

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Upon ascendancy to power in 1994, the African National Congress (ANC) - led South African government embarked on the pervasive endeavours to transform the nation that was historically torn apart by racial divides and inequalities. Many changes were introduced. The new political dispensation created a new dawn in the education field as well.

In 1995 the government published the *White Paper on Education and Training (1995)* which provides a framework for the development of new curricula in a post-apartheid South Africa. Important directives emphasised in this document include an integrated approach to education and training, an outcomes-based approach, lifelong learning, access to education and training to all, equity, redress and transforming the legacies of the past (Mda & Mothata, 2000:6). The overhauling of the education system focused largely on the structure of the curriculum and qualifications, subject combination (offerings), and human resource development.

The quest for changing school curricula by the South African government was based on two main imperatives. **First**, the scale of change in the world and the demands of the 21st Century require learners to be exposed to different and higher level skills and knowledge than those previously offered by the South African curricula. Therefore, the government was bound to develop a new modernised and internationally comparable curriculum. **Second**, South Africa had changed. It remained the incisive wish of the national education ministry to construct a curriculum that does not reproduce the diversities, dichotomies and contradictions in society, but produces a new order that they seek. The curricula for schools, therefore, required revision to reflect new values and principles, especially those of the Constitution of the Republic of South Africa, Act 108 of 1996 (Department of Education, 2007:2).

Curriculum 2005, as the new curriculum became known, was unveiled in 1997. Its aims were:

- to phase in, with effect from 1998, a new curriculum based on the ideal of lifelong learning for all South Africans; and
- to effect a shift from a curriculum which has been content-based, to one which is based on outcomes (Department of Education, 1997:1).

In 1998 Curriculum 2005, driven by Outcomes-Based Education, was introduced to South African schools in Grades one and seven. It was hoped to be implemented in all grade levels by the year 2005.

However, this did not happen. There were concerns that the implementation of Curriculum 2005 would not be sustained by educators. Soon after taking office in 1999, the then Minister of Education, Kader Asmal, appointed the Review Committee headed by Prof. Linda Chisholm. The Ministerial Review Committee revealed the following as some of the challenges that impeded the effective implementation of Curriculum 2005:

- inadequate orientation, training and development of teachers;
- learning support materials that were variable in quality, often unavailable and not sufficiently used in classrooms;
- shortages of personnel and resources to implement and support C2005;
- follow-up support was insufficient, educators felt that officials did not value their work and that provincial Departments of Education and school management provided too little support; and
- time frame was unmanageable and unrealistic (Chisholm, 2000:3).

In view of these limitations, in the year 2000 operations were under way to have Curriculum 2005 reviewed, streamlined and strengthened. In 2002, the Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS) were developed for the General Education and Training and the Further Education and Training (FET) bands respectively. Both the RNCS and NCS, like their predecessor, C2005, are still in the outcomes-based framework. The new curriculum, the NCS, was being phased-in incrementally and systematically in the three grades in secondary schools. First, the NCS had been introduced into Grade 10 in 2006, Grade 11 in 2007, and then Grade 12 classes in 2008.

1.2 PROBLEM STATEMENT

The National Curriculum Statement (NCS) was introduced to address the problems and limitations of Curriculum 2005. However, within its first year of implementation, in 2006, there were reported challenges regarding its implementation at school level as evidenced by a high failure rate of Grade 10 learners across South Africa (Kgosana, 2006:1). Again in 2008, a year in which the NCS was expected to take its culmination and ultimate fruition, there were scores of allegations about calamities within this new curriculum against the backdrop of plunging Grade 12 learner results. The first crop of Grade 12 learners that wrote the NCS examinations scored 62.7% down to 65% of the last cohort of matriculants that wrote examination based on the old curriculum in 2007 (Serrao & Breytenbach, 2008:1). Serrao, (2008:1) asserts that the implementation phase of the NCS at school has been identified as the main concern.

According to Department of Education (2000a:2), school principals, and therefore school management teams (SMTs) are responsible and accountable for a variety of tasks and activities that make the school to function effectively. These tasks include the effective management of the implementation of curriculum change in schools. This suggests that the role of SMTs is integral to the effective delivery of curriculum change in schools. It is therefore, necessary to investigate how the SMTs manage of the implementation of the NCS as curriculum change in the selected Moretele secondary schools.

In order to elicit proper understanding of the problem stated above and make it manageable, it is critically incumbent of the researcher to break it down into research questions:

1.2.1 Main research question

How do school management teams in the Moretele Project Office manage the implementation of the National Curriculum Statement as curriculum change?

1.2.2 Sub-questions

- What constitutes the role of SMTs in managing the implementation of the NCS?
- Which challenges do SMTs face in managing the implementation of the NCS?
- Which strategies do the SMTs apply to address challenges experienced when managing the implementation of the NCS?
- What are the views of the SMTs and teachers regarding the effectiveness of the SMTs in managing the implementation of the NCS?
- What recommendations can be made to enhance the effectiveness of SMTs in managing the implementation of the NCS?

1.3 RESEARCH AIM AND OBJECTIVES

The over-arching aim of this study is to investigate how the SMTs manage the implementation of National Curriculum Statement as a curriculum change in the Moretele Area Project Office secondary schools.

The specific objectives of the research are:

- to establish what constitutes the role of SMTs regarding the management of the implementation of the NCS;
- to describe problems and obstacles facing SMTs in managing the implementation of the NCS;
- to present strategies that SMTs use to overcome challenges they encounter when managing the implementation of the NCS;
- to ascertain the perceptions of SMTs and teachers regarding the effectiveness of SMTs in managing the implementation of the NCS; and
- to develop recommendations that may serve as guidelines to improve the effectiveness of the SMTs in managing the implementation of the NCS.

To achieve the above aim and objectives, the following research design and methodology will be used.

1.4 RESEARCH DESIGN AND METHODOLOGY

Mouton, (2001: 55) and Thyer, (1993: 94) as cited by De Vos et al., (1998:123) agree with Yin, (2003:21) that a research design is a blueprint or a detailed plan of how one intends conducting a research. In addition, Yin, (2003:20) asserts that the research design is the logical sequence that connects empirical data to a study's initial research questions and, ultimately, to its conclusion. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions (Yin, 2003:21). The above views suggest that a research design focuses on the methods with which data are collected and analysed to investigate a research question in the most logical manner.

A qualitative design will be used in this study to investigate how the SMTs manage the implementation of the NCS as curriculum change. Since management and implementation activities are context specific, this approach can yield profitable outcomes in the study. The researcher will interact with information-rich sources in their own turfs; and capture the realities that exist there.

The research design for this study is discussed in detail in chapter three of this study. However, for purposes of this chapter, the following aspects of the research design are briefly discussed below: data collection methods, sampling and data analysis.

1.4.1 Data collection methods and tools

Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources (Holloway, 1997:45). De Vos et al., (1998:82) indicate that data collection methods are the ways in which the research data are obtained. A method used for data collection in this study is influenced by the research question and design. A focus-group interview method is employed as a data collection tool and is described below:

1.4.1.1 Focus group interview

According to De Vos et al., (1998:314), a focus group interview can be described as a purposive discussion of a specific topic or related topics taking place between eight to ten of individuals with a similar background and common interests. A focus group interview will present the researcher with the opportunity to develop inductively, concepts and theories that are grounded in or reflect the intimate knowledge of the participants.

In this study, a focus group interview will be selected to ensure that the discussion that takes is limited to the specific theme under investigation. In addition, it can enable the researcher to accumulate multiple viewpoints in a short space of time.

The researcher intends to establish three homogenous sets of focus groups. The first focus group of six principals, the second made of six Heads of Department and the third focus group comprising six teachers will be formed. De Vos et al., (1998:317) recommend that groups of four to six participants in a single focus group are popular because smaller groups are easier to recruit and host.

McMillan and Schumacher, (1993:432) maintain that the primary data of qualitative interviews are verbatim accounts of what transpires in the interview sessions. In the light of this view, the researcher will tape-record the interviews in order to ensure the completeness of the verbal interaction and provide material for reliability checks. Handwritten notes will also be taken.

The next subsection deals with sampling in this study.

1.4.2 Sampling

This study will engage purposeful sampling method. This method can enable the researcher to carefully hand pick information-rich cases for in-depth study. Liamputtong and Ezzy, (2005:45) emphasise that non-probable samples include volunteers, sometimes motivated by certain gains or special interest in the topic. It is hoped that the selected participants and sites would provide the researcher with hands-

on feel of their experiences which would yield fruitful information about the phenomenon under investigation.

1.4.2.1 Site selection

The researcher intends to select six secondary schools from the 23 secondary schools in Moretele Area Project Office. The Grade 12 learner pass rate in 2008 will be used as a basis for selecting these secondary schools irrespective of the circuits to which they are attached. In brief, the researcher will select two top performing, two average performing and two low performing schools based on their 2008 Grade 12 final examination results. The Grade 12 final examination results would present a reasonable determinant for two main reasons. First, it marks the culmination stage of the introduction of NCS in secondary schools; and second, it was the first time in the history of South Africa that all Grade 12 learners in public schools wrote the same examinations. The examinations were set on the standards of the National Curriculum Statement.

1.4.2.2 Participants selection

The following will present indispensable subjects and the basis of their selection in this study:

- a) Six secondary school principals. By virtue of being *ex officio* members of the school management teams, principals bear automatic participant selection qualification in this study. This suggests that each of the selected schools will be represented;
- b) Six Heads of Department (HoDs). The 23 Moretele secondary schools have an average of two appointed Heads of Department per school according to their Post Provisioning Models. One HoD from each of the six selected secondary schools will be sampled. The HoDs with the most number of years of service in their positions will be selected. Simple random sampling will be used in the event that the HoDs in the same school had equal experience in terms of number of years in that particular school management team; and
- c) Six teachers; thus one teacher per school will be selected. Only teachers that taught Grade 12 subjects in 2008 will be randomly selected. Since it is obvious that a number of teachers were involved in the 2008 Grade 12 class, the researcher will draw the lots in selecting one teacher from each of the participating schools. In the event that a selected teacher will not be interested to participate in the study, a volunteer will be sampled.

As stated in 1.4.1.1 above, these participants will be interviewed in their respective focus group.

1.4.3 Data analysis

Data analysis explains the procedure that the researcher used to analyse data (De Vos et al., 1998:100 and Maykut & Morehouse, 1994: 127). This study adopts qualitative data analysis method. According to McMillan and Schumacher, (2001:462), qualitative data analysis is an ongoing process integral into all phases of qualitative research. It is a systemic process of examining, selecting, categorising, comparing, synthesising and interpreting data to address the initial propositions of the study (Yin, 2003:109; White, 2002:82; Leedy & Ormrod, 2001:150). This suggests that data analysis does not only occur at the end of the study but must in fact be done continuously as data is gathered.

The researcher will apply Tesch's approach in data analysis by following the steps as captured in De Vos et al., (1998: 343-344):

1. Read through all the transcripts carefully and get sense of the whole.
2. Pick one document and make margin notes.
3. When this task is completed for several informants, make a list of all the topics and cluster it into columns where similarities exist.
4. Compare the list to the data. Then abbreviate the topics as codes which written close to the appropriate segments of the text.
5. Identify the most descriptive for the topics and then turn them into categories and alphabetise codes.
6. Make a final decision on the abbreviation for each category.
7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.
8. Re-code existing data where necessary.

This adopted data analysis process guides the researcher to draw empirical conclusions and recommendations.

1.5 ETHICAL CONSIDERATIONS

In this study, the researcher hopes to observe and uphold critical research principles. Since the study includes interviewing teachers during school hours to conduct interviews, the researcher will secure permission from the Moretele APO Manager as well as from the selected school principals. The participants will be made aware that although their participation is valued, their role is voluntary; and, moreover they are at liberty to withdraw should they feel uneasy in the process of the study. A commitment will also be undertaken to conceal the names of participants and those of the institutions to which they are attached. Instead, pseudo/ code names will be used. Lastly, this research will be made available to the participants on request.

