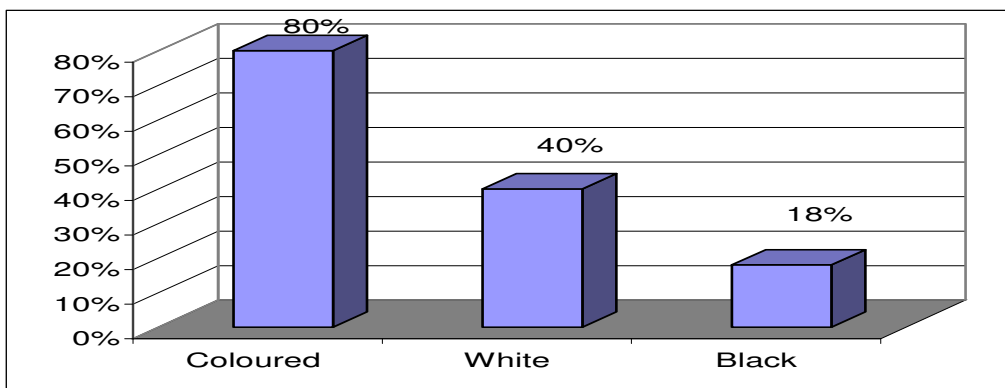


Figure 1: School communities

The data indicated that 61% of the schools were situated in urban areas as opposed to 39%, which were located in rural areas. In size, most of the schools fell within the range of 500 to 999 learners in total.

Table 1 shows the different grades of the FP and the distribution of the average number of learners per class in the different grades.

TABLE 1: AVERAGE NUMBER OF LEARNERS PER CLASS

Grade	Range (20-30)	Range (30-40)	Range (40-50)
Grade R	58%	35%	8%
Grade 1	30%	41%	30%
Grade 2	30%	49%	21%
Grade 3	38%	38%	24%

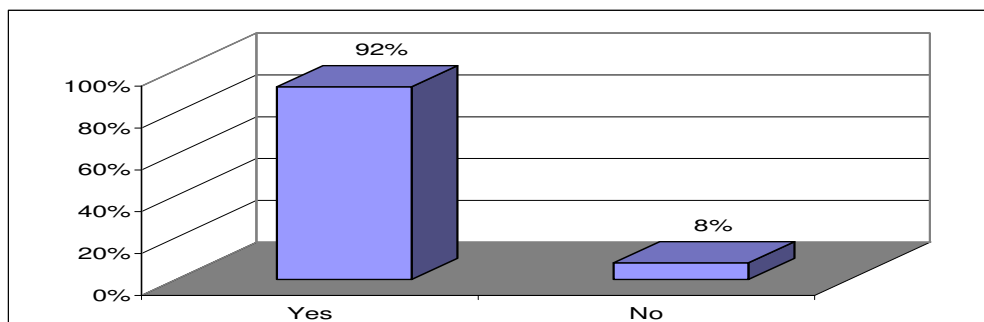


FIGURE 2: LIFE ORIENTATION AS A LEARNING AREA IN THE FOUNDATION PHASE

Curriculum information

In figure 2 it is clear that in the majority of the schools LO was presented in the FP.

In reaction to a question whether the teachers in the FP understood the principles of OBE, 100% of the teachers reacted affirmatively. A further analysis on where the teachers obtained their knowledge regarding the principles of OBE, 90% of the schools indicated that departmental in-service training sessions played a major role in this regard, while 40% indicated that HEIs also played a role in their training.

To determine whether preference was given to certain Learning Outcomes (*Health Promotion, Social Development, Personal Development, Physical Development and Movement*) of LO in the FP, a question to this effect was included in the questionnaire. Figure 3 shows that the schools focused on HP, SD and PD more or less to the same extent. The emphasise was not so much on PDM.

