

THE LEADERSHIP ROLE OF THE PRINCIPAL IN MANAGING AND
SUPPORTING CURRICULUM CHANGE IN SOUTH AFRICAN
SCHOOLS

by

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DECLARATION

I declare that

THE LEADERSHIP ROLE OF THE PRINCIPAL IN MANAGING AND SUPPORTING CURRICULUM CHANGE IN SOUTH AFRICAN SCHOOLS is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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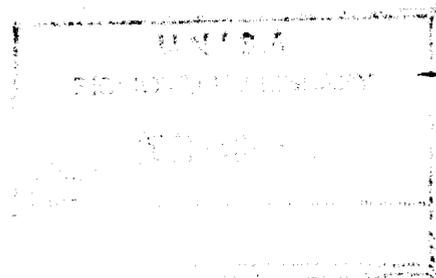
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SUMMARY

This investigation focuses on the leadership role of the principal in managing and supporting curriculum change in South African schools. The results reveal that principals are required to initiate change and to lead the curriculum change process in schools. Principals are expected to monitor, manage and evaluate the implementation of OBE in their schools. They also need to provide ongoing support to colleagues and are further required to acquire and employ skills, qualities, characteristics and a management style that is suitable for the OBE leader.

This investigation recommends that for principals to manage and support curriculum change effectively in South African schools:

- Principals are in need of more training and ongoing support
- Commitment and support to the outcomes based curriculum is called for
- Skills and qualities, for effective leadership, needs to be acquired and employed
- A strategy to manage, monitor, support and evaluate curriculum implementation in the school is needed.

KEY TERMS

Educational change

Effective leadership

Outcomes Based Education

New educator roles

The leader in the OBE school

The democratic, participatory management style

Management of the curriculum

Monitoring of the curriculum

Support in the school

ACRONYMS

DAS	Developmental Appraisal System
DoE	Department Of Education
HOD	Head of Department
GDE	Gauteng Department of Education
LSM	Learner support materials
OBE	Outcomes Based Education
PHASE	Grades 1,2,3: Foundation Phase Grades 4,5,6: Intermediate Phase Grades 7,8,9: Senior Phase
SGB	School Governing Body
SO	Specific outcome.
SMT	School Management Team
UDW	University of Durban Westville
UNISA	University of South Africa

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 AIM OF THIS CHAPTER

In this chapter the context of educational change will be highlighted and the outcomes-based curriculum framework will be focused on. Because the new curriculum framework emphasizes new roles and responsibilities for educators, especially principals, who play a vital role to the success of the curriculum change process in the school, effective leadership in educational change is also discussed. The problem statement and the aims of the study are established. The research design and methodology are also explored.

1.2. INTRODUCTION

1.2.1 EDUCATIONAL CHANGE

The South African education system is undergoing change. The context of this educational change is aptly captured in the following extracts from the Foundation Phase Policy Document (Department of Education, 1997:1).

'The curriculum is at the heart of the education and training system. In the past the curriculum has perpetuated race, gender, and ethnic divisions and has emphasized separateness, rather than a common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democratic society...'

'The Life Long Learning through a National Curriculum Framework document, which is informed by the principles derived from the White Paper on Education and Training (1995), emphasizes the need for major changes in education and training in South Africa in order to normalize and transform teaching and learning. Emphasis is placed on the necessity for a shift from the traditional aims-and-objectives approach to an outcomes-based education'.

The above-mentioned extracts give some idea of the importance attached to curriculum change at this juncture. This document reflects that the curriculum for South Africa needs to move beyond the legacy of apartheid, and that the challenge is to structure a curriculum that will provide a

platform for the knowledge, skills and values for innovation and growth and creativity. The curriculum further needs to be restructured to fit in with a democratic society.

In the handbook 'Life Long Learning for the 21st century' (Department of Education, Feb 1997:10), it is suggested that phenomena like rapid change, an interconnected world, and a world dominated by information and communications also have implications for society and the education system. Such factors too have influenced South Africa to institute a new curriculum. These factors have the following implications for education:

- Rapid change: in relation to knowledge means that schools cannot simply teach only what is in textbooks as this is likely to be outdated by the time the learners finish school. Knowledge in a rapidly changing society should rather be the ability of learners to think logically and critically, to solve problems, and to be able to engage in active and fruitful participation.
- The information age: because huge amounts of information is being produced and is available on communication networks, educators need to teach learners to access this information, judge its worth, and be able to use it in life and work.
- Global interconnectedness: means that problems cannot be addressed in isolation. This implies critical individuals and team workers need to be developed. Theory, and the ability to put theory into practice (skills), which can be used in new contexts, is needed (Department of Education: Feb 1997).

Due to global demands as outlined above, South Africa has also chosen to structure its education system within an outcomes-based paradigm, so as to ensure that learners would be prepared for life in such a society.

The present education and training system introduces a life long system, where quality education is available to everyone regardless of age, gender,

race, colour, religion, ability or language. According to the handbook 'Life Long Learning for the 21st Century' (Department of Education, Feb 1997:26-30), the objective of the Government is to produce effective citizens through outcomes-based programmes. The aim is to develop learners who would:

- Have an ever-increasing awareness of South Africa in relation to African communities, cultures, achievements, and economic, political and educational relationships,
- Be equipped with qualities, skills, values and attitudes needed to play a critical and creative role in South Africa and the global context,
- Be able to make meaningful contributions and become active participants.

In 1998, we experienced the introduction of a new curriculum in South African schools, which is an outcomes-based curriculum. The new outcomes-based curriculum was gazetted in terms of the National Education Policy Act 1996 (Act No. 27 of 1996). This new educational approach adopted by South Africa revolves around the concept outcomes-based education (OBE). OBE arose from the sense that the past education system and curriculum impeded the development of a new society and did not meet the needs of learners. Learners did not develop knowledge, skills, values and attitudes to enable them to participate competently in society. The move therefore, at present, is towards a non-discriminatory, democratic, inclusive and integrated outcomes-based system. The new outcomes-based curriculum creates opportunities for co-operation, critical thinking, social responsibility, and empowers learners to participate in all aspects of society.

As a planned process and strategy of curriculum change, elements that underlie the present OBE curriculum framework, which were derived from the White Paper on Education and Training (1995), include:

- **Participation And Ownership:** implies that all stakeholders should take responsibility for education and training. This helps to ensure that education and training meets the needs of the community
- **Accountability And Transparency:** because curriculum change is dynamic, it should be open to input from the public to ensure it meets changing demands. The curriculum change process needs to therefore be open, transparent and participatory
- **Integration:** in order to sustain change and build capacity, there is a need for an integrated approach to curriculum development, teacher development and community development
- **Coherence With The NQF:** the qualification framework and guideline documents should have the same values, principles, aims and objectives
- **Holistic Development:** modern society requires citizens who have a strong foundation of general education, who have the ability to continue to learn, to develop new knowledge, skills and technologies, who are able to move flexibly between occupations, who can accept responsibility for personal performance, who can work co-operatively and who can set and achieve appropriate standards, thus the curriculum needs to provide for the holistic development of learners
- **Learner Centredness:** learning styles, rates of learning and learner needs need to be acknowledged and accommodated in teaching and learning, and in the attainment of qualifications
- **Differentiation, Redress And Learner Support:** implies that the curriculum should have an anti-biased approach. Opportunities should be provided for learners with special needs and the disabled
- **Nation Building And Non-Discrimination:** should underpin our education and training system
- **Relevance:** the curriculum has to be relevant and appropriate to the needs of the individual, society, commerce and industry

- Critical And Creative Thinking: there should be a promotion of learners' ability to think logically, analytically, creatively and laterally
- Flexibility: in terms of choosing what, where, when, how, and the pace of learning
- Progression, Credibility And Quality Assurance also become important issues.

OBE is currently being implemented in Grades 1, 2, 3, and 7, and will be introduced in Grades 4 and 8 in 2001. With the outcomes-based approach to education comes change. In the Gauteng Department of Education (GDE) training module on Managing and Implementing Curriculum Change (Gauteng Department of Education, March 1999), it is stated that 'Change is a vital component of any system that grows and develops'. In this quotation, change reflects the idea of growth, renewal and development. The implementation of OBE was accompanied by a change over to a new curriculum. New roles and responsibilities have been outlined for educators. Classroom practice and methodology has changed. The necessary skills and qualities needed to facilitate learning in the OBE school, now also need to be acquired by all educators. Even management styles and management of processes within the school need to be changed. Such changes are essential for the growth and improvement of the institution, and to meet the changing needs and demands of the educational system. From this then, it can be assumed that change is needed to make an organization better than it was in the past, and it further allows for the realization that change is not specific to an individual, but affects all the people in that institution. Thus a whole school commitment to the paradigm shift becomes imperative.

1.2.2 EFFECTIVE LEADERSHIP IN EDUCATIONAL CHANGE

Extensive research has been done on identifying the properties of effective schools. One of the most general conclusions of the 'effective schools'

research is that the principal can have a significant effect on the effectiveness and success of the school (Bossert, Dwyer, Rowan, & Lee 1982:34). Effective school researchers hold that a key element to an effective school is an effective principal. According to Edmonds (1981:26) the principal has to be the person the instructional personnel look to for instructional leadership in the system. This implies then that the principal has to inject energy into the school to get things moving and keep them going, and leadership would become a process of building and developing participation and collaboration. This may also mean that if the leader is not committed to the paradigm shift, it may not happen; and although there are pressures, which may drive or resist change in a school, as the leader, the principal should be constantly in a search for improvement and renewal.

According to Greenberg and Baron (1993:444) leadership is the process whereby an individual influences individual and group members towards goal setting and goal achievement with no force or coercion. Two basic factors that apply to the instructional leadership task of the principal are:

- The organizational structure and the organizational culture of the school and the principal's influence on these relate directly to the effectiveness of teaching and learning
 - The principal's personal convictions about the nature and purpose of education come to the fore in the educational programme of the school
- Smith and Andrews (Whitaker 1997: 151) have identified the following areas of strategic interaction by instructional leaders that lead to higher levels of learner achievement:
- Being a resource provider: teachers in the school are its greatest resource, and they must be praised for exemplary teaching and encouraged to share with others
 - Being an instructional resource: the principal identifies good teaching and provides feedback that promotes professional growth
 - Being a communicator: the principal must communicate to the staff that:

- all learners can learn and experience success,
 - success builds upon success
 - schools can enhance learner success
 - learner outcomes must be clearly identified to guide the instructional programme
- Being a visible presence: principals must model behaviours consistent with the school's vision, live and breathe their beliefs in education, organise resources to accomplish school goals, informally drop in on classrooms, make staff development activities a priority, help others do the right thing and reinforce those activities.

The discussion reveals that the strategic interaction by the principal through motivation and support to educators, through guidance on teaching methods, through effective communication, by being a role model and by being visibly present, can all lead to higher levels of learner achievement and can contribute to the success of the school.

Principals too are vital to the success of the curriculum paradigm shift. According to Van der Ven in the GDE training module on Managing and Implementing Curriculum Change (Gauteng Department of Education, March 1999:25), their leadership role is crucial as "Without the intervention of leadership... structures and systems focus attention of organisation members onto routine, not innovative activities". It may be implied then that in the curriculum change process, as an effective leader, the principal is required to nurture and guide staff members, to provide for staff development programmes, to demonstrate empathy with colleagues and respect the viewpoints of others. Effective leaders need to provide ongoing support and encouragement to staff members, as well as monitor the effective implementation of the curriculum. For implementation to be effective, management and support of the curriculum change process become crucial elements. A participatory management style is also important because although the principal is the initiator and guide of the

curriculum change process in the school, the whole school shares in the responsibility of ownership in the change process.

From the above discussion the importance for the need of the principal's leadership in the school has been established. Principals need to be effective leaders and there has to be the strategic interaction of the principal in the school in order to facilitate the curriculum change process. As the success of the outcomes-based curriculum can only be determined by the degree of success in its implementation at the school level, principals as key role players and as leaders in the school need to take responsibility for managing and supporting curriculum change in the school. They also are responsible for the effective implementation and delivery of the outcomes-based curriculum. Thus the present study seeks to investigate the nature of this leadership role of the principal in supporting and managing the implementation of OBE in South African schools.

1.3 CONTRIBUTION OF THE RESEARCH

As a Foundation Phase Coordinator in the Gauteng Department of Education, the researcher is required to engage in the following tasks in relation to OBE:

- provide in-service training to educators
- manage and guide the implementation of the outcomes-based curriculum in the schools in District N7
- provide support to schools
- monitor and evaluate the implementation of OBE in District N7's schools.

The researcher is practically involved with the effective implementation of the outcomes-based curriculum and experience has led the researcher to realise that for the successful and effective implementation of OBE in South African schools, the principal's leadership role in managing and supporting curriculum change in the school is crucial. The researcher is of

the view that it is through the principal's leadership, that educators may show commitment and develop a sense of ownership in the curriculum change process, and South African learners may experience the success of OBE.

An investigation into this area becomes necessary, as it is believed that there is a lack of research done on this topic in relation to the implementation of OBE in South African schools. An investigation into this topic can bring forward knowledge or shed new light on this matter. Through this research, possible recommendations may come forth.

1.4 PROBLEM STATEMENT

The above-mentioned discussion gives rise to the **main** research question, namely:

- WHAT IS THE NATURE OF THE LEADERSHIP ROLE OF THE PRINCIPAL IN SUPPORTING AND MANAGING THE IMPLEMENTATION OF OBE IN SOUTH AFRICAN SCHOOLS?

The discussion also gives rise to further sub-questions, which include:

- What is leadership?
- How can the principal manage and support the implementation of OBE in South African schools?

The research is aimed at:

- describing the concept 'leadership'
- identifying and describing the leadership role of the principal in managing and supporting the implementation of OBE in South African schools

1.5 CHOICE OF RESEARCH METHODOLOGY

Qualitative research refers to research strategies that show certain characteristics, that is, 'the data collected, analyzed and interpreted is rich in description of people, places and conversations' (Study Guide

MEDEM2-R, 1999:22). Qualitative methods are used when the researcher aims to understand human phenomena and investigates the meaning that people give to events they experience (Study Guide MEDEM2-R, 1999:51). The research that is proposed requires naturalistic inquiry, which in essence is a discovery-oriented approach, which takes place in a natural environment. The focus is on the individual's social actions, beliefs, thoughts and perceptions. Data can be collected by interacting with the research participants in their natural settings. Qualitative research is concerned with understanding the research problem from the participant's perspective, as they experience the problem, and as it relates to their reality (Study Guide, MEDEM2-R 1999:76). This research method therefore becomes appropriate and relevant for the investigation to be conducted. Furthermore "qualitative research reports are valuable instrumental tools ... They have the 'You are there' quality, which allows education students to obtain the 'feel' of the classroom, school buildings and systems" (Vockell and Asher 1995: 211). These characteristics are also important for the research to be undertaken.