1.6 DELIMITATIONS AND SCOPE OF THE STUDY

Generally, the management of the implementation of the NCS is the responsibility of all four tiers of the education ministry of South Africa: national, provincial, district and school levels. However, this project investigates the management of the implementation of the NCS at school level. This study is however, delimited to:

- Moretele Area Project Office;
- the six selected secondary schools; and
- the management of the implementation of the National Curriculum Statement. It is critical to highlight that, much as there are different subject statements within the NCS (section 2.6.2.4), and that SMTs are responsible for managing the effective implementation of these subjects statements, this study is strictly limited to deal with the management of the implementation of the NCS as curriculum change and not on the management of the implementation of individual subject's statements.

Moretele Area Project Office is selected because:

- it has suitable representatives of rural schools which were historically disadvantaged in terms of resources;
- it has 23 secondary schools which provide the researcher with a wider scope of participant selection;
- the researcher is a principal at one of its secondary schools; and
- it is easily accessible to the researcher.

1.7 DEFINITION OF KEY THEORETICAL CONCEPTS

In an attempt to eliminate any misconceptions that might occur from the meanings attached to the individual terms contained in the title of this research project, it is critical to establish the scientific views linked to each of these terms: *Management, implementation, National Curriculum Statement, secondary schools, and Moretele Area Project Office.*

1.7.1 Management

The concept *Management* has attracted many definitions in the education circles. Van der Westhuizen, (1995:39), Viljoen and Möller, (1992:3) and Bennett, (1991:200) agree that management is the process of planning, organizing, leading, and controlling an organization's operations, including a co-ordination of human and material resources, in order to attain predetermined goals. This suggests that certain persons designated in managerial positions in an organisation are charged with the responsibility to

carry out management functions. In the context of this study, *management* refers to the function of SMTs to plan, organise, guide, evaluate, and provide meaningful support to teachers with the aim of fulfilling the effective implementation of the National Curriculum Statement as curriculum change.

1.7.2 Implementation

Implementation is the process of putting something [which has been planned] into effect. Ornstein and Hunkins, (1998: 292) define implementation as an interaction process between those who have created the programme and those who are charged to deliver it. *Implementation* requires adjusting personal habits, ways of behaving, programme emphasis, learning spaces and existing curricular and schedules. It means getting educators to shift from one programme to the new programme (Marsh & Willis, 1995: 292). In this research project, *implementation* refers to the means that the SMTs and teachers in secondary schools use to get the NCS into operation in schools.

1.7.3 National Curriculum Statement

The National Curriculum Statement (NCS) represents a policy statement for learning and teaching in South African secondary schools located in the Further Education and Training band. It replaces *A Résumé of Instructional Programmes in Schools*, Report 550 (2001/08) as the document that stipulates policy on curriculum and qualifications in Grades 10-12 (Department of Education, 2003: viii). This new curriculum for the grades 10-12 is currently being implemented in secondary schools in South Africa.

A comprehensive definition of the NCS will be presented in chapter three of this study.

1.7.4 Moretele Area Project Office

Moretele Area Project Office (APO) is one of the six Area Project Offices of the Bojanala District of the North West Department of Education. It is situated at Makapanstad, north of Pretoria. It has five circuit offices, namely, Makapanstad North, Makapanstad West, Makapanstad Central, Rekopantswe and Tswaing. There are 23 secondary schools in Moretele APO.

1.7.5 Secondary schools

In the South African context, *secondary schools* refer to the formal category of school level that offers education to Grades 10, 11 and 12 learners. These grades are classified as the Further Education and Training (FET) Band. FET can be described as all learning and training programmes leading to qualifications from levels 2 to 4 of the National Qualification Framework (NQF) as contemplated by the

South African Qualifications Authority Act (SAQA) of 1995. It is located between General and Higher Education and Training, alongside the world of work (Department of Education, 2003: viii).

1.8 THE SIGNIFICANCE OF THE STUDY

This research is designed to describe how the SMTs manage the implementation of the NCS. The study of managing the implementation of the NCS change becomes of importance in the South African education system for several reasons.

First, the implementation of the NCS is current in the South African secondary schools. Since its implementation in 2006, very little empirical research was carried out to establish the effectiveness of the SMTs in managing the implementation of the NCS.

Second, the study is significant as it will clarify the role of SMTs in respect of the management of the implementation of the NCS;

Third, the study is important as it will identify and unpack some of the key problems that inhibit the SMTs from executing their role of managing the implementation of the NCS successfully in schools. Over and above this, the study will provide strategies that can bolster the capacity of the SMTs to deal with the challenges they experience so that they may succeed in the management of the implementation of the NCS.

In the fourth instance, the study will provide the principals, HoDs and teachers the opportunity to express their views and experiences concerning the management of the implementation of the NCS in a somewhat safe and non-threatening environment, an opportunity rarely provide to them by the department of education. From my experience as a principal, some school managers and teachers are generally reluctant to critique the management of the NCS in the presence of their superiors for fear of reprisals.

Finally, the study will be of value as it may provide findings and recommendations that will make valuable contributions to the improvement of the management of the implementation of the NCS in secondary schools. It is further hoped that the empirical findings and recommendations of this study will have wider applications on the management of the implementation of the NCS in the district, provincial as well as national levels of the department of Education.

1.9 CHAPTER DIVISIONS

The presentation of this research study is organised into the following chapters:

Chapter 1

This chapter comprises the introduction and background, problem statement and sub-problems, research aim and objectives, the significance of the study, scope of study, overview of research methodology, and definition of key theoretical concepts.

Chapter 2

This chapter will provide a theoretical framework for the study. It is constructed out of the review of related literature and theoretical background. A further explanation of curriculum, curriculum change and the National Curriculum Statement will be offered. Also a brief account of the rationale for curriculum change will be attempted. The function of the SMTs regarding the management of the implementation of curriculum change and the challenges encountered will also be explored. The important strategies to overcome the identified challenges and how they can be institutionalised in an empowering manner will also be explored in some detail.

Chapter 3

This chapter will deal with research methodology used in investigating how the school management teams manage the implantation of the NCS as curriculum change.

Chapter 4

Chapter 4 will deal with the empirical research findings which will be presented in a clear, coherent and comprehensive fashion including the discussions that relate to findings; and

Chapter 5

This is a concluding chapter and will provide the summary of the research, the conclusions from its findings and the recommendations.

1.10 CONCLUSION

This chapter has presented the basic foundation and structure of the research project that aims to describe how the SMTs manage the implementation of National Curriculum Statement as curriculum change in the Moretele Area Project Office secondary schools. The next chapter will focus on the review of related literature that deals with the management of the implementation of curriculum change, the challenges experienced in the process, and appropriate strategies that can be applied to elicit the successful management of the implementation of the NCS as curriculum change.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

McMillan and Schumacher, (2006:474) describe a literature review as an outline and analysis of related literature that is conducted to provide insights about a study. In corroboration of this view, Johnson and Christensen, (2004:62) sees a literature review as an explanation of the theoretical underpinnings of the research study related to the current topic. In addition, Merriam, (1998:55) concurs that a literature review is a narrative essay that integrates, synthesises, and analyses the important thinking and research on a particular topic. It is concerned with a summary and analysis of the relevant documents about a research problem. These documents include periodicals, abstracts, reviews, books, and other research materials (Gay, 1992:38).

In accordance with the above definitions, Creswell, (1994:54) and Gay, (1992:38) agree that a major purpose of reviewing a related literature is to determine what research has been undertaken and written about the written problem under study. Correspondingly, McMillan and Schumacher's, (2006: 75) view is that the review of related literature "*illuminates the related literature to enable a reader to gain further insights from the study.*" Hence, Johnson and Christensen, (2004:61) state that the general purpose of the review of related literature is to provide an understanding of the current state of knowledge about the selected topic of study. Seen in this light, literature review can be perceived as the study of documents for information related to the topic of interest to advance one's thinking in terms of particular issues relating to the topic under study.

Several writers agree that the review of related literature has a number of important functions which make it well worth the time and effort. Merriam, (1998:51), for instance, mentions that apart from providing a foundation for contributing to the knowledge base – a theoretical framework – for the problem to be investigated, the literature review can demonstrate how the present study advances, refines, or revises what is already known. Congruently, McMillan and Schumacher, (2006:93), state that the review of literature may provide meaningful analogies and a scholarly language to synthesise descriptions. These assumptions suggest that while a critical component of any literature review is the assessment of the research and literature about the available information on the selected topic, it also enables the researcher to refine general ideas to a specific research problem.

Another important function of the review of related literature is that it enables the researcher to select suitable research methods and measures. Howard and Sharp, (1996:67) support this assumption and elaborate that a literature review is necessary to help the researcher to familiarise themselves with a

rather different literature, dealing with research tools appropriate tools to their study. In strengthening this fact, Gay, (1992:38) asserts that the literature review serves to point out to the research strategies, specific procedure, and measuring tools that have and have not been found to be productive in investigating a similar problem. For this reason, Johnson and Christensen, (2004:62) and Merriam, (1998:55) affirm that a review of literature can provide information that will be helpful in making research design decisions and the selection of the study population. This suggests that as a researcher sorts out knowledge on a subject of interest, they also assess the research methods that have been used to establish that knowledge. However, this information can help the current researcher to avoid other researchers' mistakes and to profit from their experiences (Gay, 1992:38). In this regard, the analysis of instruments, sampling, and methods of prior research can provide the current researcher with an advantage to develop a more sophisticated design or an improved methodology for studying a similar problem (McMillan & Schumacher, 2006:77).

Finally, a carefully conducted and well-presented literature review can add much to an understanding of the research problem and help place the results of the study in a historical perspective (McMillan & Schumacher, 2006:75; Ary, Jacobs & Razavieh 2002:64). In this way, the review of literature may provide meaningful additional conceptual frameworks as well clues as to why the effects occurred to better organise the findings. This assumption provides a basis for Johnson and Christensen's, (2004:62) assertion that qualitative researchers often integrate the literature review throughout their study, working back and forth between the literature and the completion of the research study. This is the reason why Merriam, (1998:50) sees the review of literature as an interactive process in which a researcher is continuously engaged with previous studies and works from the statement of the research problem to the finding report of the current study. The benefit of this can enable the researcher to relate the findings to prior research on a similar field of study and suggest further research.

It is understood from the above explanations about what literature review is and its core functions, that a review of literature is a significant step without which a research is inconceivable. In fact, Merriam, (1998:50) declares that a researcher who ignores prior research and theory related to their topic of interest risks pursuing a trivial problem, duplicating a study already done, or repeating others' mistakes. McMillan and Schumacher, (2006:75) attest to this when they emphasise that without conducting a review of the literature, it is difficult to build a body of scientific knowledge about educational phenomena.

In this study, the researcher approaches the review of literature in twofold. The first part focuses on the survey of literature related to the comprehensive definitions of curriculum, and curriculum change, factors that influence curriculum change in general, the rationale for curriculum change in South Africa in particular, and the National Curriculum Statement. In the second account, the researcher reviews the

relevant literature on the role of the school management teams in managing the implementation of curriculum change, the challenges that they experience in the process and strategies thereof. It is hoped that a refined existing knowledge that will be gathered from the current literature will provide answers to the research questions of this study as captured in section 1.2.1 and 1.2.2 above.

The next section focuses on the definitions of the concept, "*Curriculum*".

2.2 DEFINITION OF CURRICULUM

Today a lot of literature on curriculum and on educational theory offers some definitions of curriculum. The concept *curriculum* has undergone marked changes without any consensus having been reached on an appropriate definition. However, it is important for a school management team to understand the meaning of curriculum well in order to implement it effectively. After all, the management of curriculum implementation in a school is the core responsibility of the SMT. In this study, the researcher interrogates the following four definitions of curriculum with a view of generating a contextualised definition that suits the aim of this study.

The first approach presents *curriculum* as a programme that defines what is to be taught in specific institutions (Ross, 2000:8; Sowell, 2000:3-4; Schubert, 1997:142). This definition stresses content as a key element in *curriculum*. The emphasis on *what* content to be taught is a critical element of 'syllabus' but a *curriculum* includes more than this (Marsh, 1997:4). It seems to be insufficient to define curriculum by focusing on syllabus only. Therefore, it is necessary to explore other definitions.