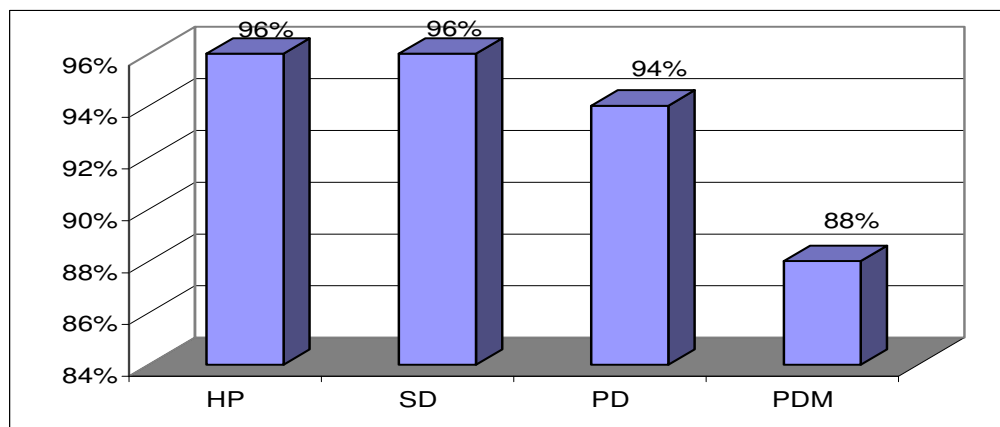


FIGURE 3: LEARNING OUTCOMES PRESENTED IN LIFE ORIENTATION

Note: HP= Health Promotion; SD = Social Development; PD = Personal Development; PDM = Physical Development and Movement

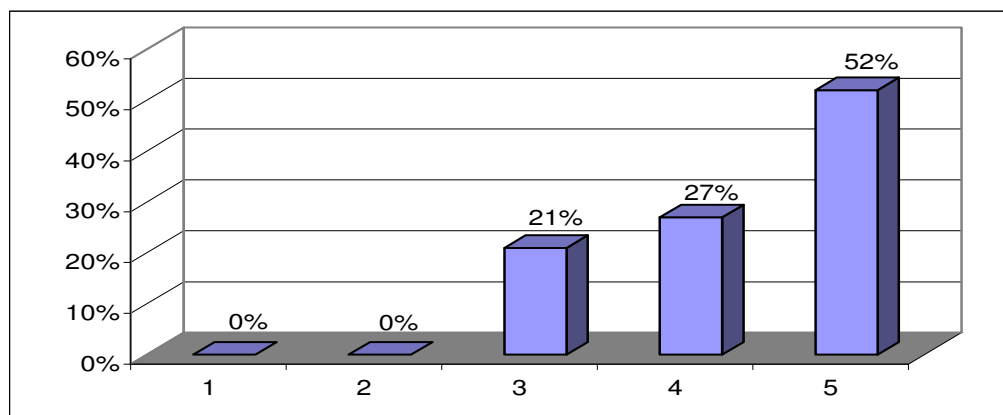


FIGURE 4: IMPORTANCE ATTACHED TO LIFE ORIENTATION IN THE FOUNDATION PHASE

Figure 4 indicates the importance that the schools attached to LO according to a five-point Likert-type scale where 1 indicated not important and five extremely important. On this scale, 52% of the teachers rated LO in the FP as extremely important. This finding corresponds with that of Rooth (2005), Christiaans (2006) and Van der Walt and De Klerk (2006).

In response to a question whether the Learning Outcome, PDM, was presented as part of LO in the FP, 94% of the schools reacted positively. In the open-ended section of this question, reasons were provided as to why the Learning Outcome, PDM was not presented as part of LO. Some of the teachers reported that they did not have apparatus or facilities and that they were not qualified in PE. Time and multi-grade schools were also mentioned.

In relation to the above-mentioned question a subsequent question was asked to determine whether qualified PE teachers facilitated the Learning Outcome, PDM, or whether someone from the “outside” was paid to facilitate it during school hours. In this regard, 60% of the schools indicated that they did not have qualified PE teachers to teach PDM. Regarding “outside” persons, 91% of the schools in the sample indicated that they did not make use of the services of such persons.

