

Gridlocked in a Lesson Plan Triangle: The Perceptions of In-service Student Teachers

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ABSTRACT This paper presents the findings of the study conducted in schools in one of the regions in South Africa. The purpose of the study was to identify challenges encountered by teachers in implementing curriculum changes in their classrooms and the focus was on lesson planning. Using the qualitative approach within the interpretive paradigm, interview with teachers enrolled in upgrading programs in universities were the target population for the study. These include the National Professional Diploma in Education (NPDE), Advance Certificate in Education (ACE) and Postgraduate Certificate in Education (PGCE). These are in-service teacher education and training programs that assist teachers to upgrade their professional qualification. This study unveiled diverse conceptions and practice used in lesson planning by teachers due to the lack of consensus among higher education institutions, publishers and the Department of Education. The synthesis of the findings unraveled a lack of uniformity and incompetent teachers in lesson planning to be the main critical issues that need attention of teachers' trainers, education department's officials and publishers. This paper purports the clarification of the theoretical knowledge that underpins the design of the lesson plan.