The second attempt is presented by Levy, (1991:15), who affirms that *curriculum*, in general, is the overall plan of the content or specified material of instruction that the school should offer the learners by way of qualifying him or her for graduation or certification or for entrance into a professional or vocation field. Although this view supports the above definition, it is extended with features of a product or outcomes. It is not only concerned with content, but highlights its other strength of putting emphasis upon learners' achievements. After all, learners are the ultimate consumers and it is important to focus upon what it is anticipated they will achieve and to organise all teaching activities to that end. Presumably, this definition has etymological link with the Latin meaning of a *curriculum* as a race or a course. Any race has a destination. In this instance, the ultimate destination of a *curriculum* is characterised by outcomes of qualifications. In this regard, *curriculum* can be described as a document which entails details about content, core values, purpose (outcomes), strategies for achieving desired goals, teaching and learning methods, skills and knowledge, and assessment standards (Glickman, Gordon & Ross-Gordon, 2001:397; Wyker, 1990:3). This definition has merit to a certain extent. Its

main flaw, just as with its predecessor, stems from its emphasis on curriculum as a 'plan' of what is to be taught to learners in a school.

The prominence of the words "programme" and "plan" in the former and latter attempts to define *curriculum* imply strict operations which can not accommodate any interference of unplanned activities. The planned curriculum, which can mean a formal curriculum, is primarily concerned with the classroom enterprise. Inarguably, it ignores the fact that although curricula that are implemented in schools are typically planned, inevitably, unplanned activities also occur. This suggests that the actual curricula, which are implemented in schools, should consist of an amalgam of plans and experiences (unplanned happenings). The unplanned activities are commonly what Marsh, (1997:5) refers to as hidden or unofficial curriculum.

In the third perspective, Marsh, (1991:5) elucidates that *curriculum* is an interrelated set of plans and experiences which a learner completes under the guidance of the school. In this way, curriculum is characterised by a fusion of the formal and hidden activities. The formal or official activities are mainly concerned with the planned content, including how to deliver it and its outcomes. On the other hand, the informal or hidden activities in *curriculum* refer to what learners learn from inference rather than what is formally intended to be taught. A suitable example of unplanned or hidden activities can be in a school where there is respect for human rights; learners acquire social skills that are based on trust and respect through their interaction with other learners as well as with educators. It demonstrates that school learning is not just confined to the classroom, but goes beyond the classroom. Above all, the phrase 'which a learner completes under the guidance of the school' is included to emphasise the time element of every *curriculum*. That is, curricula are produced on the assumption that learners will complete certain tasks and activities over a period of time (Marsh, 1997:6). This definition seems to be objective and balanced. It accommodates a number of perspectives and value orientations. However, the inclusion of the next definition is indispensable in a study that concerns curriculum change.

The researcher perceives *curriculum* as an educational policy which outlines its outcomes based on the content of what is to be taught and how to teach it. However, a *curriculum* document should strive to encompass those elements which are difficult to formalise in teaching and learning experiences as part of its statement. In this way, *curriculum* can be defined as everything a learner experiences at school, both inside and outside the classroom.

The last presentation of what is curriculum in this study goes beyond the conventional definitions of *curriculum*. It stresses that *curriculum* is a social construct, designed to transmit the characteristics of a society it is designed to serve from one generation to another (Briggs and Sommefeldt, 2002:4). This definition places a curriculum at the heart of social transformation and development. It implies that a

curriculum is a useful instrument that can help to address the demands of the society in which it exists. It further suggests that there is a close relationship between what is taught in schools and the underlying values of a society that schools serve. In this way, the dynamic demands of a society would often influence the need for curriculum change.

Having defined the concept “*curriculum*” in detail, it is now important to explain what curriculum change entail. The next section presents a discussion of the concept of curriculum change.

2.3 CURRICULUM CHANGE

Doll, (1989:288) maintains that in educational literature, the process of *curriculum change* often refers to educational engineering. Elliot, (1998:220) and Tanner and Rehage’s, (1988:21) views attest to Doll’s. They believe that *curriculum change* is not mere changes in syllabus content, but reappraisal of the nature of school knowledge and outcomes, since it implies a new way of representing knowledge to the students.

Since 2006, the South African secondary schools experience curriculum change with the implementation of the new curriculum, the National Curriculum Statement (NCS). Therefore, for purposes of the current study, *curriculum change* means a shift from the previous curriculum, *A Résumé of Instructional Programmes in Schools*, Report 550 (2008/08), to the new National Curriculum Statement. Although Report 550 can be lauded especially for its transitional purposes, it was marred with flaws it inherited from the previous apartheid curriculum. An attempt is made in section 2.6.1 of this study, to expound some of the elements of the previous curriculum that were believed to be incongruent with the new democratic landscape.

Seen in the light of the above background, *curriculum change* to the National Curriculum Statement implies the implementation of ‘a new way’ of doing things in secondary schools. Inevitably, *curriculum change* impact on the existing teaching and learning practices, on how schools are managed at all levels of management, and on all processes, strategies and structures which are to be put in place (Ross, 2000:9). Therefore, dealing with *curriculum change* effectively means alterations in behaviours and beliefs (Fullan, 1992:220). This suggests that school management teams are expected to align their current practices, plans to strategies, structures and systems that bring the school closer to attaining the outcomes of the new curriculum.

The next section deals with the rationale for curriculum change.

2.4 THE RATIONALE FOR CURRICULUM CHANGE

Educational reforms, and curriculum change in particular, is not a uniquely South African phenomenon as it may seem. In fact, across the world, in developed and developing countries alike, school and higher education curricula are revised consistently. In most instances, a curriculum change in a particular education system is because of the social, political, and economic drives, or a combination of these factors. In this study, the reasons that influenced school curriculum changes in the USA, Japan, and Great Britain are cited as suitable examples.

In the USA when a major problem arises of almost any sort, ranging from AIDS epidemic to large-scale unemployment, Americans characteristically look to schools as the way to address the problem (Tanner & Rehage, 1988:26). This view resonates with the quotation of Theodore Roosevelt, former president of the United States of America, as quoted in Mungazi and Walker, (1997:23), who once said, "*Education must light the path of social change. The social and economic problems confronting the nation are growing in complexity. The ultimate security of nations is based upon the individual's character. This responsibility rests squarely upon those who direct education*". Along these lines, the researcher assumes that those who manage education hold the responsibility to come up with and ultimately implement a curriculum that can deal with the socio-economic dilemma that faces a society.

The situations in Japan and Britain were similar to the USA's. According to Fullan, (2005:60), Japan underwent two sweeping curriculum reforms in the last two decades of the 20th century; one happened in the 1980s and the other was implemented in the 1990s. Both changes were due to economic and technological motives. Lastly, Ross, (2000:62&80) maintains that the 1988 curriculum change in Britain was a result of competing political parties' desires.

Based on the factors that influenced curriculum changes in the USA, Japan, and Britain respectively, an inference is made that the school curricula of the modern nations had to be revised and updated in response to the profound and multifaceted changes occurring in the world today. In fact, modern societies invest in education as a means to address their socio-political and economic needs. Related to this assumption, Ross, (2000:11) asserts that the formal education does not exist independently of its relation to the larger social order and to other sources of human action. Hence, a formal school curriculum must be continuously responsive to change in order to prepare students to face a world characterised by rapid change, globalisation, and an enhanced social agenda (Dooley, 1992:10).

The South African education system has experienced curricula reform in schools with the introduction of Curriculum 2005 at primary schools in 1998. Nonetheless, it was until 2006 that curriculum change, in the form of the NCS, was implemented for the first time in secondary schools. The school curriculum

change in South Africa was a result of inevitable changes that affected the life of its society after 1994. The next section focuses on the circumstances that influenced the secondary school curriculum change in South Africa after 1994.

2.5 THE REASONS FOR CURRICULUM CHANGE IN SOUTH AFRICA

According to Fullan, (1992:25), when change occurs it is because some pressure has built up that leads to action. This suggests that, curriculum change is often precipitated by certain imperatives that affect the life of a society in which it exists. In endorsing this view, Mungazi and Walker, (1997:24) posits that curriculum change does not take place for its own sake but to improve the conditions that promote the quality of human life. In this regard, curriculum change can be seen as an important factor or prior condition for human development. Similarly, human development can be viewed as the first condition of national transformation.

The dramatic changes that the South African nation had undergone since its transformation to democracy in 1994 necessitated the changes in the school curriculum as well. The apartheid landscape was no longer suitable to the evolving South African society to keep abreast with local and international trends and developments. Hence, Vinjevold, (1999:4) maintains that a consideration of the future of South Africa and its role in a global context made a critical demand that the school curriculum needed to change to keep the democratic South Africans up with the knowledge and skills demands required of individuals to function effectively in the global society. Letsoko, (2008:5) asserts that a curriculum change of any particular education system or society should not only be responsive to the challenges that the society faces but also help develop and provide possible solutions to those challenges. In line with this view, the demand to change a curriculum of secondary schools in South Africa was vital due to the post-apartheid socio-political and economic developments which are discussed in the next paragraphs.

2.5.1 The socio-political imperatives

Jansen and Christie, (1999:15) maintain that politics remains a primary force in shaping the timing, focus, and content of curriculum policy in democratic states. This statement adds a momentum to an assumption that when a country experiences a change of government, policy changes become inevitable. The ANC-led democratic government inherited a racially torn society from the apartheid regime in 1994. Since then, every level of society, including education, was expected to introduce insightful changes in order to transform the society.

The changes since then have sought to address many of the past injustices and inequalities which were enforced through the old curriculum. It was necessary to change the curriculum because the past curriculum was fragmented, outdated, and tainted by the odious spectre of apartheid and Bantu Education.

The purpose of the old curriculum was directed toward sustaining the interests of the minority white population. It had no real value for development of other races. On the contrary, the current political landscape strives to unify a society that had been torn apart for decades by the apartheid regime. Therefore, there was a need of a curriculum that can unite the society that had, for decades, been torn apart by the discriminatory laws of the apartheid regime. In this regard, Mosuwe and Vinjevold, (2008: 12) argue that the introduction of NCS reflects the critical need to deliver a radically different curriculum into post-apartheid schools to signal a definite break with the past system.

Furthermore, a changed South African society needed a curriculum that epitomised its values. According to Marishane, as alluded to in Ndou (2008:19), many societal changes may have a significant impact upon school curriculum. Examples of societal changes include high levels of unemployment, racism and the surge of moral decay and the existence of scourge of HIV/AIDS and other epidemic diseases within the society. These social forces put pressure on the education system to adapt in order to help with solutions. The government was compelled to introduce the subject, Life Orientation, in the new curriculum as an effort to address these social problems and respond to other needs of the society. Likewise, an attempt to present a socio-politically fair society has placed a huge demand on changing the focus in the teaching of human sciences-based subjects, like History and Geography (Ndou, 2008:19).

2.5.2 The economic imperatives

According to Shiundu and Omulando, (cited in Ndou, 2008:20), the economic changes have an important influence on a country's economy. Similarly, the need of economic development in developing countries must be discussed in the context of its relation to the purpose of educational reform (Mungazi & Walker, 1997:58).

One of the basic reasons for curriculum change in South Africa was that the old curriculum, apart from being the product of the universally discredited past, was considered inappropriate for a developing economy in the 21st century (Glover & Thomas, 1999:105). After 1994 general election, the South African economy became part of the global economy. In line with global developments, South African

economy has been undergoing a structural transformation in to the new so-called service economy. The focus in the workplace has shifted from activities based in the primary sectors of agriculture and mining towards more knowledge-based secondary and tertiary sectors (Horn, 2006:118). The economy of the country also moved from labour intensive to capital-intensive operations that required highly skilled human resource. The recent developments have put an increasingly high demand on the cultivation of skills in a knowledge-based economy and technology (Ndou, 2008:20). According to Coetzee, Botha, Kiley and Truman, (2007:4), the implication of this landslide change is that there is a demand for the skilled workforce.

The South African economy experiences a serious skills deficit. A large section of the population lacks fundamental skills necessary to meet the challenges presented by the new structural economic changes (Horn, 2006:117-118). This suggests that a curriculum change to the NCS was purposefully introduced to meet these challenges and to provide the labour market with sufficient skilled workforce. In this regard, Serrao and Breytenbach, (2008:1) emphasises that the 29 subjects of the NCS would provide high level skills and knowledge which will support South Africa in improving the quality of its human capital.