This situation holds certain implications for LO in general, but more specifically for the growth and development of the learners at this age. The early years are not only important in developing fundamental motor skills but also in providing opportunities for the development of physical capacities during the crucial years of growth and maturation (Bailey, 2007; Hardman & Marshall, 2009). According to Bailey (2007:8) Bruner, a psychologist, once said that movement, action and play make up the “culture of childhood”. Children learn about their bodies and their physical and social environments. They try out different roles and they test themselves through activity (Bailey, 2007). Fundamental skills are sometimes labelled as basic or functional skills. They are the utilitarian skills that people need for living and being (Darst & Pangrazi, 2006). Children need these skills to function effectively in the environment because they form the foundation of human movement and enhance the quality of life (Pangrazi, 2007; Hardman & Marshall, 2009). Without a movement vocabulary, which is provided by a learned set of fundamental skills and a positive feeling about being able to perform the activity, many people will relegate themselves to a lifetime of inactivity (Africa,

2004; Pangrazi, 2007). These skills are categorised into broad and sometimes overlapping categories, such as locomotor, non-locomotor and manipulative skills (Gallahue & Donnelly, 2003; Darst & Pangrazi, 2006; Pangrazi, 2007).

The classification of movement concepts as well as fundamental motor skills should be taught to youngsters. Movement concepts include body and space awareness, movement quality and relationships (Pangrazi, 2007; Payr & Woll, 2007). An understanding of movement concepts should be the emphasis when working with children four to nine years of age with less emphasis on skill technique and the correct performance of skills (Pangrazi, 2007). Gallahue and Donnelly (2003:52) purport that:

Failure to develop and refine fundamental ... movement skills during the crucial pre-school ... years often leads children to frustration and failure during adolescence and adulthood.

Although skills can be developed later in life, they too often remain unlearned due to various factors if they are not developed early in life. Firstly, an accumulation of negative behaviour can result from improper learning. Secondly, self-consciousness and embarrassment at poor performance may lead to non-participation, while fear of being ridiculed by peers is the third factor (Gallahue & Donnelly, 2003). Africa (2004) purports that insufficient opportunities to participate in PA aggravates the occurrence, degree and seriousness of motor deficiencies among young people.

It seemed as if LO was taught by a broad spectrum of teachers that were not specialists in LO. This finding is supported by Van Deventer (2004), Rooth (2005) and Christiaans (2006). Notwithstanding the damage done to the growth and development of the young child, the fact that a large number of schools do not have qualified PE teachers in their service affects the status and practice of LO negatively (Rooth, 2005; Christiaans, 2006). For a new Learning Area as LO it is not an ideal situation, especially with the negative baggage of its past constituents, such as School Guidance, PE, Religious Education and Youth Preparedness.

Rooth (2005:238) purports that "The danger is that if everybody teaches Life Orientation, nobody will teach it; it will be so integrated in other learning areas that it will be invisible".

Although scientific research on the significance of PA "for physical and mental health and many kinds of human well-being" has increased dramatically (Telama, 2002:11), the current situation in South African schools do not enhance the situation to improve the health of our youth. If learners do not or cannot experience the importance of what LO should be because schools attach little value to it by appointing generalist teachers, how can learners add value to it and their lives? How can learners face the challenges that offer both problems and possibilities for successful living and learning in the 21st century? (Hendricks, 2004; Rooth, 2005; Theron & Denzell, 2006; Prinsloo, 2007). This argument is in line with Christiaans's (2006) concern that School Principals are not contributing to the successful implementation of LO and with Rooth's (2005) argument that teachers do not have the same conceptualisations of LO. The bottom line is that the importance of LO can only be brought to the fore by a teacher best suited to teach it (Prinsloo, 2007).

According to Rooth (2005) and Prinsloo (2007) it is currently unrealistic to expect thoroughly trained and experienced LO teachers in all South African schools because LO is a new Learning Area within a curriculum in rapid transition. The author could not disagree more with this statement. It is indeed the case in most schools, but why implement a new learning

area without having the necessary qualified human resources ready to present it? Why should education in general and the learners in particular suffer the consequences just because of new political agendas and ideologies? Curriculum 2005 has become an article of faith by virtue of its political values, since it is synonymous with transformation and although many teachers may continue to believe with politicians that Curriculum 2005 is the best means of achieving transformation, its continuing failure as a pedagogical project must have consequences. Curriculum is now a public issue, but without serious knowledge and understanding of the way in which it is being enacted in schools, there can surely be little hope for the political purpose it was intended to serve (Harley & Wedekind, 2004).

