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## APPENDIX 1

### INDIVIDUAL INTERVIEW SCHEDULE

1. Describe the training and implementation on managing change in terms of:
  - general issues
  - attitudes towards change
  - commitment
2. How effective was the training of principles and teachers in the Curriculum?
3. How effectively are principals and teachers being monitored and supported?
4. What role does the principal play in coordinating the curriculum?
5. How do you as a principal go about ensuring the implementation of policy?
6. In what way do you as a principal monitor and support your staff?
7. In what way does staff development take place?
8. How are the resources in the school managed?
9. Why and how do you as a principal evaluate the curriculum?
10. What is your role as a teacher in developing the curriculum in terms of:
  - Learning Programmes
  - Work Schedules
  - Lesson Plans?

## **FOCUS GROUP INTERVIEW SCHEDULE**

1. What are the factors that influence the implementation of OBE at district level in terms of:
  - promoting the implementation
  - hampering the implementation
  
2. What are the factors that influence the implementation of OBE at school level in terms of:
  - promoting the implementation
  - hampering the implementation
  
3. What are the factors that influence the implementation of OBE at classroom level in terms of:
  - promoting the implementation
  - hampering the implementation

## APPENDIX 2

### EXAMPLE OF AN INTERVIEW

**Question 5: How do you as a principal go about ensuring the implementation of policy?**

Researcher: First of all, what sets the scene for you?

Principal: The scene is set for the RNCS by the national policy on the RNCS, White Papers and various other policies related to teaching, learning and assessment.

Researcher: What is important in having all these policies?

Principal: It is of paramount importance that a principal ensures that teachers implement these policies that are in place.

Researcher: What do each of these policies in the school promote?

Principal: In short they promote the following:

- The RNCS policy provides the policy for the development and implementation of the curriculum.
- The Language in Education policy promotes additive multilingualism, respect and equity for all languages.
- The Norms and Standards for Language policy promotes the development of all official languages.
- The policy on HIV/Aids promotes prevention and care, a way of coping with HIV/Aids, non-discrimination and responsibility.
- The Norms and Standards for Educators policy promotes the seven roles of a teacher.

- The Education White Paper 6 promotes educational opportunities for learners with barriers to learning.
- The Religion and Education policy promotes knowledge, understanding, appreciation and respect for all religions and traditions.
- The Assessment policy promotes an assessment practice which is learner-centred and criteria-referenced.

Researcher: Which of these policies create particular problems for the implementation of the curriculum?

Principal: White Paper 6 makes teaching no easy task for a teacher. I am challenged by Inclusive Education where learners with barriers to learning are included in mainstream classes.

Researcher: What other policy is a controversial issue in the school?

Principal: The Religion and Education Policy became a controversial issue at school. All teachers at our school follow a Christian belief. This document has created so much disillusionment.