Furthermore, one of the direct effects of the apartheid system was the creation of a society that was characterised by serious economic disparities. The minority white race was more economically advantaged than any race under the past government. It is against this background that curriculum change was necessary to help the large percentage of the South African population to escape a scourge of deprivation and poverty in which they were trapped for decades under apartheid rule. In addition, the declining value of South African currency, and unemployment rate hurt the economy of South Africa. Curriculum change to the NCS hopes to strengthen the economy through the development of entrepreneurship skills that can add to the self-esteem of the citizens as job creators (Mungazi & Walker, 1997: 61).

The fact that South Africa had become part of the global economy since 1994, meant businesses had to adapt to the structural changes required. These new competencies include proficiency in technology-based subjects to be offered from school level upwards in order to prepare learners to face challenges in the workplace. Mungazi and Walker, (1997: 57) believes that the world has changed much in terms of technology, and South Africa had to come into line with the trends of the future if national transformation is to take place. It needed a curriculum that would promote the advancement of science

and technology, to facilitate the development of industry, to improve agriculture, medical services, and transport and communication. These elements also help to revitalise the society. They are necessary conditions for national development (Mungazi & Walker, 1997: 58).

The members of SMTs must be familiar with the social and political developments over which they do not have control but, which over time, influence the schools. In their endeavours to manage the implementation of the NCS as curriculum, SMTs need to be sensitive to the reasons and purposes of curriculum change in South Africa. They must consider the burden of poor curriculum implementation beyond the classroom as well. Inevitably, as a direct result of poor curriculum implementation, learners fail in droves and this worsens the already increased number of dropouts. This condition negatively affects the socio-economic well-being of the society. It is, therefore, imperative for SMTs to have an in-depth understanding of the NCS and their roles in order to manage its implementation meaningfully and effectively deal with any challenges that might arise in the process.

The next discussion on the changes introduced in South Africa will endeavour to show how the changes brought with a new curriculum in secondary school will attempt to address certain challenges facing the 21st South African society.

2.6 THE CURRICULUM CHANGE INTRODUCED IN SOUTH AFRICA

The installation of a South African democratic government in 1994 did not automatically end the social inequalities created by the apartheid regime. The post-apartheid South African education system continued to feel the legacy of apartheid. This suffices as a reason why the demand to meaningfully change of the education system was a priority intervention. Therefore, curriculum change was considered as the most effective mode to redress the past imbalances and inequalities in the education system and catapult the South African society into the demands of the 21st century.

In this study, an insightful exposition of a curriculum change effected in South African education system can be served by a synoptic presentation of the key aspects of the previous curriculum, Report 550 (2001/08) that had been changed with the phasing-in of the new curriculum, the National Curriculum Statement.

2.6.1 The previous curriculum: Report 550 (2001/08)

The apartheid regime used the education system and curriculum in particular, to advance its ideals of social inequalities based on racial divides (Department of Education, 2000a:1). The apartheid government designed different school curricula for different racial groups. The previous curriculum prepared learners for positions that they were expected to occupy in social, economic, and political life under apartheid. Its structure played an important role of enforcing inequality. However, it was realised that the previous curriculum had a lot of gaps that were rather incongruous in the post-1994 South Africa. The Department of Education (2003a:1) states the following as some of the gaps identified in the old curriculum:

- there were no clear educational outcomes for the curricula;
- there was a plethora of subjects that hardly related to one another;
- curricula were unresponsive to the needs of learners and the country; and
- there was limited mobility across pathways and institutions in the further education and training band.

In addition, the previous curriculum issued an unwieldy Senior Certificate programme comprising of 124 subjects. The multiplier effect of Higher, Standard, and Lower Grades increased the number to a total of 264 subject offerings. It is interesting to note that, of the 124 subjects only ten were offered by 90% of the candidates at any single sitting of the Senior Certificate (Department of Education, 2003a:1). Consequently, the costs of developing suitable learning and teaching support materials, providing qualified educators, and assessment for the 'glamorous' 114 subjects offered to less than 10% candidates did not compliment the status. The combination of subjects was intricate and confusing. There were no formal subject streams in the old curriculum. This implies that it was possible for a learner to register for subjects that do not relate in both content and future career. Hence, the Department of Education, (2003a:4) states that the programmes of the old curriculum failed to equip learners adequately for the social, economic, and cultural challenges they faced in their daily lives.

The way in which curriculum was delivered was also a concern to the post-apartheid ministry of education. Many teachers relied on teaching methods that did not engage learners in active learning. Teachers, often, regarded themselves as the bearers of knowledge and content, and their learners as empty vessels waiting to be filled. As a result, learners resorted to rote learning and regurgitation of factual information. This situation made it virtually difficult for learners to apply what they have learnt to a new environment (Department of Education, 2003a:1). This uninspiring situation had to be overhauled. As a result, in 2006, secondary schools in South Africa began to experience a shift in school curriculum with the implementation of the National Curriculum Statement.

2.6.2 The new curriculum: The National Curriculum Statement

Wiles, (1989:3) proclaims that any curriculum will always contain a set of value-laden assumptions about the purpose of education in that society. Curriculum change to the NCS was not only a symbolic breakaway from the apartheid past, but also served as a resonant instrument of the values of a new democratic society.

The National Curriculum Statement aspires to redress the past divisions and to advance the social transformation agenda of the democratic government of South Africa (Department of Education, 2003a:4). For this reason, the NCS aims to develop the full potential of each learner as a citizen of the democratic South Africa. Furthermore, it seeks to create a lifelong learner who is confident and independent, literate and numerate and multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen (Mosuwe & Vinjevold, 2008:12). School management teams need to manage the implementation of the NCS as curriculum change in the light of its aims and values.

School management teams need to be conversant with the new aspects in the teaching and learning arena that were introduced with the implementation of the NCS. The changes that were brought with the NCS involve *combination of subjects, a method of teaching and learning, notional instructional time for school subjects, curriculum implementation support documents, the type of qualification and promotion requirements, and the selection of textbooks*. Following is a detailed discussion of these changes and their implications on the role of the SMTs in managing the implementation of the NCS as curriculum change.

2.6.2.1 Combination of subjects

The NCS has only 29 subjects compared to the 124 offered by the previous curriculum (Department of Education, 2008:2). These subjects are categorised into *Learning Fields*. A *Learning Field* is a category that serves as a home for related subjects, and that facilitates the formulation of rules of combination for the National Senior Certificate (Department of Education, 2003a: 10). The demarcation of the Learning Fields for Grades 10-12 took cognizance of the articulation with the GET and Higher Education (HE) bands, as well as with classification schemes in other countries. However, there are regulations that guide the combination of subjects in NCS in secondary schools.

The streaming of subjects has changed. The NCS has logical and strict rules of combination of subjects. It requires all learners in Grades 10, 11 and 12 to do a minimum of seven subjects. These subjects have been categorised into Groups A and B.

In Group A, a learner must offer four subjects consisting of two South African languages. One of these languages must be at Home Language level and the other at First Additional Language level; provided that one of the two languages is the language of learning and teaching (LOLT). In addition to the two languages, all learners must offer either Mathematics or Mathematical Literacy and Life Orientation (Department of Education, 2005:6). The proposed compulsory requirement of Mathematics or Mathematical Literacy aims to ensure that all learners are prepared for life and work in an increasingly technological, numerical, and data-driven world; while, Life Orientation aims to build civic participation and understanding (Vinjevold, 1999:4).

On the other hand, in Group B, a learner must choose to offer any three related subjects from a particular Learning Field (Department of Education, 2003a:10). Of the minimum three required subjects in Group B, a maximum of two additional languages over and above the two official languages as indicated above may be offered. The intention of exposing a learner to more than one language is to promote multilingualism (Department of Education, 2003c:11).

The researcher is concerned that the issue of language levels is likely to brew confusion. It must be cleared that in the NCS a learner is not allowed to offer the same language at a Home Language and a First Additional or Second Additional Language levels (Department of Education, 2005:10). Furthermore, a Home Language subject may not necessarily be a learner's mother tongue. It is permissible, for instance, for a learner whose mother tongue is Setswana to enrol for English Home Language. In short, subjects in the new Home Language rank used to be known as First Language; the current First Additional Languages were Second Additional Languages; and the Second Additional Languages were classified as Third Languages in the previous curriculum.

It is interesting to note that, the majority of the subjects that make up the NCS are updated and expanded versions of subjects that were offered by the old curriculum. In the majority of cases, the names of the subjects have not changed. The names of some subjects have changed to reflect international trends and to reflect the new content of the subjects. For example, Computer Applications Technology replaced Typing and Computyping; Information Technology replaces Computer Studies; Life Sciences replaces Biology; and Consumer Studies replaces Home Economics (Vinjevold, 1999:4). Much of the content is the same as in the old curriculum although some of the content has been updated and is assessed in ways that require deeper levels of understanding and comprehension (Mosuwe & Vinjevold, 2008:12). Table 2.1, on page 27 below, shows the various NCS Learning Fields and their cognate subjects.

The SMTs must be the vanguards of change in their role of managing the implementation of the NCS as curriculum change. They have the responsibility to guide teachers, parents, and learners about the importance of proper subject combination for admission to Higher Education institutions based on learner's future career aspirations. Furthermore, the SMTs must also make teachers, learners, and parents aware that although the NCS does not allow learners to change subjects once they enrolled for Grade 11 programme, they can, however, change from Mathematics to Mathematical Literacy if it is in the learner's best interest (Department of Education, 2003b:18). When the SMTs and teachers embrace a new curriculum, they can also change the way they used to teach and assess learners and adopt a new learner-centred Outcomes-Based Education approach.

The next section focuses on the method of teaching and learning in the NCS.

Table 2.1: NCS Learning Fields and Cognate Subjects

Learning Fields	Subjects
Physical, Mathematical, Computer and Life Science	Computer Application Technology
	Information Technology
	Life Sciences
	Mathematics
	Mathematical Literacy
	Physical Science
Human and Social Studies	Geography
	History
	Life Orientation
	Religious Studies
Business Commerce and Management Studies	Accounting
	Business Studies
	Economics
Services	Consumer Studies
	Hospitality Studies
	Tourism
Arts And Culture	Dance Studies
	Design
	Dramatic Arts
	Music
	Visual Arts
Engineering and Technology	Civil Technology
	Mechanical Technology
	Electrical Technology
	Engineering Graphics and Design
Agricultural Science	Agricultural Science
	Agricultural Management Practices
	Agricultural Technology
Languages	11 Official Languages - Either at Home Language Or First Additional Language Levels
	13 Non-Official Languages

2.6.2.2 A method of teaching and learning

Ross, (2000:9) highlights that the advent of a curriculum change influences the teaching and learning practices and learners' assessment processes. Likewise, the teaching and learning styles strongly influence the success of a curriculum and in practice they cannot be separated from it. In simple terms, this means *what* gets taught (curriculum) has a strong impact on *how* it gets taught (instruction) (Glickman *et al.*, 2001:412).

The advent of curriculum change to the NCS and its subsequent implementation in secondary schools demanded a compatible method of delivery in the classrooms. The department of education opted for Outcomes-Based Education (OBE) as the logical method of teaching and learning to drive the new secondary school curriculum of the democratic South Africa (Department of Education, 1997:1). In this way, OBE has become an instrument for the implementation of the NCS in the classroom. However, OBE does not have a great impact only on the teaching and learning practices, but also on the way in which assessment is done in secondary schools.

OBE is based on the idea that the quality of education should be judged by focusing on the learner outcomes. Hence, Saib, (2004:14) concludes that OBE method has been introduced on the assumption that it would lead to an increase in the quality of education in schools. Undoubtedly, the new method of teaching and learning, OBE, has an influence on how the school management conduct their practices.

The SMTs have the responsibility to guide teachers to switch from the teaching method of the old content-based curriculum that encouraged rote learning to the new outcomes-based education that emphasises learner-centred approach. Most importantly, the SMTs must also monitor that teachers use the new assessment protocol in the context of the OBE framework. One way in which the SMTs can manage the effective implementation of the OBE approach is through proper planning which takes into account the notional time designated to each NCS subject.