Qualitative research data fall into four classifications, namely; observations, interviews, documents, and research instruments (Vockell and Asher 1995:198). The most effective data collection technique for this research will be the interview technique as the 'richness of the responses in both breadth and depth can add markedly to the understanding of the classroom or school' (Vockell and Asher 1995:199). The interview technique involves gathering of data through direct verbal interaction between individuals. Kerlinger (1970: 169-170) suggests that this technique is effective as it might be used to follow up on unexpected results, for example, or to validate other methods, or to go deeper into the motivations of respondents and their reasons for responding as they do. Tuckman (1972: 121) is of the view that the interview provides 'access to what is inside a person's head', thus it makes it possible to measure 'what a person knows (knowledge or

information), what a person likes or dislikes (values and preferences), and what a person thinks'.

There are four kinds of interviews that may be used as research tools: the structured interview, the unstructured interview, the non-directive interview, and the focused interview. The research tool that will be used for this investigation will be the structured interview. The content and procedures will be organized in advance, the sequence and working of the questions will be determined by means of a schedule, and the interviewer will not be allowed many modifications. Three kinds of items are used in the construction of schedules used in research interviews (Kerlinger 1970):

- ① The 'fixed alternative' items allow the respondent to choose from two or more alternatives, like: "Yes - No - Don't know". The advantage of fixed-alternative items is that they can provide for greater uniformity of measurement and therefore greater reliability. Disadvantages include superficiality, the possibility of irritating respondents who find more of the alternatives suitable, and the possibility of forcing responses that are inappropriate. However it is stated that these weaknesses can be overcome, if the items are written with care, mixed with open-ended ones, and used in conjunction with probes on the part of the interviewer.
- ② - Open-ended items put a minimum restraint on answers, and other than the subject of the question, there are no restrictions on the content and manner of the interviewee's reply. Open-ended questions are flexible and may allow the interviewer to probe into more depth or clear up misunderstandings. The interviewer may be able to test the limits of the respondent's knowledge. It allows for cooperation and helps to establish rapport, and allows the interviewer to make a true assessment of what the respondent really believes.

- ③ - The 'scale' is a set of verbal items of which the interviewee responds by indicating degrees of agreement or disagreement, like: Agree/Undecided/Disagree/Strongly disagree.

This study will include fixed alternatives, and open-ended ones, which will be mixed with care, so that the data collected may be more reliable and rich in information.

The site for this research will be the schools from District N7. A small number of participants will be selected. Six (6) principals will be interviewed for this study. The focus is on trying to understand the individual in his/her life-world (school). Participants will be selected by means of purposeful sampling, which implies 'selecting of information-rich cases for study in-depth' (Patton, 1990:169). The selected participants will allow for gathering of data on the leadership role of the principal in the managing and supporting of curriculum change in relation to the implementation of OBE in South African schools. 6 principals

1.6 METHODOLOGY

A literature study will be undertaken in order to explore how the curriculum has changed from an aims and objectives approach to an outcomes-based approach to education. The principles and premises surrounding OBE will be discussed, as these reflect the changes in the educational approach. A definition of "change" will be presented. Of importance to the research is the nature of the leadership role of the principal in managing and supporting the implementation of OBE in South African schools, and hence the concept 'leadership', and the different leadership styles will be considered. The literature study will look at what is expected of principals in managing and supporting the implementation of OBE in South African schools and thus the principal's role in introducing change in the school will be focused on. New educator roles will be outlined. The management style necessary for an OBE school will be discussed. The skills and qualities of

the OBE leader will also be highlighted, and a model for implementing planned changes will be considered.

A qualitative research methodology, namely interviews, will be used as a means of gathering data. The procedure for the interview will be as follows: In the preliminary stage of an interview study, the purpose of the research will be established; objectives will be considered for producing the right kind of data necessary for satisfactory answers to the research problem. In preparing the interview schedule, research objectives will be translated into questions, so as to reflect on what the researcher hopes to find out. Determining the question format and response mode will be carefully considered. Setting up and conducting the interview will then follow. After data is collected, it is then objectively analyzed and interpreted in the light of the research objectives.

This study is situational. It focuses on solving a problem in a particular context. The researcher and participants are located within the educational context.

1.7 THE PROGRAMME OF THE STUDY: CHAPTER DEMARCATION

This aspect outlines the sequence of the study from chapters one to five:

Chapter One:

Chapter one contains an introduction to the study and a motivation of the need for the study. This has facilitated the identification of the problem statement, together with the sub-problems to be investigated. The aims of the research and the relevant methodology have also been established.

Chapter Two:

Chapter two will provide for a literature review/theoretical background to the study.

Chapter Three:

Chapter three will look into the research design chosen for the study. A brief explanation of the research theory and the methodology will be provided. Data collection will also be discussed.

Chapter Four:

A data analysis will follow and the findings of the research will be discussed.

Chapter Five:

A summary will be given, conclusions will be drawn, and recommendations will be made.

1.8 CONCLUSION

This research is aimed at investigating the nature of the leadership role of the principal in managing and supporting the implementation of OBE in South African schools. The introduction merely introduces the transformation of the education system from an aims-and-objectives approach to an outcomes-based approach to education. It highlights that our education system is in a process of change, and change brings with it new roles and responsibilities for educators. A key element essential to the successful and effective implementation of the outcomes-based curriculum is the leadership role of the principal in managing and supporting curriculum change. Other aspects discussed in chapter one included the problem statement and the aims of the study. The research design and methodology were also introduced, and the contribution of the research was also expressed. Chapter two will focus on a literature study of the principal as a manager and leader in the curriculum change process in the school.

CHAPTER TWO

LITERATURE STUDY

2.1 AIM OF THE CHAPTER

A definition of OBE, the characteristics of the approach, as well as the principles and premises surrounding OBE will be the focus of attention. Clarity in terms of the outcomes-based approach to education is of importance, because it allows for the realization that the past education system differs vastly from this new approach to education, and that there is a significant change to the curriculum. Therefore Chapter two will also offer a definition of 'change', and because curriculum change has brought with it a change in management styles, the participative, democratic, collaborative style of management will be considered. Of importance to this literature study is the concept 'leadership', thus this chapter will also look into definitions of leadership, as well as the different styles of leadership. Of significance to this study is the leadership role of the principal in the OBE school, and thus finally, qualities needed for change management, skills and characteristics that need to be acquired and employed by the principal in an OBE school, will also be emphasized.

2.2 OUTCOMES-BASED EDUCATION

In the mid-1990's, a shift to a competency based curriculum notion gained importance. The development of the whole learner through the choice of desirable outcomes, which facilitates lifelong learning is considered to be most important (Department of Education, 1997: 6). In 1998, OBE was introduced in South African schools, which brought with it significant changes. In order to understand and reflect on the change from the past educational approach to the new approach to education, it becomes important to provide for a definition of OBE, as well as provide for the characteristics that encompass this new approach, and then highlight the principles and premises that surround this approach to education. The literature study relies heavily on educational policy and guideline documents as promoted by the Gauteng Department of

Education and the National Department of Education. The reasons for this choice are that the literature texts used illustrate appropriate aspects of curriculum change needed for this study. Furthermore, the principles and premises of OBE as promoted by the Gauteng Department of Education are relevant to this study, as this information also illustrates the new approach to education. These texts also demarcate what is expected of educators in the implementation of OBE in South African schools, and they illustrate the guidelines that have been offered by the department in relation to managing and supporting change in the OBE school.

2.2.1 A DEFINITION OF OBE

The definition and characteristics of outcomes-based education to be provided does not provide for a critique of the curriculum. This study is not concerned with criticizing the curriculum, the focus for this study is rather on the OBE approach as a given that needs to be managed and supported at the school level.

In the handbook 'Life Long learning for the 21st Century' (Department of Education, Feb 1997:11), outcomes-based education is defined as 'a flexible, empowerment oriented approach to learning. It aims at equipping learners with the knowledge, competence and orientations needed for success after they leave schools or have completed their training'. This new approach to education is a learner-centred, results oriented design, based on the belief that individuals can learn. The characteristics, which further describe this approach, are:

- Learners will be actively involved in the classroom, where the curriculum is relevant and learner centred
- Learners' needs, learning styles and the different pace at which learners learn, will be accommodated and acknowledged

- Learners will be trained and encouraged to work actively in groups. They will learn the value of team-work, and how to take responsibility for their own learning
- Learners will become analytical and creative thinkers, problem solvers and effective communicators. They will know how to gather and organise information and conduct research
- Learners will understand why they are learning, and constant feedback will keep them motivated, and provide for an affirmation of their worth
- Learners will be assessed on an ongoing basis
- Teachers will no longer merely implement the curricula designed by the education department. They will be allowed to design their own learning programmes
- More flexible time-frames will place less restrictions on teachers
- Teachers will be proactive, interactive and share their ideas with others
- Parents too will share in the responsibility of educating their children. Parents will become involved in school activities, and the curriculum development process is open to public comment – input from the wider community is encouraged (Department of Education, Feb 1997:6-7).

These characteristics imply important practices for the implementation of the outcomes-based curriculum, which in turn poses a challenge to educators on the management of such a curriculum.

2.2.2 PRINCIPLES AND PREMISES OF OBE

According to Spady in his article on *'Dispelling The Myths About Outcomes-based Reforms'* (1996), the principles and premises at the heart of an OBE approach are respectively as follows:

- Clarity Of Focus

This means that curriculum planners and teachers must have a clear focus on what they want students ultimately to do successfully. Everyone involved in learning should, all the time, have a clear picture

of what is wanted in the end. OBE demands that learners be told what is going to be expected from them at the end of their learning.

- Expanded Opportunity

The principle means that teachers must do everything possible to keep opportunities for continued learning and improvement open to students.

The core of an OBE system has to be that learners:

- Can't be given one and only one chance for success
- Can't be given only one and only one way to succeed
- Can't be expected to keep on and on showing that they have already succeeded.

Multiple ways of exposing learners to learning opportunities must be found. Learners are afforded a chance for demonstrating their knowledge, skills, values and attitudes in a number of ways, in different contexts.

- High Expectations

Teachers need to establish high, challenging standards of performance for learners. The message is clear, only high quality performance is expected. It is not a sign of a badly set task if most of our learners perform well. We should not worry about 'high averages'. What is most important is how to assist learners to perform at a very high level, at their own pace. The challenge is to find ways to expand learners' access to a high level, challenging curriculum.

- Design Down – Deliver Up

This means that teachers must begin their curriculum and instructional planning by starting where they want students to 'end up'. In all planning, teachers need to start with the idea of what is wanted in the end. Once there is a clear picture of that, it is easier to map out the

steps to get there. The challenge is to replace less essential things with those that really matter for learners in the long run.

OBE is founded on three basic premises (beliefs):

- All Students Can Learn Successfully
All people can learn and succeed, but not in the same way, on the same day, and hence OBE is learner paced, learner based and learner centred. Every learner is unique and different, but opportunities need to be created to allow for all learners to learn successfully.
- Success Breeds Success
The more a person succeeds, the more his self-confidence and self-esteem grows. These in turn, fuel the acceptance of increasing levels of challenge and high levels of achievement.
- We Control The Conditions For Success
 - Schools need to provide for a conducive environment, which allows every learner to be prepared for any academic or vocational career and life situation. OBE can be successfully managed by teachers:
 - The key is to custom fit each learner's learning style, abilities and pace
 - Teaching responsibilities will change, learners will become active participants and take responsibility for learning
 - Evaluation of learner performance will allow for a variety of tools and strategies to be employed
 - The community too shares in the responsibility for learning.
 - The curriculum is influenced by the needs of the community, and hence the curriculum should be relevant and flexible.

The above exposition expresses the principles and premises of OBE, as discussed by Spady (1996), which are being promoted by the Gauteng Department of Education. The characteristics, as well as these principles and premises that surround the outcomes-based curriculum, demonstrate

clearly how the past curriculum differs from the present one, and provides for a vivid picture of the present outcomes-based curriculum. The view conveyed reflects that the outcomes-based approach to education is a favourable choice for the South African education system, because among other qualities to this approach, is that the learner is central to the teaching and learning process. In addition to this, the public plays a role in shaping curriculum reform, and the curriculum gives recognition to prior learning experiences, which are not time bound. The Foundation Phase Policy Document (Department of Education, 1997:1) maintains that a curriculum which focuses on the learner, has knowledge which is contextualised, and develops creative and critical thinking skills in the learner is what South Africa needs in order to achieve the vision of ' a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives'.

2.3. A DEFINITION OF CHANGE

According to the concise Oxford dictionary, change means 'making or becoming different, substitution, variety'. This definition of change in relation to the South African education system, has implications for those affected by such change. In South Africa presently, the outcomes-based curriculum has been introduced, and the introduction of the new curriculum has implied that change needs to be effected. The impact of change is being experienced by all educators, including school leaders and managers. Aside from the change over to the new curriculum, demands are being placed on leaders to develop new management styles, and acquire suitable qualities and skills to implement the new curriculum effectively and successfully. The leadership role of the principal in managing and supporting this curriculum change is focused on, as this is of importance too, for the effective implementation of the new outcomes-based curriculum.

Thus at this point it becomes important to clarify the concept 'leadership', to consider the different leadership styles, and to highlight what leadership entails.

2.4. LEADERSHIP

Murgatroyd and Gray (in Bush and West-Burnham, 1994: 68) highlight the interpersonal skills of a leader. According to them leadership is not about skills, rules or procedures but about the person and the quality of their relationship. According to Van der Westhuizen (1990:195), 'leadership is a characteristic of a manager'. Bush and West-Burnham (1994:56) believe that leadership is not necessarily confined to one person in an organization, nor is there one leadership style. The above-mentioned writers support the idea that the success of schools rests on the perceived quality of their leaders, and that ultimately school leadership is aimed at school effectiveness and school improvement. The concept school effectiveness is generally concerned with outcomes such as examination results, staying on rates or pupil attitude; and school improvement is generally concerned with the introduction of change into schools (Bush and West-Burnham, 1994:67). However, regardless of the leadership style, all leaders are concerned with school effectiveness and school improvement.

2.4.1 RECENT APPROACHES TO LEADERSHIP:

Bush and West-Burnham (1994:69-70), Gronn (1996:15-16) and Owens (1995:125-126) provide insight into two recent approaches to leadership, namely: the transactional approach and the transformational approach.