According to the data it seemed that 98% of the schools did make use of integration between the different learning outcomes of LO in the planning and presentation of content in the FP. The same tendency was found regarding integration between the different learning areas in the FP, since 98% of the schools indicated that this was standard practice. This finding is contradictory to the finding that most of the teachers in the sample were not qualified in PE. It is doubtful whether these teachers are knowledgeable enough about the subject matter of PE to be able to integrate this subject matter with health promotion, social development and personal development, as well as with other learning areas.

Regarding the time allocation for PDM within the framework of LO, 79% of the schools indicated that sufficient time was allowed for this component. Approximately 40 minutes per week/cycle is allocated to PDM according to the NCS. Some of the reasons that were provided in the open-ended section of the question as to why the teachers thought that the time allocation was not sufficient, stated that the development of basic academic skills usually takes extra time and that their focus was on mathematics and language, not PDM.

It seemed as if the FP teachers believed that sufficient time was allocated for the Learning Outcome, PDM, within the framework of LO. This conclusion correlated with the finding of this study that in the FP the teachers that presented PDM were not qualified in PE and therefore did not know what the sufficient time allocation should be. The fact that these teachers were not qualified in PE leads to the conclusion that the time allocated for this learning outcome is not sufficient.

Rooth (2005) purports that precise time allocation for LO was not a straightforward factor to determine because of the diffuse definitions and understanding of what LO entails. For example, in some instances timetables depicted PE as separate from LO, in other cases Life Skills was cited as a separate Learning Area and in some schools assembly and/or afternoon sports was seen as part of LO. In the latter case, schools could claim to offer two hours of LO a week with minimal or no actual LO class time allocation. All of this adds to the confusion regarding what LO entails (Rooth, 2005).

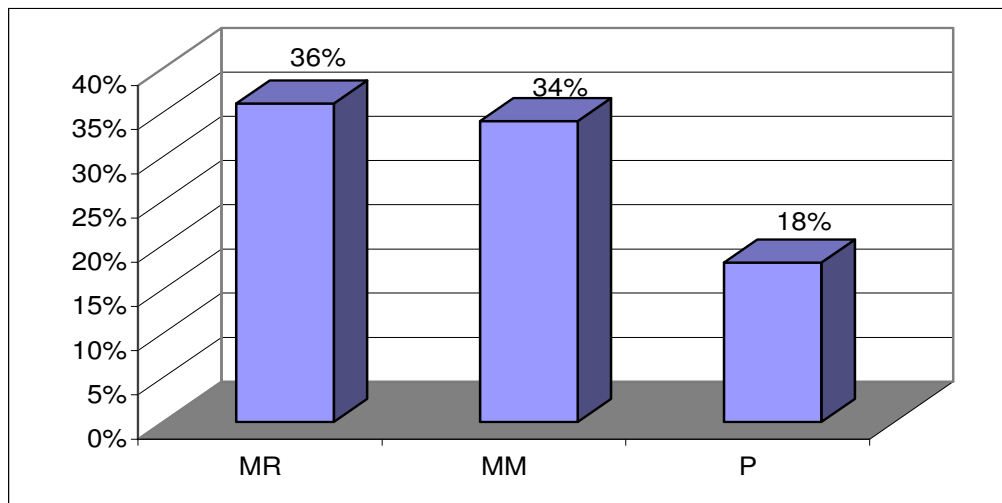


FIGURE 5: ASSISTANCE NEEDED IN ASSESSMENT METHODS

Note: MR = Movement Rubrics; MM = Movement Matrixes; P = Portfolios

In response to a question regarding LO teachers' understanding of the assessment of PDM, 60% of the schools indicated that the teachers knew how to assess this component. The reasons provided for not assessing movement content included not knowing how to develop movement rubrics, movement matrixes and learner portfolios (figure 5). In the open-ended section of this question the teachers also indicated that they did not have knowledge regarding the subject matter of PE and that assessment in a multi-grade classroom is difficult.

As was stated earlier, issues like these cause tremendous harm to a learning area's status. Again, there is this contradictory situation where the teachers in the sample were mostly not knowledgeable with the content of PE, but the schools indicated that they knew how to assess movement content.