2.6.2.3 The notional instructional time for school subjects

The introduction of changes in content material and improved cognitive levels of assessment tasks in the NCS required modification of instructional and contact time allocation per subject. It must be highlighted, however, that the issue of time allocation for instructional offerings is not a new phenomenon in secondary school curricula. In the previous curriculum, the Further Education and Training Phase (Grades 10-12) was allocated 27,5 hours per week as teaching and learning time. In this 27,5 hours, languages were allotted 8,5 hours per week and all other examinable subjects had to

share 16 hours. The remainder of 3 hours was distributed to non-examinable subjects like Guidance and Physical Education (Department of Education, 2003a:34).

In the new dispensation, the NCS subjects have been allocated notional contact time as well. Department of Education, (2003a:21) states that for the National Senior Certificate, the actual teaching time should be 29,5 hours per week, with 5,5 hours per week allocated to breaks, assemblies and extramural activities. The formal teaching and learning time during the formal week of 29.5 hours can be divided into 16.0 hours for the Group A subjects and the Group B subjects deserve 13,5 hours contact timer. Section 2.6.2.1 above outlines the groupings of NCS subjects.

In line with the above arrangement, the Department of Education, as cited in Brunton, (2003:63), states that a formal school day, including breaks, should not be less than seven hours per day. This implies that teachers must be at school for a minimum of seven hours during a formal day except for special reasons and with prior permission of the principal. This allows for a 35-hour working week (Department of Education, 2003a:21). Although it seems like SMTs may not face serious challenges to manage the implementation of the NCS time norm, they must not take it for granted that teachers are aware of this regulation. Therefore, they must familiarise and guide teachers on how to make profitable use of the new time norm. One way to inculcate a sense of task on time in teachers is through proper planning. Timetabling is one critical aspect of time management concerning the management of curriculum change implementation.

Department of Education, (2000b:7) states that timetable is the definite plan for implementation of the curriculum and is the starting point for teaching and learning. School management teams are responsible to design a school timetable. In fact, as indication of proper management, a school must have a timetable in place by December of each year so that learning can start as soon as schools reopen for the first term of the next year. Similarly, the SMTs must make teachers aware that the department of education has developed new documents that focus on how to implement the NCS effectively. These documents are discussed below.

2.6.2.4 The curriculum implementation support documents

Each of the 29 subjects of the NCS has its own Subject Statement, Learning Programme Guideline, and Subject Assessment Guidelines documents. These interrelated documents have been developed

to strengthen the delivery of NCS in the classroom. A *Subject Statement* is a document that outlines the key features of a particular subject, learning outcomes, assessment standards, and its assessment policy. Similarly, a *Subject Assessment Guideline* sets out the internal or school-based assessment requirements for each subject and the external assessment requirements (Department of Education, 2008a:2). In addition to Subject Statement and Subject Assessment Guidelines, a *Learning Programme Guideline* document provides guidance to teachers about how to design a learning programme from the curriculum statements. A *Learning Programme Guideline* assists teachers to plan for sequenced learning, teaching, and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner (Department of Education, 2008a:4; Department of Education, 2003b:12). In the previous curriculum, this invaluable information was congested in a single document called subject policy.

The above cited documents also have implications on the role of the SMTs to manage the implementation of the NCS as curriculum change. The SMTs must use these documents to guide and support teachers when they practice the NCS in the classroom. The SMTs must also encourage teachers to use these documents when they plan specific subject work schedules, pace setters, lesson plans, and assessment programme for particular grades. While they direct teachers on the significance of the above-mentioned NCS implementation guidelines, the SMTs must also make teachers, learners and parents aware of the new qualification offered at the end of Grade 12 and its promotion requirements.

2.6.2.5 The type of qualification and promotion requirements

A qualification offered at the end of formal schooling, Grade 12, has also changed. In the place of a Senior Certificate of the past curriculum, the NCS has introduced a new National Senior Certificate (NSC) as a qualification to be awarded to a learner who satisfied the NCS promotion requirements at the end of Grade 12. The requirements to obtain this qualification are also radically different. In order to obtain the NSC, a learner must have obtained 130 credits (Department of Education, 2003a:18; Department of Education, 2005:3). Each NCS subject has credits. In fact, all NCS recognized subjects carry credit of 20 each except for Life Orientation that has 10. However, a learner does not get credits in Grades 10 and 11 but only in Grade 12 (Department of Education, 2003a:19). In simple terms, learners in secondary schools (Grades 10-12) have to pass certain subjects at required marks for a promotion. *An addendum to the policy document, the National Senior Certificate: A Qualification at*

Level 4 on the National Qualifications Framework (NQF), Paragraph 11 1(1) (A)-(F), stipulates that in order to be promoted, a learner in grades 10-12 must fulfil the following requirements:

- enrol for at least seven NCS subjects;
- obtain at least 40% in Home Language and any other Two subjects from any Subject Grouping;
- achieve at least 30% in three other subjects; and
- a condonation can only be considered to one failed subject where a learner scores 0-29%; provided that a complete portfolio of evidence in the school-based assessment component is submitted in that failed subject.

The promotion mark of a learner is a product of the combination of internal School-Based Assessment (SBA), commonly called Continuous Assessment (CASS), and final Examination marks. School-Based Assessment counts 25% while exam mark contributes 75% towards a final promotion mark. This excludes Life Orientation in Grade 12 (Department of Education, 2008b:2). It must be highlighted that Life Orientation is the only NCS recognised subject that is assessed internally without any final examination paper at the end of the year in Grade 12.

The National Senior Certificate is linked to admission requirements of Higher Education institutions. When the NSC is issued at the end of Grade 12, it reflects the designated type of Higher Education qualification for which a learner can enrol. This means, a learner must either satisfy the minimum requirements for admission to a Bachelor's degree, Diploma, and Higher Diploma. As a result, there is no more pass with either endorsement or school leaving in the NCS mainstream. In fact, a pass with endorsement only applies to learners in schools that offer education to learners with special needs. The issue of subject levels, as in Higher Grade or Standard Grade, does not feature in NCS subjects. Instead, there is only one level.

The promotion requirements of the NSC have implications to the SMTs, teachers, and learners. The SMTs and teachers must be aware that the primary aim of assessment in OBE is to improve the learner's attainment. Therefore, the SMTs must ensure that teachers, learners and parents are conscious that in the NCS framework, not only final examination mark matters for promotion of a learner. The NCS advocates OBE principles of Continuous Assessment (CASS) as a prerequisite for learner promotion. Therefore, the SMTs must inspire teachers, parents and learners to take the School-Based Assessment tasks seriously. Subsequently, teachers must profile learners progressively and

promote them according to applicable NSC promotion requirements. The SMTs must continuously supervise Continuous Assessment activities.

The next section focuses on the choice of textbooks that schools make in order to enhance learner's achievements.

2.6.2.6 The selection of textbooks

In the past, principals and Heads of Department did not provide a clearly defined role of instructional leadership concerning the management of curriculum implementation. Instead, it was their job, mainly, to **control** teachers and learners. They collected subject syllabi from circuit offices, and checked that teachers taught the prescribed syllabi and they only used prescribed textbooks (Department of Education, 2000a:1). The new situation repels this kind of arrangements.

According to Ndou, (2008:69), the department of education at all levels has devolved the responsibility to select a suitable textbook to schools. In supporting this view, Bhola, (quoted in Saib, 2004:3) states that because of the new OBE, educators are expected to choose their own curricular texts and instructional materials as long as the required learning outcomes are achieved according to established standards. This implies that an OBE teacher has freedom to choose suitable textbooks and any other learning and teaching materials which can help learners to achieve the expected learning outcomes. Similarly, teachers must draw their own work schedules and pace setters based on the prescribed content for a particular subject and grade.

In this context, a school management team has to shift from a rigid authoritarian model of education of the past to one radically different, based on democratic principles. They are expected to align their current practices, plans to strategies, structures and systems that bring the school closer to attaining the outcomes of the new curriculum (Ndou, 2008:4). In this regard, members of the SMTs, particularly HoDs, must guide teachers about the selection of an appropriate textbook and other learning and teaching support materials.

The next section deals with the role of the SMTs in managing the implementation of the NCS as curriculum change.

2.7 THE ROLE OF SMTs IN MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGE

According to Department of Education, (2000b:2), there is no legislative definition of a school management team. However, the working definition being used by provinces and the national departments of education is that a school management team consists of the following members:

- Principal;
- Deputy Principal (if appointed); and
- Heads of Department (either appointed or acting).

The composition of a school management team, as presented above, suggests that some school management teams can operate meaningfully without the services of a deputy principal. This is particularly the case in most secondary schools in Moretele Area Project Office. Conversely, the principal and Heads of Department remain critical members of any school management team.

According to Department of Education, (2000a:4), SMTs are responsible for the management of the implementation of a curriculum. In corroboration of this view, Van Deventer and Kruger, (2008:247) assert that the requirements of the new curricula have broadened the role of all SMTs to bear the main responsibility for instructional leadership and curriculum management. This views purport that the SMTs as instructional leaders should take the lead in putting the curriculum into practice and improving it. Smit and Cronjé, (1999: 256) agrees that SMTs, as change agents, are responsible for taking a leadership role in managing the process of implementing change in a school situation. This responsibility places the roles of the members of SMTs, both as individuals in their professional capacity or as a collective, at the heart of the success of the implementation of the NCS as curriculum change in schools.

The next paragraph outlines of the function of a principal with special focus on the management of the implementation of the NCS as curriculum change.

2.7.1 The role of Principal

The task of the modern principal is a very complex one. The current changes in South African education system, namely moving towards more school-based management and the introduction of the new curricular, further complicate the role of the principal (Van Deventer & Kruger, 2008:245). This implies that current developments in the education arena demand a fresh look at how principals conduct their business.

The principals, by both tradition and law, are charged with responsibility for conducting all affairs and decision-making in the school (Oliva, 2009:87). This means, they are responsible and accountable for a variety of tasks and activities that make the school to function effectively (Department of Education, 2000a: 2). However, Trotter, (1993:74) stresses that the management of the school's instructional programme remains the most important managerial area or aspect of the principal's task, since the success of the school depends on the effectiveness of the instruction that the learners receive.

It can be understood from the above statement that in pursuance of meaningful implementation of the NCS as curriculum change, principals must move beyond the more traditional managerial roles into the arena of instructional and transformational leadership in order to initiate and manage change. Morrison, (2003:205) supports this view when he maintains that the instructional leadership and management roles of principals no longer exist as polar opposites, but overlap and cannot be isolated from each other in an effort to manage the implementation a new curriculum successfully in schools (Van Deventer & Kruger, 2008:246; Trotter, 1993:74). This implies that the effective management of the implementation of curriculum change requires a blend of the principals' instructional leadership and management prowess.

In demonstrating a combination of leadership and management roles of principals, Department of Education, (quoted in Brunton, 2003:C64), declares the following as tasks and responsibilities of principals with regard to managing the implementation of curriculum change:

2.7.1.1 General/Administrative

- a) To be responsible and accountable for the professional management of a public school; and
- b) to give proper instructions and guidelines for timetabling admission and placement of learners.

2.7.1.2 Personnel

- a) Provide professional leadership within the school;
- b) to guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff;
- c) to ensure that workloads are equitably distributed among the staff;
- d) to be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school;

- e) to participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management; and
- f) to ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

2.7.1.3 Communication

- a) To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school;
- b) to liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners;
- c) to liaise with relevant structures regarding school curricula and curriculum development;
- d) to meet parents concerning learners' progress and conduct;
- e) to co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes; and
- f) to participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.

Other sources also endorse the above-stated views on the function of principals. Oliva, (2009:88), for instance, stresses that school principals must always demonstrate sincere interest in the process of curriculum change implementation. In this manner, they set a pace on the standards of curriculum change implementation. Such standards may include work habits, communication procedures, time limitation, or a host of related planning areas (Wiles & Bondi, 1989:323). According to Dooley, (1992:32), principals must reflect a mindset that embraces curriculum change as something desirable, expected and planned for. This suggests that school principals must be artists of policy adaptation who can fit it to situational needs and interests without contradicting official mandate. In their attempts to balance needs and interests of many contending parties, principals do much to set the tone for functioning within the school building (Schubert, 1997:153). This tone has immense influence, direct and indirect, on the school culture that permeates the implementation of curriculum reform. In an attempt to encapsulate this role, it suffices to state that principals serve as the first-line gatekeepers of curriculum improvement (Doll, 1989:395) and chief protagonists in the implementation of desirable curriculum change in schools. While they serve as cheerleaders of a new curriculum, they must constantly remind teachers of the need for effective implementation of curriculum change (Glatthorn, 1997:88).