- In terms of the transactional approach, there is a 'contract' between the leader and the followers. The leader gets an agreement from the followers that they will work towards achieving the organization's goals, while the leader agrees to good working conditions. This approach is task-oriented.

- Transformational leadership ensures 'commitment' from the followers. Both the leader and followers want to become the best and work towards higher-level goals common to both. This approach is people-oriented.

At this point clarity needs to be provided on task-oriented and people-oriented leadership styles. Educational leaders differ, and so do leadership styles. Differences in leadership styles can be attributed to the fact that some leaders are mainly interested in results (task-oriented), and others are mainly interested in relationships (people-oriented). The relationship-task-interaction style is the interaction between the two poles that may be differentiated in the leadership situation, namely; interpersonal relations and the leader's relationship to his/her task, as well as his/her attitude to both.

Leadership is a complex phenomenon and because no single leadership style is effective for all situations, a variety of leadership styles will have to be explored and discussed.

2.4.2 LEADERSHIP STYLES:

- The autocratic leadership style:
Autocratic leadership is leader-centred and dictatorial to a variable degree. One-way communication takes place. The leader imposes his will onto his followers. He is task-oriented, takes all the decisions by himself and adheres to a fixed and rigid schedule. Initiatives are taken at the top and communication flows down the organizational ladder. Followers have little or no say. Communication takes place in one direction. The leader delegates tasks and the followers act on the instructions of the leader. Such leaders take full responsibility for the exercise of their authority (Davar, 1993:116). They make demands on the grounds of their position as leaders and may use fear, threats and force as a power base. The GDE training module on Supporting SMT's

(School Management Teams) in *Managing and Implementing Curriculum Change* (Gauteng Department of Education 1999:40) highlight advantages and disadvantages to this leadership style. Disadvantages to this leadership style include: a lack of cooperation, suppression of initiative and creative thought, a tense atmosphere in the school. Advantages are: management takes initiative in coordinating work; tasks, situations and relationships are clearly defined, staff receive direct and immediate assistance towards achieving their goals.

- The democratic leadership style

In the training module on *Supporting SMT's in Managing and Implementing Curriculum Change* (Gauteng Department of Education, 1999:42), the democratic leadership style is discussed. This leadership style is described as being group centred, with decentralized authority and decision-making. Staff is involved by means of mutual consultation in decision-making. There are open channels of communication, and the staff is given the opportunity to make contributions. Definite efforts are made to create positive interpersonal relationships. In an Unisa Educational Management guide (*Study Guide MEDEM3-S, 1999:17*), the four key dimensions of this style of leadership are given as:

- Creating and communicating a vision
- Building trust and organization commitment
- Utilizing organizational commitment
- Developing the organization team

The GDE training module on *Supporting SMT's in Managing and Implementing Curriculum Change* (Gauteng Department of Education, 1999: 41-42), identify advantages and disadvantages to this leadership style. Advantages of the democratic leadership style allow for two way communication to take place, it ensures that initiative and creativity are promoted, a relaxed atmosphere prevails and personnel feel free to make contributions, staff morale is improved by involving staff members

in planning, decision-making and control, and job satisfaction increases too. Disadvantages include that this type of leadership can lead to over-participation, decision-making may be time consuming, disagreements can occur and staff may not wish to become involved in a tug of war, the lack of positive and clear direction may prevent objectives from being attained, and finally, there might be staff members who cannot work without clear supervision.

- The laissez-faire leadership style

This leadership style relies on the 'let everyone do their own thing' philosophy. The module on 'Supporting SMT's in Managing and Implementing Curriculum Change' (Gauteng Department of Education, 1999:43) suggests that the leader does not make his presence felt. He/she is minimally involved and stays in the background. Staff members have the freedom to make individual or group decisions. Disadvantages that are highlighted are that staff members are free to take their own decisions which are not always correct, confidence and respect in the leader may be forfeited, there can be battles among subordinates who try to exercise power and establish leadership based on referent power, and it makes the school as organisation vulnerable to power plays.

- Theory 'X' and Theory 'Y'

Whether managers are aware of it or not, most of them have a philosophy that influences their style in working with people. The leader's assumptions about human nature will influence the effectiveness of his organization and the way it functions. In terms of McGregor's Theory 'X' and Theory 'Y' leader, there are certain basic assumptions about human motivation. Jenks (1990:357) provides for a comparison of theories X and Y:

THEORY X	THEORY Y
People must be controlled at work.	People will be self-motivated and committed to goals.
The average person prefers to be directed and avoids responsibility.	Most adults prefer responsibility for their own work.
Managers make decisions.	People are a valuable resource and can participate in decisions.
Workers need a strong leader.	Participative leadership.
Highly specialised job training.	People should have opportunities for growth.
People are readily replaced.	People are a valuable resource.

(table 1)

The above table can be best aligned to the autocratic and democratic leadership styles. The Theory 'X' leader reflects an autocratic leadership style as it illustrates that workers need to be controlled and directed. Managers will take all decisions. The theory "Y" leader reflects a democratic leadership style because it allows for workers to be viewed as being self-motivated and taking responsibility for their work. Workers are also allowed to participate in decision-making and are allowed opportunities for personal growth. This table shows that the manager's style and assumptions that he has about the people he/she works with will influence processes in an institution.

2.4.3 CONTINUUM OF LEADERSHIP BEHAVIOUR

In terms of the continuum of leadership behaviour, no leadership style is the best under all circumstances. In practice leaders do not operate on any of the extremes but somewhere in between. In Bush and West-Burnham (1994:56), the Tannenbaum-Schmidt continuum of leadership behaviour is considered, which indicates that there may be a range of styles between the autocratic and democratic leadership styles.

3. IMPLICATIONS OF CHANGE

For South African schools presently, the motivation for change is external. The education system itself is subject to pressures resulting from factors such as changing demographics, financial constraints and economic and political interests. Pressure for fundamental change in education is coming from the following areas, among others: government (for example through the White Papers on Education and Training), the business community, political parties, parents, Governing Bodies, School Management Teams, Labour Councils and teacher unions, and student organisations. Change in any one area of education cannot be seen in isolation. Any change will have implications for individuals and institutions affected by such change, as Vally and Spreen (1998:14) caution us that 'concerns over the new educational policy are not just about curriculum change, but also about institutional change'. The outcomes-based curriculum has put pressure on schools for significant change.

Aside from the change to the outcomes-based curriculum, new educator roles are being defined. What leadership in the OBE school entails is now emphasized and focused on, and a new style of school management that is required for leaders in the OBE school, is also emphasized. For the effective implementation of the new curriculum, the skills and qualities the OBE leader needs to develop and acquire, also becomes important. Thus the discussion to follow will look at these above-mentioned implications of

change. Because the Gauteng Department of Education and Department of Education has provided guidelines on leadership for the outcomes-based curriculum, and guidelines on managing and supporting of curriculum change, some of these guidelines will be highlighted.

3.1 NEW EDUCATOR ROLES

The 'Norms and Standards for Educators Policy' (Department of Education, 2000: 56-57) identify seven roles that educators are expected to play by virtue of their profession. These roles and responsibilities outlined for educators are also in keeping with the changes of the transforming education system. According to this report, the roles and responsibilities that educators must be prepared to play are as follows:

Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

Learning area/subject/discipline/phase specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

The Norms and Standards for educators (Department of Education, 2000:56-57) define agreed National roles for all educators. They are useful in providing detail for what principals are to manage in the implementation of OBE in South African schools.

3.2 THE LEADER IN THE OBE SCHOOL:

The seven roles as defined by the Norms and Standards (Department of Education: 2000) brings with them new challenges and opportunities for educators because these roles suggest that qualities and skills can be learnt and developed through practice in the educational environment, as well as through upgrading of educational qualifications. So the expression that 'leaders are born and not made' would no longer apply. It is now assumed that leaders can be made and that leadership techniques can be acquired. Leaders do require certain talents and skills, but these are not peculiar to 'gifted' individuals. According to the module on Supporting SMT's in Managing and Implementing Curriculum Change (Gauteng

Department of Education: 1999: 56), the leader in the OBE school needs to build on the following skills in order to be an effective leader:

- acquire sound subject knowledge
- develop good communication skills, decision-making skills, and delegating skills
- be able to show strength in problem-solving and listening abilities
- the principal as the leader in the school should have a clear view of the needs, possibilities and duties of leadership. The principal cannot influence educators by personality alone, and because negotiation and collaboration is important to the OBE leader, a 'we' approach becomes an essential component to this leadership style. As a participative, democratic leader, the principal will not limit others, will not force his opinions onto others, will not oppose change, should not fear that differences may arise. The OBE leader will welcome input from others and respect the opinions of others. Such a leader will maintain and respect the ideals of those he/she is leading.

The leadership which the principal provides also has a prominent role to play in the school's daily programme, which involves giving professional advice to educators in the school, giving guidance to learners, guiding the school's extramural programme, and providing guidance in the organized life of the school's community. Leadership as a management task also implies that the principal works with colleagues within the context of the organization. Staff members need to be mobilized and put into motion to achieve the school's desired goals, and thus the knowledge of motivation and human behaviour in an organizational context, also needs to be acquired by the principal.

Policies and guidelines are provided to principals so as to prepare them for the leadership role they are to play in South African schools in the

implementation of the outcomes-based curriculum. To what extent such 'ideals' can be truly implemented rests on the shoulders of the principals.

3.3 A DEMOCRATIC, PARTICIPATIVE, COLLABORATIVE STYLE OF MANAGEMENT

Because our modern world experiences an accelerating pace of change, and is characterised by impermanence, uncertainty and unpredictability, a different style of management too is needed to cope with this state of flux. The South African education system presently also needs to promote values and attitudes that are in keeping with democracy, and there is also a need for a style of management that reflects these needs and pressures. The discussion to follow, will therefore consider the relevant style of management expected in the OBE school, as well as the essential qualities of an OBE leader.

The GDE training module on Managing and Implementing Curriculum Change (Gauteng Department of Education, 1999:22), maintains that as an important responsibility for management in seeking to manage change, is to promote a climate conducive to innovation and change, a democratic, participative, collaborative style of management is needed in the OBE school.

Leaders may experience resistance to change by staff members, especially where staff members may have the attitude of 'if it is not broken, why fix it?'. According to Carl (1995:136), there are divergent attitudes to change. He goes on to classify five groups, namely, enthusiasts, supporters, acquiescers, laggards and antagonists. Carl (1995) maintains that enthusiasts are energetic, accept challenges and have high ambitions. The supporters are less radical but are involved in professional associations and in-service training matters. The acquiescers adapt to development however they do not initiate new developments. Laggards maintain a low

profile while antagonists resist any change. Carl maintains that meaningful curriculum renewal is only possible if there is active involvement and dynamic leadership.

Therefore it become important for schools to move away from an autocratic 'top-down' to a participative and collaborative style of management. More flatter, more open and participative structures are essential. A culture of teamwork needs to be developed. Clarity on organisational purposes and goals should be provided. There should be delegation of authority, and alternative ideas should be encouraged for discussion, and considered on merit rather than their origin in the hierarchy. There needs to be a continuous process of evaluation of the effectiveness of change, and feedback should be disseminated to all those affected by the change. The organisational climate should promote power-sharing, assumption of leadership roles and foster open communication. In implementing change, the benefit to the organisation needs to be balanced by a benefit to the individual affected by the change (Gauteng Department of Education, 1999:22-25).

3.4 QUALITIES OF THE OBE LEADER

Change challenges people to become more involved and to assume leadership roles. It brings about the opportunity for personal as well as institutional growth. It calls for acceptance of leadership roles and responsibilities, acquiring and developing of management skills, innovative thinking and development of new skills and behaviours. According to Bennet et al (1994:18) "Knowing 'where we are going' is what makes leaders attractive to followers". This requires qualities such as knowledge, creativity, initiative and vision. Effective principals have a vision of their schools as organizations and their role in making that vision a reality. This means that the leader must be able to communicate this vision so as to

secure commitment of others. The leader must also be able to translate this vision into a practical action.

The training module on Supporting SMT's in Managing and Implementing Curriculum Change (Gauteng Department of Education, 1999:27) suggests that some of the essential qualities that the OBE leader needs to acquire and develop for change management should include:

- The ability to clarify goals
- Have an understanding of the current situation and context
- Show commitment to the process
- To promote practical action
- Be flexible in planning and change in team planning
- Listen to the opinions of others
- Accept setbacks and continue
- Plan for staff development
- Involve staff members in the change process
- Allow for gradual assimilation
- Help structure work groups
- Seize opportunities for implementing change
- Maintain stability during transition.

The Education Department, having provided principals with training and literature on leadership, assume that principals are ready for this type of leadership in managing and supporting the implementation of OBE in South African schools and expect of principals to put such policies and guidelines into practice. For the implementation of OBE in 1998 principals were required to assume a leadership role in schools and were required to effect this leadership. However, the Report of the Review Committee on Curriculum 2005 (May 2000: vi) indicates that while there is an overwhelming support for the principles of outcomes-based education and Curriculum 2005, which has generated a new focus on teaching and learning, implementation has been confounded by (amongst other reasons):

- inadequate orientation, training and development of teachers
- policy overload and limited transfer of learning into classrooms

The report (Report of Review Committee on Curriculum 2005, May 2000:

19) further stipulates that more attention needs to be paid to:

- strengthening and adapting the model/s of training and the duration of teacher preparation
- addressing the quality of the trainers and training materials
- improving the quality of the content and methodology of training
- providing for follow-up in-class support for teachers

4. IMPLEMENTING CHANGE IN THE OBE SCHOOL

Principals, by virtue of their leadership role are also required to initiate change in the school. Everard and Morris as quoted in the module on Managing and Implementing Curriculum Change (Gauteng Department Of Education, 1999:22) are of the view that implementing change in the OBE school 'is not a question of defining and letting others get on with it: it is a process of interaction, dialogue, feedback, modifying objectives, recycling plans, coping with mixed feelings and values, pragmatism, micropolitics, frustration, patience and muddle'. This quote supports the idea that implementing OBE is a whole school development process. This has the following implications:

- School management and change are the responsibility of all the members of the school (Parents, Teachers, Learners and the Principal). OBE schools thus should involve all their members in decision making for the sake of democracy, so as to allow schools to be centres of enquiry and improvement.
- All aspects of the school – the way learners learn, the way teachers teach and the way managers manage – impact on each other. Turning schools into learning organisations (schools that run efficiently, democratically and with good learning being central to their mission) is the key aim of school management.

