

Student Teachers' Experiences of Teaching Physical Education of Curriculum and Assessment Policy Statement (CAPS): Exploring the Gendered Implications

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ABSTRACT The present paper explores the gendered implications of the South African University student teachers' experiences in teaching Physical Education in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District, South Africa. The CAPS has introduced some major changes in the structuring of Life Orientation. Out of six topics in LO, PE has been allocated fifty percent (33 out of 66 hours) of the time per year. It was then significant for the study to investigate how the SA University student teachers in Pinetown District do experience the teaching of this aspect (PE) in Life Orientation. There are no studies conducted on PE teaching in schools especially in the latest changes (CAPS) made on the subjects specifically in Pinetown district but yet teachers are facing many challenges with regards to its implementation in schools. The study was conducted with eight grade ten Life Orientation teachers who are teaching PE in schools within Pinetown district in KwaZulu-Natal, South Africa. These eight teachers were purposively selected from four circuits of Pinetown District. The data were generated through PE lesson observations, Focus Group Interviews and on one-on-one interviews with the participants. Content analysis, through emerging themes was used in analyzing the data. Findings of the study revealed that SA University student teachers experienced a myriad of challenges in teaching Physical Education which is part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District schools and their experiences have gendered implications for teaching recreation and physical well – being, successfully in high schools.