In closing, it must be highlighted that principals are not expected to carry the heavy load of managing the implementation of the NCS as curriculum change alone in schools. This explains the reason why Department of Education, (2000a:2) states that principals have to form the school management teams (SMTs) made up of senior level staff (Principal, Deputy Principal and Heads of Department). In the ensuing paragraph, the researcher attempts to illuminate the functions of the Heads of Department concerning the management of the implementation of curriculum change.

2.7.2 The roles of Heads of Department

The Heads of Department (HoDs), as integral members of SMTs, have the managerial capacity. In fact, Department of Education, (cited in Brunton, 2003:C67) states that HoDs can act on behalf of principals in cases where the latter is absent from school, if the school does not qualify for a deputy principal or in the event both of them are absent. Heads of Department are usually appointed on the basis of their qualification, experience and expertise in the subject(s) they are envisaged to manage. This makes HoDs to be regarded as “school-based specialists” in certain provincial departments of education including the North West Province’s. Concerning the management of the process of implementing the NCS as curriculum change, the Department of Education, (captured in Brunton, 2003:C66), states that the core duties and responsibilities of the HoDs include, but are not limited to, the following:

2.7.2.1 General/Administrative

- a. To assist principals with the planning and management of school stock, textbooks and equipment for the department; budget for their departments; subject work schemes; and timetabling.

2.7.2.2 Extra- and co-curricular

- a) to be in charge of a subject, learning area or phase;
- b) to jointly develop the policy for that department;
- c) to co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department;
- d) to provide and co-ordinate guidance:
 - on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned;
 - on syllabi, schemes of work, homework, practical work, remedial work, etc.
 - to inexperienced staff members; and
 - on the educational welfare of learners in the department.
- e) to control:

- the work of educators and learners in the department;
- reports submitted to principals as required;
- test and examination papers as well as memoranda; and
- mark sheets.

2.7.2.3 Communication

- a) to co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school;
- b) to collaborate with educators of other schools in developing the department and conducting extra-curricular activities;
- c) to meet parents and discuss with them the progress and conduct of their children;
- d) to participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards; and
- e) to co-operate with further and higher education institutions in relation to learners' records and performance and career opportunities (Department of Education, cited in Brunton, 2003:C66-67).

In addition to the above roles, Heads of Department can also perform the following responsibilities in order to manage the implementation of the NCS as curriculum change effectively:

2.7.2.4 Assist principals with management of instructional programmes

The Heads of Department help principals in multiple ways to manage the implementation of the NCS as curriculum change effectively. Most significantly, HoDs must help principals with their knowledge, skills and experience in school management and administration of particular subjects to implement curriculum change successfully. Elliot's, (1998:23) view supports this statement. He states that in most cases, the principal may not have the precise knowledge of the patterning of events in a particular subject, and so they must rely on HoDs as far as classroom events are concerned.

It can be assumed that HoDs are suitably placed to feel the pulses of curriculum delivery in the classroom and report to the principal. It is for this reason, that Briggs and Sommefeldt, (2002: 84) describe the HoDs' role as 'bridging and brokering'. This suggests that HoDs are like a bridge that connects two centres of production. They plan curriculum implementation strategies with the principal, and have a role to explain and interpret the strategies and policies of the school management team for curriculum delivery to their charges; and in return, to present views of these colleagues to the school management team for consideration. In this regard, the HoDs need to have the confidence of both the

principal and their sub-ordinates. One way that they can gain the confidence of the teachers is through setting a good pace by acting as role models.

2.7.2.5 Act as role models

According to Glanz, (2006:88), the HoDs are presumably '*teachers of teachers*' on the spot. This means the HoDs have a role to provide teachers with the skills and techniques to implement a new curriculum effectively. In order to perform this task successfully, the HoDs must have a working knowledge of instructional techniques in curriculum delivery. In addition, they must be familiar with contemporary pedagogical strategies and continually search for best practices to share with their educators.

As the foremost teachers in the department, they should feel comfortable in providing "demo" lessons for teachers when appropriate. Providing such lessons enhances the supervisory credibility among teachers and provides instructional support at the same time. Glickman, (2004:162) agrees and states that this is not only an opportunity to model teaching techniques, but it demonstrates the supervisor's confidence in teaching methods and classroom management.

In conclusion, although an attempt has been made to delineate the roles of each component in the school management teams, it is equally imperative of the members of the SMTs to be aware that in pursuit of managing the effective implementation of the NCS as curriculum change, they also have cooperative functions to perform. These tasks are illuminated in the section that follows.

2.7.3 The role of SMT as a collective

According to Van der Merwe, (2002:35), a school management team functions effectively when the senior managers (principals and deputy principals) and middle managers (Heads of Department) work together. However, the implementation of the NCS as curriculum change has exposed the school management teams to a terrain of new management roles and practices. This is specifically because the implementation of the NCS is current in secondary schools.

The researcher presumes that because the implementation of the NCS is a new phenomenon; most members of the SMTs are "novices" in as far as the effective management of its implementation is concerned. This means the SMTs may not only lack the necessary experience, knowledge, and skills to successfully manage the implementation of the NCS as a curriculum change; but also require in-depth insights and knowledge about this new curriculum. Ndou, (2008:4) expatiates on this assumption when she declares that curriculum change has placed new demands on a school management team to align

its current practices, structures, and systems in order to adapt to new roles that can yield the outcomes of the new curriculum.

According to Department of Education, (2000c:24), SMTs are responsible for the day-to-day management of the curriculum implementation and operational activities of the school. Trotter, (1993:74) singles out the management of the school's instructional programme as the most important managerial area of SMTs. In corroboration of this view, Department of Education, (2000a:10) points out that instructional leadership should be treated as a priority among all responsibilities that SMTs have in the life of schools. Seen in this light, the management of curriculum implementation, in particular, can be seen as the most important management function of SMTs. All other functions such as financial management, human resource management, school administration, and governance are there to support curriculum management, as it serves the goal of quality teaching and learning.

Concerning the implementation of a new curriculum, a common goal of the set for SMTs is to improve learner performance (Department of Education, 2000c:23). For SMTs to realise this objective, they need to operate as a cohesive unit in order to overcome any possible challenge that might arise in the process managing the implementation of the NCS as curriculum change. Briggs and Sommefeldt, (2002: 80) endorse this view. They assert that the success of a curriculum change implementation depends on the effectiveness of the SMT members as a team.

The following constitute some of the fundamental roles that SMTs must perform regarding the management of the implementation of curriculum change:

2.7.3.1 Creating an environment that promotes effective teaching and learning

According to Elliot, (1998:22), the success of implementing curriculum change depends mainly on a compatible organisational structure. This suggests that the creation of a supportive climate is a prerequisite to the successful implementation of curriculum change in a school. In corroborating this, Seymore (quoted in Tanner & Rehage, 1988:24) states that any attempt to implement a curriculum change independent of changing some characteristic institutional feature runs the risk of partial or complete failure. This implies that the context in which a change is to take place must be modified for the implementation of a change to thrive. Ndou, (2008:39) affirms that with regard to the demand of implementing a curriculum change, the success of a school lies in its accomplishment of creating a supportive environment for curriculum change to take place. The establishment of a positive school climate is a *sin qua non* for the creation of a supportive school environment in which the implementation of a new curriculum will thrive.

According to Van Deventer and Kruger, (2008:14), Briggs and Sommefeldt, (2002:83), and Limahieu et al., (1997:583) SMTs are responsible for the modification of the current schools' culture and environment to benefit the effective implementation of curriculum change. This says the SMTs have the responsibility to influence the establishment of a suitable school environment in which the implementation of a new curriculum will be successful. Kruger, (2002:20) maintains that a favourable teaching and learning environment in a school is prominently characterised by goal focus, synergised communication, power- decentralisation, effective utilisation of resources, cohesiveness, adaptation, and sound morale. The Education Systems Directory, (cited in Van Deventer and Kruger, 2008:17) corroborates this view when it declares that a positive school climate is enhanced when the following aspects exist in a school:

- a clear school mission, which promotes learner achievement;
- well-established expectations for success;
- consistently delivered quality classroom instruction;
- effective communication among all members of the school;
- demonstrated instructional leadership; and
- clearly communicated expectations regarding learner behaviour, which are constantly enforced and fairly applied.

The SMTs must create a positive organisational climate by generating an atmosphere in which they work inclusively and collaboratively with teachers on instructional matters and other stakeholders in the interest of implementing the NCS as curriculum change meaningfully. For this purpose, Department of Education, (2000c:2) emphasises that the new education policy requires school managers to work in democratic and participatory ways to build relationships and ensure efficient and effective use of resources and services in order to deliver a new curriculum successfully.

A supportive school climate can engender a culture of learning and teaching in schools. In that way, it elicits an increasing interest and excitement in teachers regarding the implementation of a new programme. Subsequently, the school can experience an improvement in the performance of its personnel and learners. This is the reason for Van Deventer and Kruger, (2008:11) to believe that a favourable climate has a strong directive and influence on the motivation and achievement of learners and educators, as well as on the culture of learning and teaching.

Finally, Van der Westhuizen, (1995:212) maintains that SMTs set a climate and culture receptive to change through careful planning. This makes the management task of planning, which is discussed next, to be seen as one way in which SMTs can influence the creation of a suitable climate in a school for the successful enactment of the NCS as curriculum change.

2.7.3.2 Providing sound planning and time management

According to Van der Westhuizen, (1997:212), planning is the ability to establish a systematically goal-directed course of action, strategies, and priorities. In addition, planning is a management task that seeks to ensure that the organisation's purpose, missions, goals, and strategies of attaining these are clearly understood by all involved parties (Van der Westhuizen, 1995:212; Smit & Cronjé, 1993:82). Planning involves the establishment and administering of policy that will govern the planned action (Ornstein & Hunkins, 1998:293; Bush, 1995:43). This suggests that planning, as an aspect of management, focuses on forward thinking that is required in order to determine in advance what and who it is that is needed and how to get this for a successful performance of a project. In this study, planning focuses on the function of SMTs to determine the human, financial, time, and physical resources requisite for the effective implementation of the NCS.

The planning phase of the management of the implementation of curriculum change must be a collaborative effort in which key stakeholders are involved. This view ties with the assertion of Department of Education, (2000c:19) which declares that if people feel that they are important to the change process and understand why the change process is important, they are likely to support it. In addition, Department of Education, (2000b:2) states that the new education policy requires school managers to work in democratic and participatory ways to build relationships and ensure efficient and effective service and curriculum delivery. This implies that the SMTs must consult with key stakeholders and provide them with regular feedback when planning for the implementation of the NCS. Some of the reasons for this are that, a planning process addresses the needs and resources that are necessary for carrying out intended actions (Ornstein & Hunkins, 1998:293; Marsh & Willis, 1993:205), and to strengthen the element of trust among stakeholders relationship.

According to Van Deventer and Kruger, (2008:78), the planning aspect of managing a school activity is so important that it alone can determine the failure or success of the SMTs. This indicates that the SMTs should contextualise the planning process for the delivery of a new curriculum. In planning for the implementation of curriculum change, the SMTs must establish and decide on the human, financial, and physical resources requisite for the effective implementation of a curriculum change. In addition, time is also an important resource which the SMTs must manage well in order for the aim of the NCS to materialise.

Van der Westhuizen, (2000:191) states that inefficient use of time is a possible symptom of ineffective management. This view suggests that the SMTs need to develop meaningful policies and practices to manage the optimal use of time in order for them to succeed in managing the implementation of the NCS as a curriculum change. In substantiating this view, Ndou, (2008:40) asserts that the introduction

of a new curriculum in schools necessitates a fresh look at how time is being managed to the best advantage of school management, teachers, and learners. There are ways to manage time effectively that the SMTs can follow.

One of the effective methods is for the SMTs to adopt a forward planning strategy as a tool to manage time meaningfully. Department of Education, (2000b:7) endorses this technique when it emphasises that planning for each year should take place in the third and fourth terms of the preceding year. Similarly, the admission and provisional placement of learners, teacher's work allocation, and timetable must be completed in December of each year so that teaching and learning can start as soon as the schools open for the first term of the following year.