4.1 THE PRINCIPAL'S ROLE IN INTRODUCING CHANGE IN THE OBE SCHOOL

In introducing the change over to the new curriculum, the leadership role to be played by the principal is of importance. Establishing a climate conducive to change is a primary responsibility of the principal. The training module on Supporting SMT's in Managing and Implementing Curriculum Change (Gauteng Department of Education, 1999:36), suggests that the management of change tasks should most likely entail, and may be listed as follows:

- to initiate change
- to involve staff members in the change process
- to steer change
- to develop plans for the implementation of change
- to evaluate the effectiveness of the change
- to ensure that resources and necessary skills are available to drive the change process.

These guidelines suggest that the principal needs to lead the curriculum change process. He/she is expected to take on the responsibility to initiate the curriculum change process, lead and guide this process in the school, to support and assist colleagues in the change over to the new curriculum, and to monitor and evaluate the progress made in his/her school. The interview schedule (Appendix A) seeks to investigate what is expected of principals in introducing curriculum change in the OBE school, and to what extent principals are able to meet these demands.

5. LEWIN'S THREE-PHASE MODEL:

Because schools need to be prepared for the implementation of OBE through the principal's leadership, a model has been offered for implementing planned changes. In the GDE training module on 'Supporting SMT's in Managing and Implementing Curriculum Change' (Gauteng Department of Education, 1999:35), Lewin's three-phase model is

suggested as a model that can be used by managers. This entails engaging in the following steps:

- **UNFREEZING**

Disturbing the equilibrium by making people aware of the need for change through a process of restructuring and introducing new policies.

- **CHANGE/MOVING**

Actually implementing change. There will be fears/resistance to change so implementing change needs to be a sensitive, gradual process.

- **REFREEZING**

Restoring stability and making new policies part of the new equilibrium

This three-phase model illustrates that managers have a tremendous responsibility in terms of managing and supporting change in the school. It also supports and enhances the idea of the leadership role that the principal has to play in initiating the curriculum change process, leading the change process, managing and supporting the new curriculum, as well as working towards gaining support and commitment from staff members for the new curriculum.

6. SPADY'S FIVE PILLARS OF CHANGE

Spady's approach to change also needs to be reflected on, as, if carefully considered, it also gives guidelines on the leadership role of the principal in managing and supporting curriculum change. He refers to this approach as the five pillars of change, and he advocates that in order for change to be effective and to achieve desired outcomes, the following relationships need to be understood (Supporting SMT's in Managing and Implementing Curriculum Change, 1999:27):

The five pillars of change				
<p>What is the purpose of change?</p>	<p>What is the vision? This should be a concrete and detailed statement written in the present tense.</p>	<p>Who owns the change? I want to be part of this. I can identify with this. I can be committed to making this work for me.</p>	<p>Do I have the capacity to do this?</p>	<p>Is our leader supporting the process? Is our leader getting organisational obstacles out of the way?</p>
<p>The purpose of curriculum change is to improve the effectiveness of our schools.</p>	<p>Our vision is of a South Africa in which all people have equal access to a lifelong education and training which will improve their quality of life and build a peaceful, prosperous and democratic society. Our mission is to ensure that all South Africans receive quality lifelong education and training.</p>	<p>OBE schools should be trying to reduce the rungs on the hierarchical ladder to produce flatter, more open, and more participative structures. This will allow a better flow of creative ideas and an atmosphere in which all members feel a sense of ownership. This in turn makes it easier for managers to lead rather than instruct.</p>	<p>Changes made should be within the capacity of the practitioners to carry out. Inset should be provided to address capacity shortfalls in terms of practitioner skills and knowledge.</p>	<p>Principals who operate as leaders realise that their status as 'principals' is dependent on the support of their staff. In other words, their status depends on the ability to lead, to motivate their teams and get them to break with the past. Most of us simply respected and obeyed school managers because of their high status rather than their ability to lead and get things done. There was often a 'them' and 'us' attitude. In 'new' schools, principals will be seen as leading and ensuring curriculum changes as well as managing change.</p>

The fifth pillar highlights the need for the principal to have the ability to lead and to motivate staff members. The fifth pillar also requires of principals to adopt an 'us' attitude, and to be able to manage curriculum change.

The expectations and responsibilities of principals as OBE leaders in the managing and supporting of the implementation of OBE in South African schools have been provided through OBE training sessions, policies and guidelines offered by the Education Department. However these need to be linked with the recommendations of the Review Committee (Report of Review Committee on Curriculum 2005, May 2000: 22), that expresses a need for a coordinated national strategy for the preparation of teachers. It states this

strategy should 'build on existing proposals for the preparation of teachers in a manner which links pre-service and in-service training of teachers with the Norms and Standards for Educators framework, labour agreements for 80 hours INSET and support policies contained in the Education Management Development Framework'. This recommendation suggests that only through intensive teacher orientation, training and support can principals be possibly and adequately prepared for their leadership role of managing and supporting the implementation of OBE in South African schools.

CONCLUSION:

In chapter two it was indicated that the introduction of the new curriculum has changed educator roles and responsibilities. Principals, especially, who are seen as leaders in the curriculum change process, now have the responsibility to initiate, manage and support curriculum change. New skills and behaviours need to be developed and used to ensure the successful and effective implementation of the new outcomes-based curriculum.

At this point we need to be reminded of Peter Drucker's remark (1989: 10) about change being a time "of great opportunity for those who can understand, accept and exploit the new realities". This quote provides for a very positive view on change and is very applicable to the changing situation in South African education presently, as according to Drucker, 'a time of change is above all a time of opportunity for leadership' - this is precisely the responsibility and challenge that is being given to South African principals at present, namely, to show leadership in managing and supporting curriculum change. The discussion in chapter two has revealed that the leadership role played by the principal in managing and supporting curriculum change is what is required of the OBE leader, and thus seems to be one of the key elements in ensuring that the outcomes-based curriculum will be accepted, adopted and effectively implemented.

In the chapters to follow the following important issues will be considered:

- Jansen in his paper entitled '*Can Policy Learn*' (Jansen,1997) raises an important concern. He indicates that "there remains a huge gulf between policy makers and their planners on the one hand, and teachers and their classrooms on the other". Because policy makers are not the implementers, this study seeks to consider whether policies, guidelines and ideas promoted in the literature study in relation to leadership in the OBE school are actually being effectively implemented in South African schools.
- The study also seeks to investigate and gain insight into principals' views on the nature of the leadership role of the principal in managing and supporting OBE in South African schools (see paragraph 1.4).
- Finally, this study also aims to explore a strategy that is needed by the principal in the managing and supporting of curriculum change at the school level (chapter five).

CHAPTER THREE

THE RESEARCH DESIGN

3.1 AIM OF THIS CHAPTER

This chapter focuses on the literature study of the research paradigm and the methodology of the study. A discussion will be presented of the research method adopted. The data collection instrument will also be considered. The qualitative research methodology will be focused on in this chapter. This is an extension of the literature study of chapter two and the initial introduction to the methodology used in this study that was presented in Chapter one (see paragraph 1.6).

3.2 THE QUALITATIVE RESEARCH PARADIGM

According to Krathworl (1993:29), qualitative research provides "...descriptions of a case, a group, a situation, or an event." Qualitative research can either be exploratory or fully interpretive in nature. It offers insight into reasons behind events. According to Vockell and Asher (1995:213), it is often conducted by participant observers, who have the advantage of being very close to the situation and can observe it in as natural a manner as possible.

According to Miles and Huberman (1994:92), the core features of qualitative research are:

- It is conducted through an intense and/or prolonged contact with a 'field' or life situation
- The researcher's role is to gain a 'holistic' overview of the context under study
- The researcher attempts to capture data on the perceptions of local actors
- Reading through the materials, the researcher can isolate certain themes and expressions that can be reviewed with informants

- A main task is to explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations
- Many interpretations of this material are possible, but some interpretations are more compelling for theoretical reasons or grounds of internal consistency
- Most analysis is done with words. These words can be organized to permit the researcher to contrast, compare, analyse, and bestow patterns upon them
- In qualitative research, there is an open agenda. The researcher interprets and contextualises the situation in an open manner. Interpretation does not occur through statistical data. There is unstructured and spontaneous data collection. Data collection occurs as close to the natural situation as possible.

'Qualitative methodology refers to research that produces descriptive data: people's own written or spoken words and observable behaviour' (Study Guide MEDEM2-R, 1999: 22) – the latter was not used in this study. In addition to the core features as described above, qualitative methodologies share the following three assumptions (Study Guide MEDEM2-R, 1999: 51):

- ◆ A holistic view: Qualitative methods try to understand phenomena in their entirety in a bid to understand the person, programme or situation
- ◆ An inductive approach: Qualitative research starts with specific observations and moves to the development of general patterns that emerge from the study.
- ◆ Naturalistic inquiry: Qualitative research aims to understand phenomena in their naturally occurring state.

According to Creswell (1994:145), the researcher is primarily concerned with the process rather than the outcomes or products, in meaning – how

people make sense of their lives, experiences, and their structures of the world. Data is mediated through a human instrument, rather than through inventories, questionnaires, or by machines, by means of fieldwork, with a descriptive and inductive process. According to Mason and Bramble (1989:4), '...qualitative research aims to produce rounded understandings on the basis of rich, contextual, and detailed data'.

3.3 ADOPTION OF QUALITATIVE RESEARCH METHODOLOGY

Vockell and Asher (1995:211), maintain that qualitative methods '...are valuable in developing the basic understandings of students, teachers, administrators, parents, and social contexts, scenes and events in which these people live, study and work'. The qualitative research approach will be used in this study, as the basic strategies of qualitative research are applicable to the daily lives of educators. As the daily lives of educators are to be used in this study, it may be a point in favour of qualitative research.

Educational problems require a research methodology that provides the broadest and deepest understandings of the educational system. According to Vockell and Asher (1995:212), qualitative and interpretative data and methodology will be part of all educational research that provides these roads to understanding.

Qualitative research provides wider insights into situations than quantitative research methodologies. Miles and Huberman (1994:91) are of the opinion that structured instruments of quantitative research blind the researcher to the site, and is context stripped. Mason and Bramble (1989:5) hold the view that qualitative research should be systematic, rigorous, strategically conducted yet flexible and contextual, and produce social explanations that are generalisable in some way. According to Creswell (1994:5), in this paradigm the process is inductive. There is a mutual shaping of factors. All of the above features of qualitative design make it relevant to the study.

3.4 METHODOLOGY

A qualitative research methodology, namely interviews, will be used as a means of gathering data. The interview is an effective means of gathering data that is valid, reliable and can provide an in-depth analysis of the situation within a holistic context (Van der Westhuizen, 1995:89). Interviews will be conducted in natural settings that reflect the participant's reality to a greater extent than contrived settings, which further increase the validity of this research.

Qualitative research is less disruptive and cheaper than quantitative research. Interviews will be conducted after school hours to minimize disruption. The researcher will conduct the interviews.

3.4.1 THE INTERVIEW AS A RESEARCH METHOD

Schumacher and McMillan (1993: 372) maintain that '...qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and a shared social experience'. Thus the researcher can use multi-method strategies such as structured and semi-structured (informal) open-ended interviews, participant observation, questionnaires, and even grounded theory to study the problem from the participants' perspective.

Qualitative interviewing is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing (Mason and Bramble, 1989:38). It is characterized by a relatively informal style; a thematic, topic-centred, biographical or narrative approach; the assumption that data are generated via the interaction, because either the interviewee(s), or the interaction itself, are the data sources; may involve one to one interactions, or larger groups (Mason and Bramble, 1989:38). Types of interviews include individual interviews, focus group, structured and unstructured interviews.

3.4.1.1 THE STRUCTURED INTERVIEW:

Three kinds of items that are used in the construction of schedules used in research interviews include (Kerlinger, 1970:172):

- ◆ The 'fixed alternative' items which allow the respondents to choose from two or more alternatives. In this study, the 'fixed alternative items' will be used in order to obtain background knowledge for the open-ended questions.
- ◆ Open-ended items put a minimum restraint on answers, and other than the subject of the question, there are no restrictions on the content and the manner of the interviewee's reply.
- ◆ The 'scale' is a set of verbal items on which the interviewee responds by indicating degrees of agreement or disagreement.

In this study, principals will be interviewed individually. In this technique the interviewer asks questions that focus on the research theme. Conducting of interviews with principals is relevant to this study, as they are the relevant target group for this study. Principals have the necessary knowledge, experiences and ideas on the leadership role of the principal in managing and supporting curriculum change, which is valuable and needed for this study. The data to be collected from principals should prove useful to this investigation. This study will include fixed alternatives, and open-ended ones, which will be mixed with care, so that the data collected may be reliable and rich in information (Appendix A and B).

3.4.1.2 ADVANTAGES OF INTERVIEWS IN THIS STUDY

- According to Borg and Gall (1989:67), the advantages of interviews include adaptability – by using responses to the topic under discussion, the interviewer can change the interviewing situation. In this study, adaptability will ensure an in-depth understanding of questions posed.
- The interview situation allows the researcher to follow up on clues and thus gain more data. In this study, this will thus enable the researcher to follow up on clues and obtain more information if necessary.

- Under favourable circumstances, the interview can provide more data with respect to aspects that can be investigated. The interviewer will make every attempt to make the participants comfortable and will also ensure their anonymity. Creating such an environment may provide more rich and useful data for the study.

These characteristics make the interview as a research method suitable for the present study.

3.4.1.3 SELECTION OF RESPONDENTS

The research problem, the purpose of the research and the design of the research has been a guide to the researcher in the selection of the sample in the present study. Generally in qualitative research a small distinct group of participants is investigated to enable the researcher to understand the problem in-depth. The researcher, in the present study, will search for information- rich key participants who will participate in the research process until the relevant data has been obtained, so that meaningful conclusions can be drawn.

Schumacher and McMillan (1993:382), suggest that the sample size is directly related to the purpose of the study, the research problem, the major data collection technique and the availability of information-rich participants. Thus, in this study purposeful sampling will be used for the selection of respondents, as according to Patton (1990:169), purposeful sampling is the process of selecting information rich cases for study in-depth. The researcher will thus select information rich participants because they are 'knowledgeable and informative about the phenomena the researcher is investigating' (Schumacher and McMillan, 1993: 378). Through purposive sampling, the researcher is allowed to 'handpick' cases to be included in the sample on the basis of their judgement of their typicality. In this way, the researcher is able to build up a sample that is satisfactory to the specific needs of the research.

