

The Changing Roles of South African Natural Science Teachers in an Era of Introducing a ‘Refined and Repackaged’ Curriculum

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ABSTRACT The present paper investigates expected changing teacher roles in the implementation of a refined and repackaged Natural Sciences component of the Curriculum and Assessment Policy Statement (CAPS) in South Africa. The problem was based on challenges the Natural Science teachers face in implementing the refined and repackaged curriculum. This empirical study uses a questionnaire with closed and open-ended items, classroom observations and semi-structured interviews. The sample consisted of 40 teachers purposively selected from schools in one of South Africa's 9 educational provinces. Data were analysed using descriptive statistics and analytic induction. The study found that most of the teachers in the schools still teach Natural Science using the traditional method and do not have laboratory equipments and chemicals to conduct practical activities except micro-science kits that they mostly use for demonstration purposes. Recommendations and possible ways that will help teachers to redefine their roles for the refined and repackaged curriculum are suggested.