Regarding resources (text books, learning material, etc.), 72% of the schools indicated that they have the necessary resources to present LO in the FP. The shortcomings and needs regarding resources indicated by the schools are reflected in figure 6. In the "other" category teachers identified additional shortcomings and needs, such as PE equipment or apparatus and suitable areas for PE.

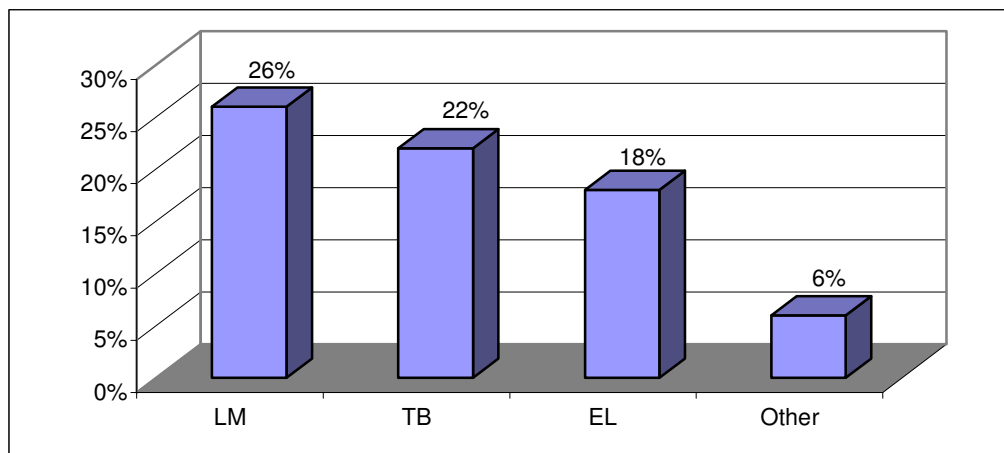


FIGURE 6: SHORTCOMINGS IN RESOURCES TO PRESENT LIFE ORIENTATION

Note: LM = Learning material; TB = Text Books; EL = E-Learning

The response to a question related to the FP teachers' interest in an in-service training workshop to learn more about developments within LO indicated that 90% of the teachers were interested in such a workshop.

A conclusion that is in line with all the above-mentioned arguments regarding the urgent need for qualified PE teachers is drawn from the fact that the majority of the FP teachers need in-service training workshops related to recent developments in LO. Currently there seems to be a massive need amongst teachers for knowledge, skills and understanding to handle all the pressures and to manage change (Welton, 2001). For most of the teachers in the current survey it seemed that notwithstanding the fact that they had to manage change they also had to manage an unfamiliar instrument (human bodies) within an unfamiliar medium (movement).

In these situations teachers need support or else the pedagogical success of LO, or any learning area for that matter, will be eroded notwithstanding the damage that will be done to the learners and their focus on life-in-society. However, with an underdeveloped infrastructure in most schools, without substantial investment in human and physical resources, insufficient support from the DoE and a widening gap between privileged and disadvantaged schools, equity in the South African schooling context cannot be realised (Jansen, 1999; Mason, 1999; DoE, 2000; Lungu, 2001; Manganyi, 2001; Sayed & Jansen, 2001; Fiske & Ladd, 2004; Todd & Mason, 2005; Vambe, 2005).

Extramural activities and facilities

The first five sports, in order of frequency, presented as extramural activities for the FP learners at the schools were athletics, netball, cricket, rugby and tennis (figure 7). In the "other" category of the above-mentioned question the teachers indicated that the schools also offered the following sports as extramural activities: Table tennis; Chess; Squash; Golf; Cross-country running; Diving; Water polo; Yoke-pin and Sky ball.

