

An investigation into teachers' perspectives on the implementation of environmental concepts in life orientation in grade 9: A Western Cape case study

This thesis investigated teachers' experiences of teaching the subject 'life orientation' in terms of the Curriculum and Assessment Policy Statement (CAPS) Policy Document for South African schools. The thesis aims:

- To investigate teachers' understanding of implementing environmental concepts in LO.
- To identify the possibilities teachers envisage for implementing environmental concepts in LO.
- To identify the challenges in teaching environmental concepts in LO and how to overcome them.

I collected data through semistructured interviews, observation, the collection of artefacts, as well as documents including the CAPS policy document for the LO senior phase (Grades 7-9). A nested case study was done across three schools, focussing on teachers' perspectives of the implementation of environment-related topics in the LO curriculum.

The thesis found that teachers face challenges when implementing environmental concepts in LO in Grade 9. These included a limited understanding of the construct environment, a basic teaching repertoire based on teacher-centred approaches, little support from school management and the low status of the subject amongst staff and learners.

I recommend that teachers be assisted in teaching environmental concepts in LO by better in-service training opportunities, better management support and the appointment of subject-specialist teachers.

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