

## **Educators' Preparedness and Implementation of Foundations for Learning Campaign in Foundation and Intermediate Phases in the uThungulu District, KwaZulu-Natal**

S. Govender<sup>1</sup> and M. E. Khuzwayo<sup>2</sup>

<sup>1</sup>*Faculty of Education, Curriculum and Instructional Studies, University of Zululand, KwaDlangezwa, South Africa*

<sup>2</sup>*Faculty of Education, Cape Peninsula University of Technology, Cape Town, South Africa*  
*E-mail: <sup>1</sup><govenderSA@unizulu.ac.za>, <sup>2</sup><kuzwayom@cput.ac.za>*

**KEYWORDS** Curriculum Implementation. Facilitation. Monitoring. Professional Development. Support. Teacher Training. Workshops

**ABSTRACT** This study examined the efficacy of the implementation of the national curriculum innovation, Foundations for Learning Campaign in schools in uThungulu District, in the province of KwaZulu-Natal, South Africa. The researchers assessed the level of preparedness of educators in their teaching of basic skills in the classroom and identified gaps in the dissemination and implementation of this curriculum innovation. The paper targeted foundation and intermediate phase teachers from grades 1 to 6 who taught languages and mathematics, and the sample of 120 was purposefully selected as they were the focus of the campaign. Qualitative and quantitative methods were employed to collect data, through the use of a questionnaire. The findings revealed that the majority of educators in the sample were inadequately equipped with the necessary skills and expertise to implement the Foundations for Learning Campaign. Since teachers are the key role players in any curriculum implementation process, the researchers recommend that they be more adequately capacitated.