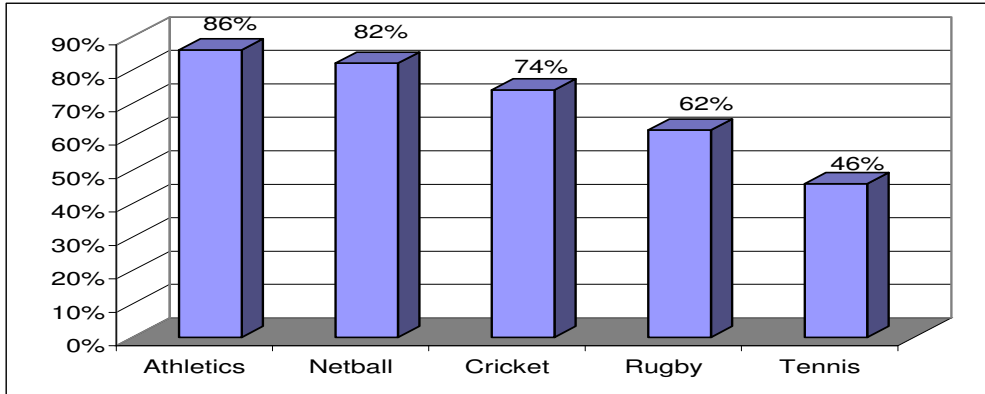


FIGURE 7: EXTRAMURAL SPORT PRESENTED AT THE SCHOOLS

In response to a question whether schools had sufficient facilities and equipment to present PE, Sport and Recreation, 54% of the schools in the sample indicated that they did not have sufficient facilities. However, Figure 8 provides the first five facilities, in order of frequency, that were available at the schools. Van Deventer (1999) published similar results. This is usually the primary reason provided by teachers for not presenting PDM although the necessary facilities are available.

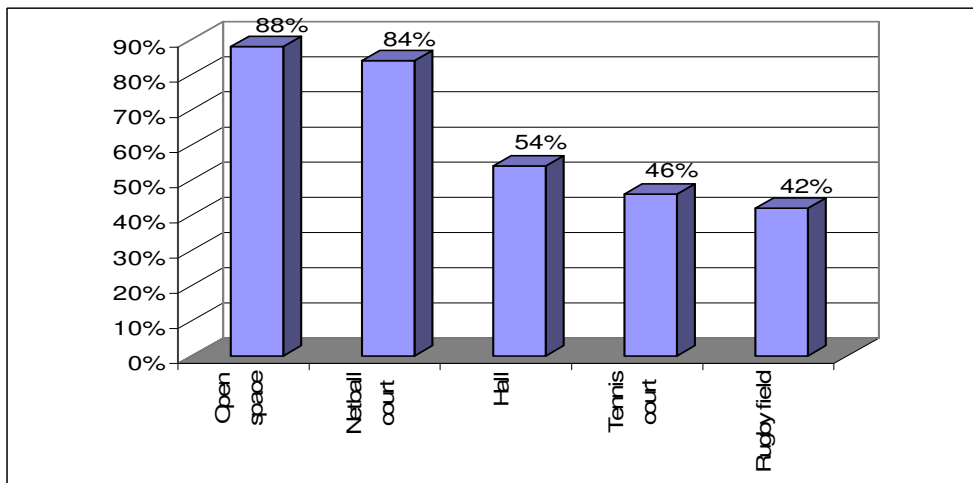


FIGURE 8: FACILITIES AVAILABLE AT THE SCHOOLS

General issues

In response to a question related to the major problems encountered by the teachers regarding the implementation and presentation of LO in the FP the teachers identified administration, experts in subjects like LO, subject material, time on the timetable, assessment, sources, computers and media (figure 9). Although in the minority, these problems are “real” problems for some schools that need to be addressed by the DoE. However, these problems have been there since the inception of Curriculum 2005 and they are still there.