In this study, six principals from the Gauteng Department of Education have been selected, from District N7's schools. Three of the principals are from previously disadvantaged schools. Two female principals, from previously disadvantaged schools, have been included in the sample. The other three participants in the study include two principals from English medium, ex-Model 'C' schools, and one principal from an Afrikaans medium school. Appendix B reflects responses provided by the male principal, from a previously disadvantaged school in District N7, and is included to serve as an example of the interviews that were conducted.

3.4.1.4 PERMISSION

Permission has been obtained from the Director and Co-ordinator of District N7, as well as the Gauteng Department of Education Research Unit at Head Office, to conduct the interviews with principals from District N7's schools. Permission has been given in writing to the researcher to proceed with the study in the district. Requests to interview respondents have also been made in writing to the principals who were selected to participate in the study. Permission has been obtained from the principals to participate in the study as well as to be recorded on cassette. Confidentiality of the interviews will be assured to the respondents. Findings and recommendations of the study will be made available to respondents, if it is requested.

3.4.1.5 SURROUNDINGS AND ATMOSPHERE

The interviews with the principals will be conducted at their schools, as this is their natural setting, and forms part of their daily lives. The interviews will be conducted after school hours so as to minimize disruption of teaching and learning in the school. The interviewer will make every participant feel comfortable, and in order to relax participants, a general topic will be discussed before getting to the specifics of the interview. The experiences

and perceptions regarding the leadership role of the principal in managing and supporting curriculum change will be explored.

3.4.1.6 TRUSTWORTHINESS AND ETHICAL ISSUES

The researcher will conduct the interviews. The researcher is familiar with the settings, the participants and the topic under investigation. This understanding of the context and role of the researcher enhances awareness, knowledge and sensitivity to the many challenges, decisions and issues that could be encountered. The researcher will establish trust by indicating the purpose of the study and the planned use of the data.

Participants have been chosen because of their key involvement in the school, and because they have the competence to tell what they observe, feel, and think and thus participants will not be put under any emotional stress. Their co-operation will be gained voluntarily. The tone of the interview will be cordial, supportive and non-threatening.

Confidentiality of the data, preserving the anonymity of informants and using the research for intended purposes, will be discussed. The tape recorder will be used to record verbal communication. The researcher will request permission from the respondents to use the tape recorder. The recording equipment will be arranged as unobtrusively as possible. The researcher will be aware of her experiences and the needs and experiences of the participants. The interviewer will be sensitive to the needs and rights of the respondents, and since the researcher is familiar with the issues under investigation, she will be able to keep the interviews focused.

The researcher and the participants will be able to use the same vocabulary relating to OBE. The interviews will be conducted in English as a common and understandable means of communication between

participants and the interviewer. Mason and Bramble (1989) suggests skills of listening, remembering, talking, observing and recording, which will be practiced during the interviews. At the end of each interview, participants will be provided with a summary of their responses to verify the accuracy of the information captured. The results will be truthfully represented as the research attempts to capture perspectives accurately.

3.5 CONCLUSION

This chapter focused on a literature study of the methodology employed during the study. The qualitative research methodology was described and the reasons for adopting this methodology were given. Structured interviews will be used in this study. The data collection technique, as well as the role of the researcher, was addressed. Chapter four will focus on an analysis and interpretation of the data collected.

CHAPTER FOUR INTERPRETATION AND ANALYSIS OF DATA

4.1 AIM OF THE CHAPTER

This chapter will focus on the interpretation and analysis of data collected from interviews held with principals from the Gauteng Department of Education, District N7.

4.2 INTERVIEWS

The interviews were conducted with six principals from District N7 schools. Three of the principals are from 'Ex DET' schools, two of which are female. The other three principals are from 'Ex Model C' schools, two of which are from English medium schools, and the one principal is from an Afrikaans medium school. Schematically the target group would thus look as follows:

EX-DET:

2 FEMALE PRINCIPALS
(ENGLISH MEDIUM SCHOOL)

1 MALE PRINCIPAL
(ENGLISH MEDIUM SCHOOL)

EX MODEL C

2 MALE PRINCIPALS
(ENGLISH MEDIUM SCHOOL)

1 MALE PRINCIPAL
(AFRIKAANS MEDIUM
SCHOOL)

The interview schedule has two sections (see appendix A). Data will be gathered in accordance with the schedule. In Section A, basic data of principals are required as background information for the study. Section B considers the pre-implementation phase of OBE, together with the orientation to the outcomes-based curriculum and aspects on planning for change. This section also investigates the managing of curriculum change, the implementation of OBE, and review done in relation to implementation of the outcomes-based curriculum.

4.3 SECTION A OF THE INTERVIEW SCHEDULE

Section A of the interview questions posed to participants focused on basic data collection. Information on the years of experience as a principal/ and as an educator, training received on outcomes-based education, and the training sessions attended on OBE, was obtained. Collection of this basic data is important for this study as it provides for background information for the study of the leadership role of the principal in managing and supporting curriculum change.

4.3.1 Responses from participants:

All six of the interviewees revealed that they have received training on OBE from the District office, in addition to this; two of the principals have received OBE training from their Teacher Unions. Two of the principals have received OBE training from a Service Provider. All six of the principals have attended training sessions on the following aspects:

- An overview of OBE
- Planning
- Time-tabling
- Assessment
- Learner support materials (LSM)
- Change management
- Managing assessment

This basic data provides for a background to and leads onto the structured and unstructured questions, to follow, in accordance with the interview guide. In order for principals to manage, monitor and support the effective implementation of OBE in their schools, principals require knowledge on OBE, and hence the above data was needed to determine whether principals have been trained on such aspects.

4.4 SECTION B OF THE INTERVIEW SCHEDULE

Section B of the interview schedule contains structured questions (see appendix A). The questions focus on the leadership role played by the principal during the pre-implementation phase of the outcomes-based curriculum, and the tasks that he/she is engaged in, in the planning for change. Section B also investigates managing curriculum change. As questions were structured, the respondents were required to respond by providing an answer of "Yes" or "No". The discussion to follow will consider responses of participants in the order of the aspects as they appear on the schedule. The questions will also be repeated as they appear on the interview schedule.

4.4.1 PRE-IMPLEMENTATION PHASE: ORIENTATION TO THE OUTCOMES-BASED CURRICULUM

In response to the question: "Did you organize an orientation programme/training session/staff meeting/workshop to communicate curriculum change to staff members?", all of the participants indicated that they had organised an orientation programme or an information session, or a staff meeting to communicate curriculum change to staff members.

To the following questions: "Did you explain the motivation for the need for the change over to the outcomes-based approach to education?", "Were the principles and premises of OBE discussed with staff members?", "Were educators oriented towards the outcomes-based approach to education?", and "Have relevant stakeholders/learners/staff members and parents been informed or trained on OBE?", all of the principals indicated that they did explain the motivation for the need to the change over to the outcomes-based approach to education. The interviewees maintained that the principles and premises of OBE were explained to educators through training sessions they had all attended. The principals were of the view that in all of their schools, all of the educators were oriented towards OBE.

Two of the participants indicated that in the pre-implementation phase of OBE in 1997, parents were not informed by their schools of the new outcomes-based curriculum that was to be implemented in 1998, but having begun with implementation, parents were informed and encouraged to become involved. It was only then explained to parents what OBE is about, and the implications it has for parents, learners and teachers. Finally, in the opinion of the principals, all of them tried to create a climate of openness and trust, and did allow for the involvement and participation of staff members during the orientation and implementation period (see Appendix A-1).

4.4.2 PLANNING FOR CHANGE

The question posed asked: "Have you engaged in the following tasks in order to prepare for the implementation of OBE:

time-table reorganization, planning, setting of priorities and deadlines, gaining commitment from staff members and creating a common vision to work towards?" (Appendix A-2).

All six of the principals maintain that they had prepared for the implementation of OBE by:

- Re-organising their time-tables
- Engaging in planning
- Setting of priorities and deadlines
- Gaining commitment from staff members

These were requirements in terms of Department circulars, and therefore had to be done in schools. Three of the principals indicated that time-tables and planning initially posed problems to them and therefore these were looked at by District Officials, and schools were given support and guidance on these. Time-tabling posed a problem as the outcomes-based curriculum and the Nated 550 curriculum needed to be merged for effective teaching and learning to go on in schools. Grades one, two, three and seven needed to operate in relation to OBE and grades four, five and six

are still working with the Nated 550 curriculum. Principals needed assistance to develop such time-tables (see Appendix B). Planning also proved problematic as new approaches to planning needed to be adopted. Thus district support on these aspects became important for implementation of the outcomes-based curriculum.

In terms of working towards a common vision: all of the principals are of the opinion that they are working towards the broad vision, which is the successful and effective implementation of OBE. However all of the principals are of the view that because they themselves still need more knowledge and clarity on OBE, they are not sure, that as leaders, they will be able to guide staff members adequately towards this vision (Appendix B).

4.4.3 MANAGING CURRICULUM CHANGE

The questions in 3 of Appendix A focused on managing of curriculum change. In relation to the questions of: "Have you conducted classroom visits to determine whether OBE is being implemented?", "Do you monitor educator records?", and "Are varied assessment tools and techniques being used to assess learners doing OBE?", the responses were as follows:

- Classroom visits: Five of the principals conduct classroom visits to determine whether OBE is being implemented in their schools. One principal has relied on Heads of Departments (HOD's) to conduct class visits to monitor the implementation of OBE in the respective phase/grade for which they are responsible.
- Monitoring of educator records: Educator records are monitored by all of the principals to verify that records are in place. Accuracy, correctness of content, details of planning or assessment is not checked, as all of the principals have HOD's to monitor teacher files intensively. However, schools do not have set processes in place for monitoring of educator

records as yet because these have not been forthcoming from the Department as yet (Appendix B).

- Outcomes-based assessment has been an area of concern for all teachers. The principals interviewed expressed that teachers are trying to assess by using varied assessment tools and techniques, but all educators still need more support on assessment, as teachers are still developing in this area and have not mastered outcomes-based assessment techniques as yet (Appendix B). All of the principals believe that the training received on assessment was inadequate, and thus conducting of outcomes-based assessment in their schools is not too effective.

To the questions: "Are Education Department policies/guidelines being followed?", and "Are teachers engaging in team planning?", the answers revealed that Education Department policies are being followed in all of the schools. Teachers select to use guideline documents as a resource, and the usage varies from school to school. In relation to team planning, responses indicate that teachers are currently engaging in team planning. One participant indicated that initially teachers were not used to the idea of team planning. Teachers had planned as individuals and were not used to sharing of ideas, or working on common lesson plans. However, through guidance and support of the principal and other colleagues, teachers have seen the benefits to this approach to planning, and are now working well in teams.

The questions of: "Are teacher support material and learner support material readily available for use?", "Does the school have adequate resources for OBE implementation?", and "Are support materials supplied by the department effectively utilized by educators?", illicit the following responses respectively:

- Teacher and learner support materials that the schools have are readily available for use. However, three of the principals maintain that they need more resources/support materials to implement OBE effectively (Appendix B).
- The principals believe that their schools are making effective use of the support material that has been supplied by the department/district office.

“Have parents been involved in OBE implementation in your school?” reflected the following response from four of the principals: These principals have the view that active participation and involvement from parents is not forthcoming, although they have created opportunities at their schools, parents do not want to become involved.

Although this section required either a “Yes” or a “No” response, the interviewer allowed participants the opportunity to substantiate answers where participants indicated this was needed. This was allowed to ensure that data collected is an accurate representation of the participant’s response and also to allow for the gathering of information rich data.

4.4.4 IMPLEMENTATION OF OBE

Open-ended questions followed which allowed for discussion on the implementation of OBE. The questions as per the interview schedule (Appendix A-4) are as follows:

- “What is your understanding of a democratic, participatory management style?” Understandings of a democratic, participatory management style varied, however a common idea that emerged from the respondents was that this style of management has to do with ‘involving others’, ‘being open and consulting with all relevant parties’, ‘working with others’. The interviewer probed further by asking principals whether they thought this style of management is needed for OBE or do they

believe an alternative style may be more appropriate for OBE? All of the principals are of the opinion that this style is most suitable, as in their view, open and participative structures are needed in an OBE school, teamwork needs to be emphasised and practised for the successful implementation of OBE, and that support has to be given.

- To the question: "How do you support staff members in order to acquire new skills?", all six of the principals indicated that they have held mini training meetings in their schools to enhance teacher knowledge and skills on OBE. They also request of teachers to attend training sessions held by the district office. Two of the principals encourage teachers to attend workshops held by colleges. Teacher Unions and service providers have also been invited by two of the schools to conduct training so as to develop teachers and enhance skills. Following on from the above question, the interviewer probed to enquire about staff development and training programmes that were principal initiated. Two of the principals have organised with a service provider to workshop teachers on OBE. Two of the principals have organised for further training sessions on OBE via their Teacher Unions. Principals also expressed that where they had mastered a skill in OBE, then they would support teachers on that aspect, for example on aspects of planning, or methods of assessment.
- In order to tackle resistance to change, all of the principals interviewed have adopted a supportive role. They listen to educator's concerns, motivate and encourage educators, support educators to overcome and deal with challenges, and guide educators in their implementation of the new outcomes-based curriculum. All of the principals have also emphasised to educators that department circulars and policies have to be put in place and followed regarding the implementation of OBE.

- In response to the question of: "Is provision made for problem solving sessions for staff members? If so, how is this done?", all of the principals indicated that provision for problem solving is done through meetings that are held with teachers by HOD's, staff meetings, learning area meetings, and through team planning sessions.
- The question and sub-questions that followed focused on team responsibility. The questions asked were as follows: "Have educators in your school developed a sense of team responsibility? How is this reflected? Why has this team spirit emerged/not presented itself?". In all of the schools, teachers implementing OBE are now engaging in team planning and thus a sense of team spirit and team responsibility has emerged. Principals are of the opinion that by working in teams, educators 'learn from each other', they 'share difficulties', or 'discuss classroom situations and experiences with each other' (see Appendix B). In all of the schools implementing OBE, this sense of 'team work', 'team responsibility' and 'team spirit' has developed.
- The question of: "Have you networked with other schools and institutions in terms of OBE? If so, why/why not?", obtained the following responses: Three of the principals involved in the study are networking with neighbouring schools for support purposes, or to acquire and share ideas, and even to make planning easier. Three of the schools do not network with neighbouring schools but rely on the district office for support (Appendix B).
- The next question and sub-questions focused on support given to colleagues in the school. The question posed was: "Do you give ongoing support and encouragement to each other? Is this needed? Why? Describe the kinds of support given?" All of the respondents are of the opinion that ongoing support and encouragement is essential for the effective implementation of the outcomes-based curriculum. All

educators need to be guided and motivated, and educators are encouraged to discuss and share their experiences. The respondents hold the view that the principal has to create opportunities for discussion, encourage teachers to learn from each other, allow teachers to express their opinions and listen to teacher issues (see Appendix B).

