

Curriculum Policy and Pedagogic Practice in a South African Classroom: A Bernsteinian Analysis

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ABSTRACT in this paper the researchers analyse the classroom practices of a South African teacher in the aftermath of the introduction of a new curriculum policy in the schooling system of that country using concepts of classification and framing from the area of sociology of knowledge. The introduction of the new curriculum policy known as Curriculum 2005 at the time of the research marked a shift from a teacher-centred approach to teaching to a more learner-centred one that was geared towards creating more equitable classrooms. Before embarking on the process a portrait of the teacher and her classroom and institutional contexts in which she worked, was sketched. In doing so, we acknowledge a persuasive body of literature that has consistently argued that educational policies can only be completely understood if the contexts in which it is enacted is also accounted for. Next, is an explication of the theoretical framework guiding the study, the research methodology, and finally follows a discussion of the findings.