A school timetable is the definite plan for the implementation of the curriculum and is the starting point for teaching and learning. (Department of Education, 2000b:7). Department of Education (1997:22) provides the following as reasons for having a school timetable:

- to ensure that learning programmes and learning activities are given the appropriate time;
- to share equitably communal facilities which may include the school hall, library, outdoor learning space, art room, and computer laboratory;
- to make sure that everyone begins and ends the school day at the agreed time; and
- to allow for regular recreational time for learners and teachers.

As cited earlier in 2.6.2.3, there is a notional time norm allocated for each NCS subjects. When drawing a school timetable, the SMTs must ensure adherence to the stipulated distribution of time for each subject.

In closing, the SMTs should be aware that setting a solid foundation through visionary planning is the key to successful implementation of the NCS as curriculum change. However, in an attempt to take off from the set foundation, the SMTs must embark on the next management task of organising, which is discussed in the following section.

2.7.3.3 Organising workload and suitable resources

Like with planning, organising is an integral and indispensable component of the process of management that SMTs must perform in order to actualise the successful management of the implementation of the NCS as curriculum change. Van Deventer and Kruger, (2008:115) argue that without organising, the successful implementation of plans and strategies would not be possible. This

implies that the outcomes of enacting a new curriculum effectively would not come to fruition if the SMTs do not organise resources meaningfully.

Department of Education, (2000c:10), states that SMTs have a responsibility of organising the school activities so that the process of teaching and learning can best bring about the vision of the school community. In this study, organising deals with arranging necessary activities and resources for the successful implementation of a new curriculum. Specifically, prime attention is given to SMTs' role of arranging workload among teachers and the procurement of the resources that are necessary for the effective implementation of the NCS.

According to Van Deventer and Kruger, (2008:115), the distribution of workload involves the setting up of a framework or structure with which the work (teaching and learning) is to be done so as to accomplish the outcomes of the school. SMTs are responsible for the allocation and distribution of work among teachers in an equitable manner (Department of Education, as mentioned in Brunton, 2003:C64). In other words SMTs must be careful when dividing work among teachers. They must ensure suitable distribution of work among teachers, including placing teachers in subjects and grades they are qualified and experienced to teach; and that the workload is fairly divided. A poorly balanced workload, which often leads to some teachers being unfairly overloaded, can be a source of resistance.

Van Deventer and Kruger, (2008:117) present the following as problems that schools are likely to face if the management task of organising the workload of teaching staff is not carried out effectively:

- highly qualified and experienced staff members doing work that does not their specialised training, expertise and experience;
- responsibility, authority and accountability are incorrectly balanced, resulting in the uneconomical division and/or replication of work; and
- endless conflicts of interest and role.

In contrast, Van der Westhuizen, (1995:163) mentions that SMTs that perform the organising of workload meaningfully can provide schools with the following advantages:

- activities are clearly defined and therefore people know what their responsibilities are, and those of others;
- it promotes team spirit;
- it prevents overlapping and collision of activities;
- it enhances chances to achieve goals easily; and
- it permeates guiding or leading, which shall be discussed in the next sub-section.

School management teams also have a responsibility of organising resources that are appropriate to a sound implementation of the curriculum. This includes costing the process of implementing the NCS in terms of resources. According to Ndou, (2008:69), the department of education at all levels has devolved the responsibility to select a suitable textbook to schools. This suggest that, the SMTs must guide and support teachers to choose their own curricular texts and instructional materials that can be helpful to learners to achieve the required learning outcomes according to established standards. In endorsing this view, Department of Education, (1997:5) stresses that SMTs must guide the school governing bodies (SGBs) to establish a tight budget that is dedicated to the initiative of curriculum implementation and which cannot be used to fund other activities. School management teams must allocate realistic amount in order to ensure that the implementation of change becomes a success.

Department of Education, (2000c:27) posits that when people have to carry out their plans to reach their goals they need human resources and material resources. Ironically, lack of resources, which include financial, physical, and human, has been mentioned as one of the key challenges that compromised Curriculum 2005 (Potenza & Manyokolo, cited in Ndou 2008:35). This statement expresses the critical nature of the need of sufficient and correct resources to support the plan of implementing the NCS as curriculum change effectively. Nonetheless, the SMTs need to find out where and how to get these resources. It is, therefore, the responsibility of the SMTs to ascertain that the resources are available in schools in a timely manner. The SMTs must decide on how to use the resources. Furthermore, the SMTs should control and monitor the use of these resources to the benefit of the implementation of the NCS as curriculum change. However, the human resource, in particular, requires be guiding or leading on how to use other resources profitably if it is to operate as a collective for a common goal. This leads to another important management role of leading or supervising which the SMTs must carry out when managing the successful implementation of the NCS as curriculum change.

2.7.3.4 Enhancing the professional competence of teachers through supervising their work

Intensive instructional supervision is important, especially at the level of the initial implementation of a new curriculum. Ornstein and Hunkins, (1998: 314) support this view when they declare that the process of implementing a new curriculum must be supervised. This provides the basis for Glatthorn's (1997:85) argument that without supervision, and left to their own devices, teachers will emphasise what they know best, without being overly concerned about the new curriculum. Department of Education, (2000c:12) and Ornstein and Hunkins, (1998:314) agree that SMTs are responsible for overseeing and directing the implementation of a new curriculum. Briggs and Sommefeldt, (2002:286) expatiate that SMTs have an important function to play in improving the quality of teaching and learning

activities in the schools by providing guidance and direction to teachers on how to improve teaching services.

According to Glickman et al., (2004:162), the objective of supervising the implementation of a new curriculum is to ensure that learners are receiving the best possible instruction they can from their teachers. It follows from this statement that in the process of supervising the correct implementation of the NCS as curriculum change, the SMTs must lead and guide teachers about the correct content, method, and ways and means with which the NCS can be effectively implemented in the classrooms. Trotter, (1993:74) avows that affective guidance can elicit voluntary cooperation and sharpen the teachers' skills in delivering a new curriculum in a classroom. This calls for the SMTs to be supportive, show positive regard to others, and be capable of empathetic understanding when supervising the implementation of the NCS. However, one of the most effective methods to supervise the implementation of curriculum change is through consistent monitoring.

Effective monitoring can serve as a means with which SMTs can give a teacher merits and timely praise – or as an early warning system of problems that may need systematic attention. Monitoring, as a tool of supervising the implementation of a new curriculum, can be done through conducting classroom observation, moderating tests and examinations and looking at learners' work (Department of Education, 2000a:10).

Members of SMTs act in direct support of the implementation of a new curriculum when they conduct purposeful classroom observations. In this instance, the classroom observation of teachers in action is not done for evaluation purposes but to engage teachers in instructional dialogue about classroom practices (Glanz, 2006:55). In congruence with effective sound planning practices in 2.7.1.2 above, SMTs must develop and communicate a classroom visit programme with teachers.

With regard to the management of the implementation of the NCS, the SMTs must ensure that classroom activities are in accordance with OBE norms and standards, that is, they are learner-paced and learner-centred, and that teachers adhere to the subject policy in as far as the new work schedules, pace setter, lesson plan and learner assessment programmes are concerned. The reward of a meaningful classroom observation in this context is in twofold. While the SMTs monitor what is happening in the classroom and how it is being done and what are the effects and outcomes, they also detect areas that need immediate intervention in order to enhance the effective implementation of the NCS at classroom interface. Nonetheless, some gaps identified during classroom observations can be addressed through more rigorous intervention strategies. The professional development programme can be regarded as one of the most suitable strategies that can be employed to address the

professional growth of teachers specifically concerning their need competence in delivering a new curriculum.

What follows in the next section concerns the role of SMTs of promoting professional growth of teachers through providing on-going professional development.

2.7.3.5 Promoting professional growth of teachers through providing on-going professional development

A problem of inadequate teacher training is alleged to be one of the fundamental issues that led to poor learner performance as highlighted in section 1.2 of this study. This could possibly suggest that the current crop of teachers experience a void of content knowledge and skills requisite to deliver the NCS successfully in the classrooms. Department of Education, (2000b:8) confirms this perception when it declares that due to the apartheid past, the content knowledge of teachers is limited, as are the teaching skills to which they have been exposed.

When a new policy like the NCS is implemented in schools, both experienced and new teachers need to get used to it and be trained in the new system (Department of Education, 2000a:15). Ramroop, (2004:5) supports this statement with an argument that if people who need to be the driving force behind the change are not equipped with knowledge, skills, and attitude to empower them to be a positive force of change, then any change attempt is sure to fizzle out. Van der Merwe, (2002:32) contends that teachers are more likely to respond positively to initiatives if they are given additional support during its planning and developmental stages.

Department of Education (quoted in Biputh, 2008: 211) states that In-service Education and Training (INSET) should be conceived as an ongoing process of professional development. INSET is thus seen as a process whereby educators continuously renew and update their skills, knowledge and attitudes during their career. In addition, Department of Education, as cited in Brunton, (2003:C64) believes that SMTs are responsible for the development and implementation of staff training programmes, both school-based and externally directed. This means, the SMTs are as much responsible for managing the implementation of school-based professional development activities as they are for ensuring that teachers participate in the externally organised teacher development programmes. However, in this study, the researcher will focus on the management of implementing school-based teacher development programme as a task of the SMTs in providing support and development of teachers.

School management teams can implement teacher development programmes by establishing Staff Development Teams (SDTs). School management teams must ensure that the SDTs are

democratically established. They must include some members of SMTs and some members of the teaching and administrative staff (Department of Education, 2000a:15). The core function of SDTs is to plan and run the whole staff development programmes and to report regularly to the SMTs. In turn, the SDTs should form sub-committees called the Curriculum Committees in schools. A Curriculum Committee ensures that the whole school is using the current curriculum principles and practices properly; it helps educators to develop work schedule, to design learning activities, and to work in teams (Department of Education, 2000a:16). This indispensable sub-committee in the management of curriculum implementation reports to the SMTs via the SDTs. It is important to highlight that members of the Curriculum Committees are heads of subject or HoDs in certain instances. The successful staff development programmes can benefit the whole school including beginner teachers.

In addition, SMTs must develop induction programmes for new teachers and new members of the management as part of a professional development programmes (Department of Education, 2000b:6). These new members of the teaching staff need some special initiation intervention that can boost their capacity to manage and implement the NCS effectively in the classrooms. Nonetheless, successful teacher development programmes depend on the harmonious relationships that exist among teachers and SMTs. This implies that SMTs have a function to develop and sustain this symbiotic relationship in a school.

School management teams' task of developing cooperative relations with stakeholders in the interest of enhancing the successful management of the implementation of the NCS a curriculum change is discussed in the next section.

2.7.3.6 Developing cooperative relations with stakeholders

School management teams should realise that the new education policies encourage cooperative governance between the schools and stakeholders. In concurrence with this view, Department of Education, (2000c:30) stresses that the new policy framework is based on the belief that schools can only prosper if they are guided by new forms of governance which emphasise the interrelatedness of different stakeholders in the education process. Governance in this context is concerned with relationships between SMTs and direct stakeholders such as the department of education at all levels, educators, learners, parents, and teacher trade unions.

School management teams are responsible for developing and managing sustainable partnership with the stakeholders involved. The following are some of the benefits of relationships that allow stakeholders to participate in the school as cited in Department of Education, (2000c:31):

- the infusion of team work and team spirit;
- the vision of the school is shared by all involved partners;
- people trust one another as colleagues;
- people celebrate their achievements and strive to improve on challenges as a cohesive unit;
- people feel free to experiment, take risks and openly evaluate results, because mistakes are tolerated; and
- the creativity, skills and knowledge of others are recognised and used optimally.

Considering the benefits that stakeholders' participation can bring to schools that implement the a new curriculum, the researcher prefers to elaborate on why the SMTs must encourage the involvement of parents in particular, as one of the key partners in education. The researcher's option is based on the fact that new developments in the field of education imply, among other things, a greater say on the part of parents regarding the education of their children (Van Deventer & Kruger, 2008:9). Smit , (quoted in Kruger, 2002:42), states that even the best curriculum, facilities and teachers in the world will be of no avail unless the parents are clearly seen and recognised as the *raison d'être* of the whole process. Department of Education, (2000c:32) supports this statement when it highlights parents as the main partners whom without their active support the school cannot perform successfully. The following are some of the ways in which parents can be involved in a school to support the SMTs' efforts of managing the implementation of a new curriculum as mentioned in Lethoko, (1999:97):

- being a member of the school governing body;
- attending parents' meetings to discuss issues that relate to the academic progress of learners;
- assisting with disciplinary matters, especially of their own children;
- helping their children with homework; and
- encouraging their children to do schoolwork at home.