4.4.5 REVIEW: This section contained open-ended questions. The questions raised addressed the following issues respectively (see Appendix A-5):

- “Do you allow opportunities for feedback? If this is so, how is this done? If not, why not?”
- “Do you make time for review, support and retraining? Comment.”
- “Do you believe that OBE is being implemented in your school?”
- “Are you of the view that the principal needs to play a leadership role in managing and supporting curriculum change in the school? Comment.”

Feedback of all the participants in the interview indicated that:

- Opportunity for feedback is given in all of the schools. At staff meetings teachers are required to give feedback on meetings they have attended. Teachers are also allowed to explain what is working well in their learning area or in the classroom, and challenges are also expressed.
- In relation to review, support and retraining: Three of the principals indicated that the principal and staff review what is working well and what is not and from there go on with what is working well and look for better ways or alternatives for what is not going on well. Support programmes are put in place for all staff members to ensure that OBE is being implemented effectively. The other three principals have indicated that they rely on district support and district further training sessions to guide them in their implementation of OBE (see Appendix B). All of the principals interviewed are of the view that they still do not have the

expertise to formally train teachers on OBE, and although they can guide and support teachers on OBE, training is left to the district officials or to service providers (see Appendix B).

- All of the principals are of the opinion that OBE is being implemented in their schools.

- All of the respondents hold the view that the principal has to play a leadership role in managing and supporting curriculum change. Responses indicated the following ideas:
 - If the principal, as the role model, shows belief in a process and practice then others in the school will follow
 - Strong leadership is needed from the principal to ensure that OBE is implemented, or else teachers may revert to traditional teaching practices
 - Principals need to have an 'open-door' policy to encourage discussion with staff members, to listen to concerns, to guide and motivate the school team so that curriculum change can be supported and maintained in the school.
 - In order to lead the curriculum change process in their schools, principals needed to participate in training sessions, and get all of the teachers to participate in training. They also needed to coordinate changes in their schools in preparation for OBE implementation. They also engaged in planning and had meetings to ensure that OBE implementation would go on as required, and finally they have created opportunities for ongoing support.

4.5 ANALYSIS OF DATA

The interview responses reveal that policies given by the Education Department are being followed, and principals have exercised the latitude to be innovative, within the policy framework given, when necessary. From

the literature study, the concept 'leadership' as related to managing and supporting the implementation of OBE in South African schools, has overwhelming connotations and responsibilities for principals. The data collected reflects that principals are aware of their practical situations and contexts, and hence do not rigidly and passively follow guidelines offered on managing and supporting OBE in South African schools, but add their own flavour to these, and exercise their leadership role accordingly. Policies and guidelines expect of principals to play a leadership role in managing and supporting curriculum change, and the interviews indicate that principals have embraced this leadership role of managing and supporting the implementation of OBE in South African schools.

Principals have taken on the responsibility to lead the curriculum change process in schools. Having attended and participated in district training on OBE overview, OBE principles and premises, planning, time-tabling, assessment, support materials, change management and managing of outcomes-based assessment, principals have engaged in information sessions in order to introduce change in their schools. As suggested by the module on Supporting SMT's in Managing and Implementing Change (Gauteng Department of Education, 1999: 36), principals have explained to staff members and parents why the change is needed, they have shared information and oriented staff members on OBE. They have also considered how change will affect individuals in the school and the institution as a whole.

The data collected reveals that in planning for the implementation of OBE, principals have realised the importance of whole school planning. In District N7 principals were able to develop plans in readiness for implementation, and time-tables were reorganised. However this was only possible through the support and guidance given by District officials. Priorities and deadlines were established. In order to lead the curriculum change process,

principals have also motivated staff members to support and implement the curriculum as outlined by Department policies. Gaining commitment from staff members to fully accept, adopt and implement OBE required perseverance from principals as leaders. Principals indicated that they needed to show their commitment and support to the new curriculum.

The responses indicate that in the managing of the outcomes-based curriculum principals have experienced some difficulties. The complexity of managing OBE is aptly captured by Jansen, in his article '*Why OBE will fail*' (UDW, 1997), in which he states that "The management of OBE will multiply the administrative burdens placed on educators... to manage this innovation teachers will be required to reorganise curriculum, increase the amount of time allocated for monitoring individual student progress against outcomes, administer appropriate forms of assessment and maintain comprehensive records". These are realistic challenges that educators encounter in the implementation of OBE in South African schools. From the responses given by the principals, it indicates that principals are in need of guidance to monitor the effective implementation of OBE and manage the implementation of OBE. Conducting of classroom visits, monitoring of educator records, determining whether outcomes-based assessment is done, all become important issues for the effective implementation of OBE, and these have to be monitored and managed by the principal. Mechanisms and strategies need to be operational in schools for managing and monitoring the implementation of OBE. Principals require clear guidelines as to how this should be done. Principals have been given theoretical guidance on such aspects, but putting theory into practice is not always easy. The researcher is of the view that principals require a hands on tool for managing and monitoring the effective implementation of OBE- a tool that is easy to put into practice, one that also allows for review of implementation, affords room for feedback and support of educators. Processes within the school need to be managed and monitored for

effective curriculum implementation and delivery. Thus an effective strategy for managing, monitoring and supporting of the outcomes-based curriculum becomes essential for principals (Chapter five).

The participants interviewed have moved over to a democratic, participatory management style. These principals are endeavouring towards a supportive and empowering environment for teachers and learners. Listening to others, accepting viewpoints of others, working as a team, reaching an agreement on plans is now becoming the order of the day (Appendix B).

In some of the schools, staff development programmes are being organised by principals, but the researcher is of the opinion that principals need to enhance their knowledge of OBE, and acquire skills so as to support educators at learning sites. Vally and Spreen (1998:16) also emphasise the inadequacies of the OBE training received by educators indicating that "...the assumption that after a one-day workshop a teacher will understand enough about a new teaching approach to go back to her school and teach it to her colleagues is wrought with problems and contradicts most research on teacher professional development!". Hence in addition to the OBE training sessions provided by the Department, principals need to create training opportunities and teacher development programmes for educators at the school level, and also encourage participation at college training workshops, so as to develop and skill educators for implementation of the outcomes-based curriculum. Educators will then develop a sense of ownership in the new curriculum, and will be able to effect delivery of the outcomes-based curriculum more successfully.

The responses of principals interviewed indicate that although review of OBE implementation is being done, principals require guidance and support on this. Review of implementation of OBE needs to be done to

determine what is working well and what is not. Intervention and support strategies need to be put in place to get things to work well. Feedback must be forthcoming on challenges and achievements. Achievements need to be shared with other staff members, and solutions need to be looked for to overcome obstacles or deal with challenges. Review of the implementation of the outcomes-based curriculum at the school level also becomes an area of concern. Strategies for evaluating the implementation of the outcomes-based curriculum have to be put in place.

4.6 CONCLUSION

The above results show that the leadership role of the principal in managing and supporting the implementation of OBE in South African schools is a tremendous responsibility. The nature of the leadership role of the principal in managing and supporting the implementation of OBE in South African schools is complex and demanding. Principals need to take on the responsibility to initiate the curriculum change process, lead and guide this process in the school, to support staff members in their implementation of the new outcomes-based curriculum, and to monitor and evaluate the implementation of OBE in their schools. While principals have embraced this leadership role placed on them and are all working towards the effective implementation of OBE, and although guidelines offered and policies given are being adhered to, teachers still require simple, clear guidelines on the managing and supporting of the outcomes-based curriculum. This thought is also supported by the Minister of Education in the report entitled *Minister of Education, Professor Kader Asmal, Welcomes Recommendations of Curriculum 2005 Review Process* (Department of Education: 2000) in which he states that teachers still seek 'clarity, simplicity and substantive professional support'. In the light of this statement, Chapter five looks to offering simple, practical suggestions on managing and supporting OBE in South African schools.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 AIM OF THE CHAPTER

In this chapter an overview of the data analysis of chapter four will be provided. This will serve to reconcile the data analysis process with the conclusions provided in this chapter. Finally recommendations will be made in terms of a strategy for managing and supporting the implementation of OBE in South African schools.

5.2 OVERVIEW OF THE STUDY

In the discussion to follow an overview is provided of the research questions and the chapter/chapters where they were addressed. In relation to the aims of the study (paragraph 1.4) the sub-question: What is 'leadership?', was addressed in chapter two by means of the literature study. The skills and qualities needed for leadership in the OBE school was also considered in the literature study. The sub-question: How can the principal manage and support the implementation of OBE in South African schools?, was addressed in chapter four, and is also addressed in chapter five. The main research question on the nature of the leadership role of the principal in managing and supporting the implementation of OBE in South African schools has been addressed through the literature study, as well as chapters three and four. It will also be addressed in this chapter. Finally a strategy that the principal may employ to manage and support the implementation of OBE in South African schools will be provided in this chapter.

5.3 INTERPRETATION OF DATA AND CONCLUSIONS

The findings of this study indicate that principals as leaders in the curriculum change process have been charged with the responsibility of initiating and leading the change process in the school, and managing

change in the school. For the effective implementation of OBE, principals are expected to prepare schools for the implementation of OBE, and offer support and guidance to educators on the implementation of OBE. Principals also need to ensure that OBE is being implemented in the school, thus they are required to monitor and evaluate the implementation of OBE. Finally, action follows in the light of the evaluation done in the school. These findings reflect that the nature of the leadership role of the principal in managing and supporting curriculum change is indeed complex. Huge responsibilities have been placed on principals in the managing and supporting of OBE in South African schools.

The analysis of the data reflects that schools, and principals, encounter and experience practical implementation problems on the outcomes-based curriculum. In relation to the managing and monitoring of the effective implementation of OBE in schools, the analysis of the data from chapter four has revealed that the difficulties experienced by principals are due to the following:

- It is difficult for implementers in the school to put theory into practice, as often policy makers are unaware or do not take implementation realities into consideration. Jansen in his paper entitled '*Why OBE will fail?*' (Jansen, 1997:4-5), states that "OBE is destined to fail in the South African education system because it is based on the flawed assumption about what happens inside schools, how classrooms are organised and what kinds of teachers exist within the system. The policy requires not merely the application of a skill but understanding its theoretical underpinnings and demonstrating capacity to transfer such application and understanding across different contexts. Anyone who seriously believes that such an innovation will be 'implemented' with these original insights in mind has not spent enough time inside the average classroom." This quote illustrates that 'ideals' are not as easily implementable as authorities would like them to be.

- The interpretation of guidelines poses problems in some schools. Parameters, for managing and supporting of the outcomes-based curriculum, are not clearly defined. Guidelines offered should be clear, simple and understandable for all educators. The guidelines given, at present, for managing and monitoring the implementation of the outcomes-based curriculum, have been highly theoretical. Principals require practical guidelines on the managing and monitoring of the outcomes-based curriculum.
- Principals require more training on OBE. Their knowledge needs to be enhanced (see Appendix B). They need to exude confidence in their OBE knowledge. Principals cannot effectively manage or monitor the implementation of OBE without having adequate knowledge on the subject. This requirement is also supported by the report of the Review committee on Curriculum 2005 (May 2000;vi), which indicates that implementation (of Curriculum 2005) has been confounded by, amongst other reasons, inadequate orientation, training and development of teachers.
- Leadership skills and qualities need to be sharpened so as to provide leadership and support to staff members at the school level.
- At present there is a complexity too in managing the curriculum of the school, as principals are required to manage and monitor the effective implementation of OBE and the Nated 550 curriculum simultaneously. Grades one, two, three and seven are currently implementing OBE, while grades four, five and six follow the Nated 550 curriculum (see Appendix B). Principals need to ensure that both OBE and the Nated 550 curriculum are being effectively implemented, and also need to manage and monitor both of these.
- Support, monitoring and managing mechanisms are not always in place in schools so as to ensure the effective implementation and delivery of the outcomes-based curriculum.

- More support and guidance, on the managing of the outcomes-based curriculum, is needed by schools, from educational authorities/district officials (see Appendix B). Principals and educators still need assistance from district officials to guide them in their implementation of OBE.

The data analysis of chapter four illustrates that while principals embrace this leadership role placed on them, and accept the responsibilities that come with this leadership role, not all principals are 'OBE leaders', as guidelines expect of them to be. Principals have initiated change in their schools, and have begun with leading the change process. But principals still require guidance on what leadership entails for the OBE school. The principal, as well as educators within the institution need to develop a sense of ownership of the outcomes-based curriculum. Knowledge of OBE needs to be enhanced. Skills and qualities needed for an effective OBE leader needs to be acquired and employed for the effective implementation of OBE. Support strategies need to be put in place in schools, and schools need support and guidance from district officials and service providers. Ongoing review and evaluation of the outcomes-based curriculum needs to take place to ensure the sustainability of the processes and mechanisms that have been put in place.

Because this study is concerned with the leadership role of the principal in the managing and supporting of the outcomes-based curriculum in South African schools, important questions that arise in relation to the findings are: What should principals manage and monitor for the effective implementation of OBE? In addition to this, what support should be offered for the effective implementation of OBE?

5.4 A STRATEGY FOR MANAGING, MONITORING AND SUPPORTING THE OUTCOMES-BASED CURRICULUM

Having identified problems encountered by principals in the managing and monitoring of the outcomes-based curriculum from chapter four, it becomes important in this part of the study, for the researcher, to offer simple, clear suggestions on the managing and supporting of the outcomes-based curriculum at the school level. This will be followed by a discussion of a curriculum management tool, which is aimed at aiding principals in the managing and monitoring of the outcomes-based curriculum at the school level.

5.4.1 SIMPLE, CLEAR SUGGESTIONS ON MANAGING AND SUPPORTING OBE

Because leadership in the OBE school is complex, and because responsibilities and expectations are placed on principals as OBE leaders, the researcher offers the following suggestions to principals to guide them in their leadership role:

- **Participate in policy formulation:** this means that the principal needs to take the lead in terms of participation in Curriculum policy debates, thereby contributing to its formulation. According to the Khulisa Management Services evaluation report on Curriculum 2005 (1999), School Management Team members believe that they should have been involved in the formulation of the Curriculum 2005 policy documents. They have also attributed the shortcomings in the Curriculum 2005 process to a poor sense of ownership at the school level.
- **Implement policies:** The principal needs to be ultimately responsible for ensuring that the outcomes-based curriculum is being properly implemented at the school level. Monitoring strategies need to be put in place to monitor and support implementation within the school. The principal needs to motivate teachers to develop learning programmes,

and implement assessment policies. Teachers should be encouraged to increase and enhance their subject knowledge, OBE knowledge, and acquire skills and qualities so as to produce quality teaching and learning materials, and improve on teaching strategies.