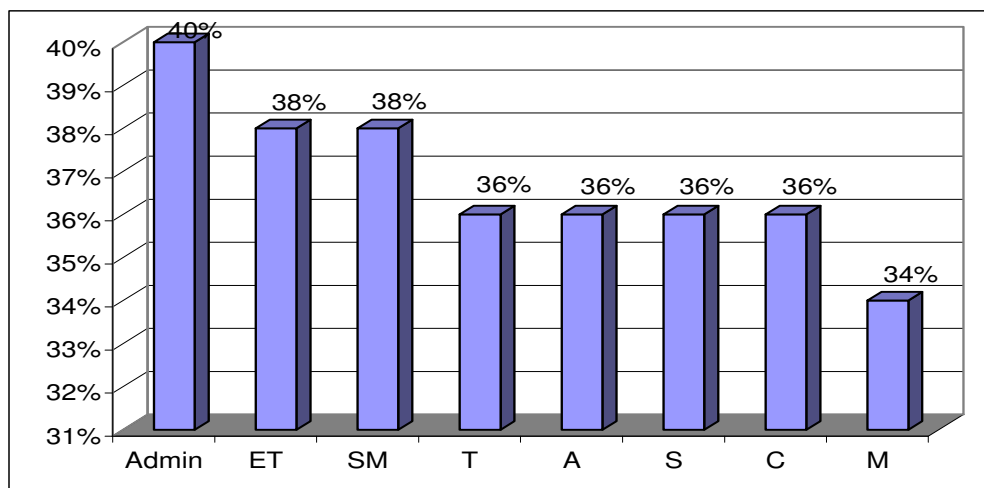


FIGURE 9: PROBLEMS ENCOUNTERED WITH THE IMPLEMENTATION OF LIFE ORIENTATION

Note: Admin = Administration; ET = Expert teachers; SM = Subject matter; T = Time; A = Assessment; S = Sources; C = Computers; M = Media

In an open-ended question the FP teachers were asked to what extent religion had an impact on participation in PE classes and extramural sporting activities at their schools. The responses received were that religion really had no impact except during the month of Ramadaan.

CONCLUSIONS

If LO is regarded an important Learning area in the NCS, as postulated by the DoE (2002), Hendricks (2004), Rooth (2005), Theron and Dalzell (2006), Van der Walt and De Klerk (2006) and Prinsloo (2007), actions need to be taken urgently to address the current situation surrounding LO. The main findings of this study relate to the fact that teachers are not specialised in teaching all the learning outcomes of LO as an integrated whole. Furthermore, the LO teachers stated that they need in-service training workshops to learn more about LO.

The conclusions that relate to the main findings are:

- In-service education and training (INSET) possibilities in the form of an Advanced Certificate in Education (ACE) or short courses should be made available to current teachers involved in LO. This situation should receive immediate attention by the DoE and HEIs.
- A strong recommendation for LO INSET is that it should be structured as short courses. The duration of these short courses should be at least a week in which the teachers are exposed to certain aspect of PE. In a year at least four of these short courses could be held that would enable generalist LO teachers to at least have the basic grounding in the different movement sections and the planning of learning programmes. In the following year follow-up refresher short courses could be presented that could lead to a deeper understanding of PE.

- Higher Education Institutions should become more involved in the INSET short courses as part of their community interaction strategy. Postgraduate students could be used in the INSET workshops.
- The pre-service education and training (PRESET) of prospective LO teachers should commence immediately at all HEIs. These LO teachers should be trained to be true specialists in all the constituents that make up LO.
- Regarding the PRESET of prospective teachers, HEIs should be more flexible regarding the selection and structuring of academic programmes that they present. In certain instances programmes are so fixed that it is impossible for students to have the necessary modules at graduate level in order to present at least two school subjects in the Postgraduate Certificate in Education. In certain instances students who really want to teach are kept out of the profession due to this reason.
- Another way to alleviate the above-mentioned need could be to cluster schools within a specific region that are in close proximity to each other. These schools could then share resources (e.g., sports facilities and equipment and human resources), expertise, or a qualified PE teacher could teach the movement component of LO at this cluster of schools.
- To use existing sports facilities that are available at the schools more productively, teachers need training to teach learners the underlying concepts that form the basis of sport. Innovative thinking about the use of existing school facilities such as open areas, play areas, sports grounds, and etcetera is necessary to enable future LO teachers to teach more effectively. To effectively use sport facilities that are available at schools, LO teachers should be better trained to teach basic movement skills that form the basis for more sport specific skills.
- Country-wide seminars should be conducted to educate school principals regarding the value of LO.
- For the sake of uniformity, the Learning Outcome, PDM of LO in the GET Band must be renamed PE. In the Further Education and Training Band the corresponding Learning Outcome of LO is known as PE.
- More times should be allocated to PDM on the school timetable separately from the other learning outcomes of LO.

The aim of the research project was to provide information about the current implementation of LO, how teachers experience the status of the Learning Area and to establish the needs of school environments to present LO as it should be presented. The experiences and realities reported by the selected schools in the sample provide but one "window" of these realities within the South African context with a special focus on the movement content of LO.

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