- Staff and personal development: According to Bennet et al (1994: 18), leaders should create new approaches and imagine new areas to explore. In addition the principal should look to the future and keep up to date with new trends in education. Staff development programmes need to be organised to increase educators' curriculum knowledge and awareness too. Principals should initiate OBE training sessions. Opportunities for problem solving should be created. Educators should be encouraged to participate in training workshops held by District Officials, colleges, and service providers. The principal would also need to organise programmes on the management of curriculum change, including attitudes towards change and institutional change.
- Managing of processes: In relation to policies, circulars and guidelines provided by the Education Department, the principal together with staff members and committee members, needs to reorganize time-tables, engage in planning, finalize teacher allocations, work on budget allocations, take into account availability of teacher and learner support materials, develop learner profiles, and set up priorities and deadlines in preparation for implementation of the outcomes-based curriculum.
- Monitoring: Designing of learning programmes will have to be monitored to determine whether needs of learners are accommodated, and to establish whether these are in keeping with Department guidelines. Outcomes-based assessment introduces a wide spectrum of recording and reporting techniques. These processes and records need to be monitored.
- Financial readiness for implementation: Aside from the administrative duties outlined by the Norms and Standards document (Department of Education: 2000), for schools to be ready for implementation of OBE,

and in order for schools to provide for teacher development and have adequate resources, the principal needs to design a costed management plan for OBE implementation. Teacher and learner support materials, as well as teacher training costs need to be reflected in the budget. School provisioning also have to be budgeted for, and orders need to be placed timeously. This process needs to be coordinated and overseen by the principal.

- Evaluation: There is a need for ongoing evaluation in order to ensure the effective implementation of the outcomes-based curriculum. A review of challenges and achievements needs to be done. Achievements need to be acknowledged. Challenges and problems should be addressed and possible solutions need to be explored. Support strategies should be put in place to guide educators to the effective implementation of OBE.
- Ongoing support: Principals need to provide encouragement and support during the change initiative. The morale of staff members needs to be boosted. Principals need to demonstrate their commitment to change, and win over staff members in their support and commitment to the implementation of the new curriculum. According to the Gauteng Education and Training Council's report on Curriculum 2005 (Gauteng Department of Education, 1999), it has been recommended that School Management Team members become master trainers to provide the necessary support to teachers at learning sites. The principal also needs to support the educator in the new educator roles that need to be adopted and implemented as provided in the Norms and Standards (Department of Education: 2000) for educators.

The suggestions that the researcher has provided should be looked at in conjunction with the Norms and Standards for educators (Department of Education, 2000) that have been provided by the Education Department. Educator roles have been defined in the Norms and Standards for

educators, and these guide the principals on what they are to manage in the OBE school (see paragraph 3.1 of chapter 2).

5.4.2 A TOOL FOR MANAGING, MONITORING AND SUPPORTING THE OUTCOMES-BASED CURRICULUM

Because the outcomes-based educational approach emphasises innovative methodologies in classroom practice, and allows for teachers to collaborate in their planning and teaching methodology, such changes at the classroom level requires greater efficiency in the management of the curriculum.

The Gauteng Department of Education has provided only theoretical guidelines to principals on the managing and monitoring of the outcomes-based curriculum, which may have also caused impediments to delivery. The theory needs to be translated into an implementable form. Thus in addition to the suggestions, a strategy that the researcher proposes is a curriculum management tool for teachers, HOD's and principals (see FIGURES 5.4.2.1, 5.4.2.2, and 5.4.2.3 respectively). Because curriculum implementation and delivery has to be effected by the teacher, the HOD and the principal, the researcher needed to consider a tool that would aid all educators in the school to manage and monitor the implementation of OBE in the school. The tool needed to include the teacher and the HOD as they have to be managed by the principal, and the right type of knowledge of their role is what the principal needs in order to manage them successfully too.

The curriculum management tool presented is aimed at guiding educators to manage, monitor and support the effective implementation of OBE in South African schools. Field experience of the researcher as a Facilitator in District N7, together with the findings of the study, has lead the researcher to realize that principals require a tool to manage, monitor and support the

implementation of OBE in South African schools. The data analysis from chapter four too has indicated that principals are experiencing difficulties with managing and monitoring of the outcomes-based curriculum, and that principals require guidance and assistance on these aspects. Thus a curriculum management tool is being suggested by the researcher, to assist educators, and especially principals, in the managing and monitoring of the outcomes-based curriculum. It illustrates to educators and the principal in particular what they should manage, monitor, provide support on or get support on. It allows for support strategies to be put in place to remediate teacher and learner difficulties. It also allows the school to evaluate the effectiveness of the implementation of OBE in their schools. Successes and achievements can be emphasized in this tool, and solutions can be put in place to overcome obstacles. Blank spaces have been included on the tool so educators may add onto the tool depending on their individual management and monitoring needs.

This tool uses terminology relevant to Curriculum 2005 implementation and should be adjusted to the revised curriculum when this is put in place, as the review committee has proposed for the future "the introduction of a revised curriculum structure" (Report of Review Committee on Curriculum 2005: May 2000). Thus the tool being suggested by the researcher provides educators with a framework for the managing and monitoring of the revised curriculum, and importantly, addresses the current situation of managing and monitoring the implementation of OBE in schools. This tool is by no means prescriptive, but offers direction to school managers and educators on managing and monitoring of the outcomes-based curriculum. The curriculum management tools are presented as follows:

TEACHER CURRICULUM MANAGEMENT TOOL

	<i>X / ✓ with qualitative comments</i>
CURRICULUM DELIVERY:	
• Obtained Policy Document	
Has developed Year Plans	
• Has developed Phase Plans	
• Has developed grade plans	
• Has developed Learning Programmes	
•	
•	
• Has developed Time-tables: Personal and Class with analysis	
Availability of:	
• Minutes of meetings with Head of department	
• Minutes of staff meetings	
• Handouts, guidelines from meetings / workshops attended.	
• Learning area committee reports	
•	
ASSESSMENT:	
• Continuous assessment records	
• Record keeping: Profile (GDE 461) and reporting (GDE: 450 D): circular 5/2000	
• Record keeping: Portfolios	
•	

• Progress reports per TERM	
Recording and analysis of data achievement	
•	
•	
RESOURCE MATERIAL:	
• Adequacy of Learner support material and Teacher Resource material	
• Usage of resource material	
• Frequency and quality of monitoring of learner's work	
• Mural displays	
• Proper control and monitoring of LSM	

FIGURE 5.4.2.1

HOD CURRICULUM MANAGEMENT TOOL

	<i>X / ✓ with qualitative Comments</i>
CURRICULUM DELIVERY and CURRICULUM MANAGEMENT RECORD OF MONITORING OF:	
• Policy Document	
• Year Plans	
• Phase Plans	
• Grade plans	
• Learning Programmes	
• Time-tables: Personal and Class with analysis	
• Learning Area policy	
• Minutes of departmental meetings	

• Minutes of staff meetings	
• Hand-outs, guidelines from meetings/workshops attended	
• Preparation file of educator	
• Learning area committee reports	
•	
ASSESSMENT: RECORD OF MONITORING OF:	
• Continuous assessment records	
• Record keeping: Profile (GDE 461) and reporting (GDE: 450 D): circular 5/2000	
• Record keeping: Portfolios	
•	
• Progress reports per TERM	
• Recording and analysis of data achievement	
• Assessment file of educator	
RESOURCE MATERIAL: RECORD OF MONITORING OF:	
• Adequacy of Learner support material and Teacher Resources material	
• Usage of resource material	
• Frequency and quality of monitoring of learner's work	
• Mural displays	
• Learner support material control in learning area	
•	
CLASSROOM ORGANISATION: RECORD OF:	
• Supervision of learner's work (tests, projects, assignments, class-work, homework...)	
• Class visits	
• Support programme for learners.	

FIGURE 5.4.2.2

PRINCIPAL AND DEPUTY PRINCIPAL CURRICULUM MANAGEMENT TOOL
--

	<i>X / ✓ with qualitative comments</i>
CURRICULUM MANAGEMENT	
MONITORING and RECORD OF:	
• Learning area committee meetings (school and district based)	
• Curriculum support strategies of Head of department:	
-For teachers	
-For learners	
• Class visits conducted	
• Learner support material and teacher support material: effective usage and availability thereof/ in need of	
• Time-Tables	
• Educator preparation and assessment files	
• Reports: a sample from educators, and for all HOD's on their curriculum projects and processes	
• Learner Profiles as per GDE 461 circular 11 / 99	
• Minutes of School Assessment Team meetings (circular 12/1999)	
• Supervision of learner work (sample of learners work/ detailed if principal subject teacher as well)	
• Minutes of Head of department meetings regarding assessment	
•	
•	

FIGURE 5.4.2.3

Because curriculum change impacts on the entire school, the principal cannot manage and monitor the implementation of OBE in isolation to the roles and duties that other educators perform. All educators have the responsibility to implement and deliver the curriculum effectively, and the principal's management role requires of him/her to manage the implementation of the outcomes-based curriculum in the school. Thus a link between the principal, HOD and teacher needs to be reflected in the tool so that implementation, management, delivery and evaluation of the outcomes-based curriculum becomes possible. The curriculum management tool provided above for the teacher, HOD and principal suggest to educators and the principal what they should manage and monitor in the outcomes-based curriculum. It allows teachers to reflect on what is expected of them in terms of curriculum delivery, and what they need to manage for the effective delivery of the curriculum. It further addresses areas of support on curriculum implementation and delivery, and also considers the effective usage of resource materials. These tools cannot be implemented without all educators having received adequate training on the usage thereof, and having received support on its usage. The suggestion is thus that educators receive training and support on the usage of these tools so that they can be effectively implemented, and so that successful results may be reaped from the usage thereof. Rather than providing principals with large parameters within which to work, these tools clearly guide HOD's and principals on what to manage and monitor for the effective implementation of OBE in their schools.

5.5 RECOMMENDATIONS

Apart from the recommendations already contained in this chapter the following aspects need to be highlighted:

The Department of National Education needs to guard against being driven by unrealistic time frames for curriculum implementation. The process needs to be slower and deliberate for principals to become true OBE

leaders. Principals need to accept, adjust to and cope with this leadership role that is expected of them. The Report of the Review Committee on Curriculum 2005 (May 2000: viii) also recommends a 'relaxation of the pace of implementation'.

Furthermore based on the findings of this study, principals need more training and support to manage the outcomes-based curriculum. As leaders in schools, principals need to participate in policy-making structures, and should be supported and guided on translating of policy into practice. Skills and qualities required for effective leadership in the OBE school needs to be acquired/sharpened and employed. Commitment and dedication for the effective implementation of OBE is called for of all educators. The demands and complexity of the nature of the leadership role of the principal in the OBE school is overwhelming. For principals to initiate change, lead the change process in the school, monitor, manage and evaluate the effective implementation of OBE, principals are in dire need of ongoing support and guidance. This study shows that a strategy to manage, monitor and support the implementation of OBE becomes essential. Then only will principals be able to embrace this leadership role successfully.

5.6 LIMITATIONS OF THE STUDY

- In terms of contextual factors: this study was located within the Gauteng Department of Education and specifically in District N7, and involved principals and different contexts. The findings are thus based on the results of this data analysis and this context.
- Financial limitations: This study was conducted within Gauteng Province. Extending it to other provinces was not possible due to both financial and time limitations.
- Time limitations: This is a dissertation of limited scope, and hence time restrictions have been imposed for its completion.

5.7 STRENGTHS OF THE STUDY

- The study was conducted concurrently with the implementation of the outcomes-based curriculum. The researcher explored an opportunity to make a contribution to recent thinking on educational change.

5.8 CONCLUSION

The nature of the leadership role of the principal in managing and supporting of curriculum change in South African schools was the focus of this study. The concept 'leadership' in relation to the OBE leader has been considered and skills and qualities to be used by the principal in managing and supporting curriculum change have been discussed. Suggestions were offered to guide principals on the managing and supporting of the outcomes-based curriculum in South African schools. The study has revealed that the leadership role of the principal in managing and supporting the implementation of OBE in South African schools is indeed complex and demanding. Principals require ongoing support, guidance and motivation to meet this leadership challenge successfully.

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APPENDIX A

INTERVIEW SCHEDULE: THE LEADERSHIP ROLE OF THE PRINCIPAL IN MANAGING AND SUPPORTING THE IMPLEMENTATION OF OBE IN SOUTH AFRICAN SCHOOLS

SECTION A: BASIC DATA

Name

Name of School

Qualifications

Years of experience

No. of years in the present post

Grades currently teaching

Learning areas teaching

Training received in OBE:

- District Office
- Provincial training
- University/College
- Teacher Union
- Service provider (Non-Governmental Organisation)
- Other (specify)

Training sessions attended on:

- OBE overview
- Principles and premises of OBE
- Planning
- Time-tabling
- Assessment
- Learner support materials
- Change Management for SMT's
- Managing Assessment

SECTION B

Only answer by indicating “yes” or “no”.

1. PRE-IMPLEMENTATION PHASE:

ORIENTATION TO THE OUTCOMES BASED CURRICULUM

- Did you organise an orientation programme/training session/staff meeting or workshop to communicate curriculum change to staff members?
- Did you explain the motivation for the need for the change over to the outcomes base approach to education?
- Were the principles and premises of OBE discussed with staff members?
- Were educators oriented towards the outcomes based approach to education?
- Have all relevant stakeholders/learners/staff members and parents been informed or trained on OBE?
- Did you create a climate of openness and trust, and allow for the involvement and participation of others during the orientation period?

2. PLANNING FOR CHANGE

Have you engaged in the following tasks in order to prepare for the implementation of OBE?

- Time-table reorganisation
- Planning
- Setting of priorities and deadlines
- Gaining commitment from staff members
- Creating a common vision to work towards

3. MANAGING CURRICULUM CHANGE

- Have you conducted classroom visits to determine whether OBE is being implemented?
- Do you monitor educator records? (preparation files, assessment files etc.)
- Are varied assessment tools and techniques being used to assess learners doing OBE?
- Are Education Department policies/guidelines being followed?
- Are teachers engaging in team planning?
- Are teacher support material and learner support material readily available for use?
- Does your school have adequate resources for OBE implementation?
- Are support materials (resources, documents), supplied by the department, effectively utilised by educators?
- Have parents been involved in OBE implementation in your school?

4. IMPLEMENTATION OF OBE

(open-ended questions)

- What is your understanding of a democratic, participatory management style?
- How do you support staff members in order to acquire new skills?
- Describe the staff development and training programmes you have organised/initiated.
- How do you tackle resistance to change?
- Is provision made for problem solving sessions for staff members? If so, how is this done?
- Have educators in the school developed a sense of team responsibility? How is this reflected? Why has this team spirit emerged/not presented itself?
- Have you networked with other schools and institutions in terms of OBE? If so, why? /Why not?
- Do you give ongoing support and encouragement to each other? Is this needed? Why? Describe the support given?

5. REVIEW

(open-ended questions)

- Do you allow opportunities for feedback? If so, how? If not, why not?
- Do you make time for review, support and retraining? Comment...
- Do you believe that OBE is being implemented in your school?
- Are you of the view that the principal needs to play a leadership role in managing and supporting curriculum change in the school? Comment...

APPENDIX B

INTERVIEW WITH A MALE PRINCIPAL FROM A PREVIOUSLY DISADVANTAGED SCHOOL IN DISTRICT N7, GAUTENG DEPARTMENT OF EDUCATION

INTERVIEWER: Good afternoon sir and thank you for affording me the opportunity to interview you. As a formality I need to read to you my letter of request.

Interviewer reads the letter:

This letter serves as a request to interview you on the leadership role of the principal in the managing and supporting of curriculum change in South African schools. I am presently busy with my Masters Degree in Educational Management. In order to fulfill the requirements of my studies, I am required to undertake a research. My research focuses on the leadership role of the principal in the managing and supporting of the implementation of OBE in South African schools, and I need to collect data in this regard. Thus you have been kindly invited to participate in this study.

The interview is of approximately an hour to an hour and a half in duration. Confidentiality and anonymity will be maintained during the research. The research findings will be available to participants if requested. Once again thank you for your co-operation.

INTERVIEWER: Shall we begin? The questions to be posed to you are in accordance with the interview schedule (Appendix A) that you have. In section A, I wish to collect basic data, which is needed as background information for the study.

SECTION A: BASIC DATA

Name:

Name of school:

INTERVIEWER: What are your qualifications?

PRINCIPAL: Bachelor of Arts degree and a Primary School Teachers Certificate

INTERVIEWER: Your years of teaching experience are?

PRINCIPAL: 29 years

INTERVIEWER: Kindly inform me of the number of years you are in your present post as principal?

PRINCIPAL: 2 years

INTERVIEWER: What are the grades you are currently teaching?

PRINCIPAL: Grade 4

INTERVIEWER: What learning areas are you involved in/ teaching?

PRINCIPAL: I am teaching Grade 4 learners, ...er...I'm not teaching OBE, I'm teaching the Nated syllabus. I am teaching Geography.

INTERVIEWER: Training received in OBE?

- INTERVIEWER: Have you received training from the District Office?

PRINCIPAL: Yes

- INTERVIEWER: Any Provincial training received?

PRINCIPAL: No

- INTERVIEWER: Training received from a University/college?

PRINCIPAL: No

- INTERVIEWER: Training received from your Teacher Union?

PRINCIPAL: No

- INTERVIEWER: Training received from a service provider (NGO)?

PRINCIPAL: Yes, the IEB (Independent Examinations Board)

- INTERVIEWER: Any other training in OBE that you have received?

PRINCIPAL: None

INTERVIEWER: The topic to be looked at now is: Training sessions attended.

Please indicate the OBE training sessions that you have participated in:

- INTERVIEWER: OBE overview?

PRINCIPAL: Yes, I have attended that session.

- INTERVIEWER: Principles and premises of OBE?
PRINCIPAL: Yes, attended.
- INTERVIEWER: Planning?
PRINCIPAL: Yes.
- INTERVIEWER: Time-tabling?
PRINCIPAL: Yes.
- INTERVIEWER: Assessment?
PRINCIPAL: Yes.
- INTERVIEWER: Learner support material training?
PRINCIPAL: Yes.
- INTERVIEWER: Change management for School Management teams?
PRINCIPAL: Yes.
- Managing of outcomes based assessment?
PRINCIPAL: Yes

SECTION B:

INTERVIEWER: The first aspect of Section B considers the pre-implementation phase of OBE and focuses on the orientation to the outcomes based curriculum. This section requires merely of you to provide an answer of “yes” or “no”, however should you wish to explain further, please do so.

1. PRE-IMPLEMENTATION PHASE: ORIENTATION TO THE OUTCOMES BASED CURRICULUM

INTERVIEWER: Did you organize an orientation programme/training session/staff meeting/workshop to communicate curriculum change to staff members?

PRINCIPAL: Yes.

INTERVIEWER: Did you explain the motivation for the need for the change over to the outcomes based approach to education?

PRINCIPAL: Yes.

INTERVIEWER: Were the principles and premises of OBE discussed with staff members?

PRINCIPAL: (Smiles) Er...we didn't discuss this in our school, but we know of these principles and premises from the district training we received.

INTERVIEWER: Were educators oriented towards the outcomes based approach to education?

PRINCIPAL: Yes.

INTERVIEWER: Have all relevant stakeholders/learners/staff members and parents been informed or trained on OBE?

PRINCIPAL: Yes.

INTERVIEWER: Did you create a climate of openness and trust, and allow for the involvement and participation of others during the orientation period?

PRINCIPAL: Yes.

2. PLANNING FOR CHANGE:

INTERVIEWER: The aspect to follow looks at planning for change. I will read the question to you, thereafter you will have the opportunity to respond to each of the aspects. Have you engaged in the following tasks in order to prepare for the implementation of OBE:

- Time-table reorganization?
- Planning?
- Setting up of priorities and deadlines?
- Gaining commitment from staff members?
- Creating a common vision to work towards?

PRINCIPAL: Okay, with the time-tables for OBE classes, we had problems. We didn't know how to combine them with the Nated time-tables. For the Foundation Phase and for the grade seven's, we had an idea of how these should be done.

But bringing the time-tables of the OBE grades and grades 4,5,6...er... together was difficult. But we called the district office and they helped us. Er...even for planning, this was not easy for us because specific types of plans were needed by the district office for OBE implementation. We are not used to this. But we want to learn so again we asked the district facilitators for help. Circulars compelled us to complete planning and time-tables for OBE implementation, so we had to do these. Er... my management team and myself did set up priorities and deadlines for the implementation of OBE, which we discussed with staff members. Through consultation with staff members we agreed on deadlines. I was able to gain commitment from staff members to implement OBE. Er...the last part is on creating a common vision to work towards....in our school we are working towards implementing OBE successfully, but I still feel that as a principal, I still need more training and knowledge on OBE so that I can lead my teachers and guide my school on OBE. If this is possible, then we can all work to that vision.

3. MANAGING CURRICULUM CHANGE:

INTERVIEWER: Have you conducted classroom visits to determine whether OBE is being implemented?

PRINCIPAL: Yes

INTERVIEWER: Do you monitor educator records (like preparation files, assessment files, learning area files)?

PRINCIPAL: Ja, I check that educators have records, that they are doing records, that they are planning before they go into classes....but the content of the plans,...er how assessment is being recorded, whether their planning and assessment is correct is left to the HOD of the learning area to check. The district has not as yet informed us of how monitoring should be done in OBE...we try to manage checking of records as best we can.

INTERVIEWER: Are varied assessment tools and techniques being used to assess learners doing OBE?

PRINCIPAL: (laughs) Okay...assessment is a problem. We try to assess learners using varied methods and tools, but we still need assistance with assessment. Teachers still don't know outcomes based assessment works, ...er...they don't know how to record the assessment accurately. Teachers need more practice with outcomes based assessment, ...er...maybe if we become familiar with these new assessment practices, will we be able to use them with success. Even the training we received, didn't prepare us for implementation of assessment in the classroom. We need far more training and support from the district on assessment.

INTERVIEWER: Are Education Department policies/guidelines being followed?

PRINCIPAL: Yes. Policies have to be followed. Yes, we follow policies in our school. Of the guidelines we receive, we choose what we want to use....er these are seen as resource material.

INTERVIEWER: Are teachers engaging in team planning?

PRINCIPAL: Ja. In the past the teachers did not do team planning, but now they see how useful it is, they learn from each other, share ideas with each other,...er... talk about what needs to be included in their planning of lessons...er...team planning is now working well. They enjoy team planning.

INTERVIEWER: Are teacher support material and learner support material readily available for use? I also would like to know whether the school has adequate resources for OBE implementation?

PRINCIPAL: Okay...whatever support materials and resources we have are available for teachers to use. We need much more resources to implement OBE effectively.

INTERVIEWER: Are support materials (resources and documents), supplied by the department, effectively used by educators?

PRINCIPAL: Yes.

INTERVIEWER: Have parents been involved in OBE implementation in your school?

PRINCIPAL: Er...we invite parents to participate in OBE activities....er to visit classrooms to see what their children are doing, but parents don't want to get involved. We invite them to meetings, they don't come.

INTERVIEWER: The questions to follow in the next section focuses on the implementation of OBE. These questions allow for you to discuss as much as you would like to. Remember that all responses are confidential, so please feel free to reflect honest answers.

4. IMPLEMENTATION OF OBE:

INTERVIEWER: What is your understanding of a democratic, participatory management style?

PRINCIPAL: Okay, it is a style of management where the leader consults with all staff members on issues relating to them, it involves working with others,...er... informing relevant stakeholders....it means inviting relevant others to participate in school processes and decisions.

INTERVIEWER: Do you think that this style of management is needed for the OBE leader or do you believe that an alternative style of management is more appropriate?

PRINCIPAL: Yes...I believe that the democratic, participatory style is most suitable as schools have to allow for participation of all relevant parties in school decisions. (Interviewer's name), for schools to function well, a team effort is needed. The principal cannot function in isolation to others and take decisions by himself...then things don't work. Consultation and full involvement is needed. The democratic, participative style allows this.

INTERVIEWER: How do you support staff members to acquire new skills?

PRINCIPAL: Okay... we hold training sessions in our school. HOD's or teachers with more knowledge on OBE, shares this information with us. Then teachers

learn more about OBE....Er...we also pass on notices of training from the district office so that teachers must attend these. We also invited the Independent Examinations Board (IEB) to conduct training on assessment in our school, for which we paid for. This has helped too for our development.

INTERVIEWER: Describe the staff development and training programmes that you have organized or initiated.

PRINCIPAL: Okay...together with the management team, we invited the IEB to our school to train us on assessment as we realized that this was an area in which we need a lot of support. Er...for any further training and support we call on the district facilitators for help...I must repeat that as a principal and a leader in the school, we need more training on OBE and assessment to support our teachers.

INTERVIEWER: How do you tackle resistance to change?

PRINCIPAL: (smiles)...Er (interviewer's name)...I listen to teachers problems, I encourage them to work hard and make the most of situations. I tell them that OBE is here to stay and that we have to deal with it, work with it and overcome obstacles. I tell them that the new education system is about OBE and that we have policies given from the department on OBE that we must follow.

INTERVIEWER: Is provision made for problem solving sessions for staff members? If so, how is this done?

PRINCIPAL: Er...we have staff meetings after school on a regular basis to work out problems, HOD's handle their departmental issues,er teachers attend learning area meetings where they explain their problems and come up with solutions.

INTERVIEWER: Have educators in your school developed a sense of team responsibility? How is this reflected? Why has this team spirit emerged or why has it not presented itself?

PRINCIPAL: Okay....as mentioned before, teachers are working in teams. Through teamwork, they learn from each other, ...they discuss classroom situations and experiences with each other. Through team planning and through responsibility as a team for processes, this sense of team spirit has come through in our school.

INTERVIEWER: Have you networked with other schools and institutions in terms of OBE? If so, why? If not, why?

PRINCIPAL: Er...we have not networked with neighbouring schools. We would rather get help from the district facilitators because we can sometimes be misled by other schools...because they are sometimes not clear on issues themselves. They too need help on OBE.

INTERVIEWER: Do you give ongoing support and encouragement to each other? Is this needed? Why? To follow on, would you describe the kinds of support given.

PRINCIPAL: Okay...for OBE to work, and for teachers to implement OBE, as the principal I need to motivate and encourage my staff....OBE requires a lot of teachers....teachers teaching OBE classes need to do far more work...so I have to motivate them to work hard, and praise them for their efforts and...er help them with problems, when I can. I am always willing to listen to teachers and I always tell them to explain their frustrations.

INTERVIEWER: The last section of this interview, focuses on the review of curriculum implementation. Thank you for being so patient through this interview, and thank you for your honest responses thus far. This final section also allows you to provide as much input you would like for each question.

5. REVIEW:

INTERVIEWER: Do you allow opportunities for feedback? If so, how? If not, why?

PRINCIPAL: Teachers must give feedback when they return from meetings. At staff meetings, I also allow for feedback.

INTERVIEWER: Do you make time for review, support and retraining. Comment.

PRINCIPAL: Okay, we provide support to teachers by HOD's having learning area meetings to help teachers in the problems they are having with their planning, teaching...their records. So this is how we do review and support....er....for training of teachers, we attend district office programmes. As a principal, ...er...I still need more guidance on OBE....that's why I don't train the teachers myself...but if a teacher wants to help another teacher, she can. We also call on private companies, like the IEB, to train us.

INTERVIEWER: Do you believe that OBE is being implemented in your school?

PRINCIPAL: Yes.

INTERVIEWER: Are you of the view that the principal needs to play a leadership role in the managing and supporting of curriculum change in the school? Comment.

PRINCIPAL: Definitely...yes. Okay...principals have to be leaders in this whole process in the school or others won't follow and implementation won't take place. (Interviewer's name), principals have to make sure that OBE is being done in the school. Principals also must have an open-door policy,...er... and listen to the teachers problems and ...er motivate teachers to work hard. Principals need to lead the teachers in the curriculum change process...principals must attend training workshops and get all of the teachers to attend as well, this will benefit successful implementation of OBE in schools. Principals also have to plan and be prepared for OBE implementation in the school. Principals have to be committed to outcomes based education for it to work in the school.

INTERVIEWER: Thank you for participation in this study and for having made the time to accommodate my interview. I would like to thank you for your cooperation.

PRINCIPAL: Thank you (interviewer's name).