According Squelch and Lemmer, as quoted in Van Deventer and Kruger, (2008:9), if SMTs promote parental involvement it is likely that the schools will experience benefits which include improved school performance, reduced drop-out rate, a decrease in delinquency, and a more positive attitude towards the school. These benefits are highly essential to the fulfilment of SMTs' function of the management of the implementation of the NCS as curriculum change in secondary schools.

The next and final section on the role of SMTs in managing the implementation of the NCS as curriculum focuses on evaluation as another important function of SMT.

2.7.3.7 Evaluating the process of curriculum change implementation

Although the process of evaluating is regarded as the last of the management tasks, it is also a prerequisite for successful and effective management of the implementation of a new curriculum. In a sense, it can be seen as the starting-point for the next management process (Van Deventer & Kruger, 2008: 127). This implies that findings of SMTs during the evaluation processes usually guides and can influence the next cycle of management process including strategic planning. This assumption attempts to demonstrate to SMTs how evaluation interrelates with the other management tasks of planning, organising and leading.

According to Van der Westhuizen, (1995:216), evaluation, as an activity of managers, helps to assess and regulate work in progress and ensure that it is successfully completed. Effective evaluation is the management process through which the SMTs verify, by means of assessing and regulating the teaching and learning work in progress, that deviation from or failure of planned activities are kept to a minimum so that the schools' outcomes may be accomplished with as little disturbance as possible (Van Deventer & Kruger, 2008:127). School management teams must be aware that although evaluating is the last of the management tasks, it must be performed progressively and not necessarily at the end of a programme. It flows from this opinion that if SMTs control the implementation of a curriculum effectively, they can be able to track and determine early warnings of challenges that cause poor learner attainment and provide suitable solutions to deal with the identified gaps. Similarly, an effective evaluation system can help SMTs to notice success which deserves to be strengthened, improved and praised. In addition, Smit and Cronjé, (1999:339) maintain that an effective controlling system will indicate to management whether:

- the activities proceeded as planned. If so, simply continue with the plans that have been made;
- something unexpected has happened and deviations occurred. This might lead to the adjustment of plans; and
- the situation has changed completely. This means whether or not the SMT must devise a new plan.

With regard to managing the implementation of the NCS as curriculum change, SMTs can perform a task of evaluation by analysing learner attainments in various tasks on which they shall have been assessed. A continuous evaluation system ensures that the teaching and learning objectives are attainable to both the teachers and learners. School management teams must analyse the learners' results on regular basis. This can help them to identify "grey areas" in learner performance that need strategic intervention. In this regard, the evaluation of the learners' results becomes important to both

the teachers, learners, and SMTs. Teachers use them to measure and adjust instructional strategies to improve learner attainments; and SMTs use them to regulate the total programme of the school and to ensure that objectives, standards and outcomes of a new curriculum are attained.

The next section discusses the challenges that SMTs face when managing the implementation of a curriculum change and the cognate possible strategies to overcome them.

2.8 CHALLENGES FACING SMTs IN MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGE AND APPROPRIATE STRATEGIES TO DEAL WITH THEM

Mampuru, (quoted in Ndou 2008:34) perceives implementation as the most difficult phase of a change process as most shortcomings of the change may appear at this stage. This confirms Fullan's, (1992:24) assertion that the early implementation of change is inevitably fraught with difficulties. The above views suggest that most of the problems related to curriculum change are noticeable during its implementation stage. Therefore, it suffices to conclude that the implementation of curriculum change is often filled with challenges, which if not managed effectively might see a good policy jettisoned. This view ties in with Ramroop's, (2004:5) standpoint that the implementation of a change impacts significantly on people and institutions and, if not administered correctly and sensitively, with lot of skill and support, it can so easily see good ideas become unachievable.

Fullan, (2001:40) cautions that organisations that implement change are likely to experience "implementation dip" especially during the preliminary stages. The implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. Indeed, the secondary schools that implement the NCS as curriculum change experienced a drop in the performances of the first crops of Grade 10 learners in 2006, and matriculants in 2008 that sat for the NCS-based examinations.

Potenza and Monyokolo (cited in Saib, 2004:3) posits that most of the implementation-bound challenges have their origin in lack of alignment between curriculum development, educator development, and selection and supply of learning materials. However, the review of related literature in this study shows the following as some of the critical problems that impede the SMTs' function to manage the implementation of curriculum change effectively:

- poor teacher training;
- shortages of resources;
- resistance to change;
- policy overload and contradictions; and

- lack of administrative support

The next subsections discuss how these challenges impact negatively on the function of SMTs' to manage the implementation of curriculum change effectively. In the respective subsections, there is also a discussion of possible strategies to counter these problems as suggested by related literature.

2.8.1 Poor teacher training

Ornstein and Hunkins, (1998: 292) contends that much educational changes have failed because those in charge of implementation had little or distorted understanding of innovative programmes at hand. This means, the successful implementation of curriculum change presupposes the adequately trained personnel to deliver it meaningfully. However, literature indicates that this is not the case in most secondary schools in South Africa.

According to the Serrao, (2008:1) and Kgosana, (2006:1) poor teacher training is one of the significant challenges that hamper the successful implementation of the NCS in secondary schools. It is a fact that most teachers who are currently in the system received their baseline professional training under the auspices of the old apartheid curriculum. Therefore, they are most likely to experience challenges to implement a new curriculum effectively. Specifically, these challenges relate to content knowledge and skills to teach in the OBE way. Against this background, the concern in this study is about the in-service training and not necessarily the teachers' formative training that teachers received in preparation of the implementation of curriculum change.

A major shortfall concerning the in-service teacher training workshops on the implementation of curriculum change has been that they were not quality assured. Department of Education (cited in Saib 2004: 55) endorses this view by clearly pointing out that the training programmes, duration, and quality are often inadequate, especially early in the implementation process. Saib, (2004:3) ascribes the problem of inadequately trained teachers to the training model that the department used. She asserts that the department introduced ad-hoc workshops in place of teacher training and tied it to a cascade-training model. One of the loop-holes of the cascade-training model is that often the quality of information is easily distorted and diluted as it flows from one trainer to another until it reached teachers. In addition, Machaba, (2001:109) maintains that during these training workshops, district trainers were not suitable or well prepared for the task. They themselves did not understand a new curriculum. Again, the rapidity and duration of the workshops is concern. Teachers were exposed to once-off training workshops that lasted two to three days. In closing, Glanz, (2006:85) states that teacher training as professional development should not be a one-shot deal. Professional development should be on on-going basis so that ideas and practices are sustained.

In order to deal with this problem, the department of education must consider an alternative model of training and introduce intensive teacher in-service training programmes that can offer teachers the necessary experience, knowledge, insight, and skills to deliver the NCS meaningfully in the classrooms. Similarly, there should be specific training for SMTs on how to manage the implementation of the NCS as curriculum change. In endorsing this view, Doll, (1989:395) believes that although the district is primarily responsible for providing the basic staff development required by the new curriculum, the SMTs must also take initiative to develop teaching staff.

At school level, SMTs must manage the implementation of staff development programmes in their respective schools as well encourage teachers to attend such programmes when organised by external structures. Professional development interventions are critical to hone, re-skill and restore the confidence of teachers when they implement a new curriculum. There are several teacher development programmes to which the SMTs can expose the teachers.

School management teams must ensure that teachers have time to meet together on continuous basis to exchange ideas, share strategies, and solve common problems. In this way, teachers share best practices as they all have an opportunity to learn from one another. Beginner teachers can learn from seasoned educators' experiences in the classroom, and seasoned educators can learn from the new theories and practices that the new educators have learned in college. Mentoring and coaching relationships can be created, and teams of teachers can work together on developing and expanding their instructional obligations. This sense of togetherness can also inculcate team spirit among teachers for a common mission and vision. Teacher development should be continuous and on regular basis.

In closing, SMTs can persuade teachers to take responsibility for their own development by means of encouraging them to upgrade their skills and knowledge through part-time studies with registered and recognised institutions of higher education. School management teams can provide opportunities for teachers to use the library and media services as another method of staff development.

Serrao, (2008:1) feels that a problem of "semi-skilled" teachers is commonly associated with the impact of lack of resources. For this reason, shortages of resources is discussed in the next section.

2.8.2 Shortages of resources

Hlebowitsh, (2005:222) mentions the paucity of resources as one of the main barriers that SMTs experience when managing the implementation of curriculum change. Serrao, (2008:1) and Kgosana, (2006:1) firmly believe that lack of resource is one of the key challenges facing SMTs' role of managing the implementation of the NCS as curriculum change successfully. In this study, shortages of resources

that are indispensable to the effective management of curriculum change in schools deals with the following: inadequate teaching and learning space, insufficient learning and teaching support materials and poorly trained and inadequacy of teachers.

2.8.2.1 Inadequate teaching and learning space

Ndou, (2008:71) states SMTs are unable to manage the implementation of curriculum change successfully because of limited teaching and learning space in schools. She adds that most schools in rural areas do not have enough classrooms which lead to overcrowding. In some situations a teacher has to teach 80 to learners in a small bare room with no equipments but chalkboard and some pieces of chalk (Ndou, 2008:35). This means teaching and learning activities occur in an environment that does not favour the OBE approach. In an ideal OBE class, a teacher needs to work in an environment which would allow for individual learner attention, where all the learners will be comfortably seated to ensure full concentration on the tasks at hand and proper facilitation by the teacher (Department of Education, 2000a:13).

2.8.2.2 Insufficient learning and teaching support materials

The value of adequate teaching and learning support materials (LTSMs) is indispensable to the successful management of the implementation of curriculum change. On the contrary, lack of LTSMs is often cited in media debates, discussions and publications as one of the basic reasons why the SMTs find the management of the implementation curriculum change as a serious challenge. Potenza and Monyokolo, as quoted in Ndou, (2008:35) trust that the absence of basic resources such as pencils, textbooks, exercise books, worksheets, and duplicating materials in many schools, which ranged from the availability to quality, was one of the basic factors responsible for the collapse of Curriculum 2005.

Although lack of resources like classrooms and LTSMs might correctly appear as a socio-economic factor; it poses far reaching difficulties to SMTs' role of managing the implementation curriculum change. Typically, lack of resources can lead to management problems associated with poor commitment, frustration, and stress in both teachers and learners. As a possible result of this, SMTs will have to deal with a high rate of teachers applying for leave, absconding, absenteeism, and learner dropouts. In some worse scenarios, shortages of resources might lead to teachers exiting the system in search of greener pastures. Hence, secondary schools experience shortages in their teaching staff complements.

2.8.2.3 Shortage of teachers

School management teams find it difficult to manage the implementation of curriculum change in schools without enough teachers. Motala and Pampallis, (2002:183) state that historically black schools did not have adequate number of qualified teachers, especially in the Natural Sciences learning field. Even the present education system does not address the shortage of educators in the fields of mathematics, science, and technical subjects successfully. As explained in 2.8.3.4 below, this situation is worsened by the implementation of the redeployment policy that led to the immigration of teachers from public schools to either private schools or other greener pastures.

What the answers to the problems that emerge from shortages of resources are yet to be found in literature. This is particularly because the availability of adequate resources in all respects is one of the preconditions for the successful management of the implementation of OBE driven curricula, like the NCS calibre.

2.8.3 Resistance to change

When the implementation of change is imminent people generally respond to this change in a variety of ways, moreover if such a change is dramatic and calls for substantial change in people and organisations, like that demanded by the NCS. Kendall, (1989:23) rivets this view when he indicates that the implementation of a dramatic change that calls for the substantial change in people and institutions often elicits some form of resistance.

The implementation of curriculum change necessitates considerable modifications in the ways school managers and teachers used to do things. Both SMTs and teachers must alter their behaviours and beliefs if they are to implement curriculum change effectively (Fullan, 1992:220). Specifically, they must adapt to a new way of teaching and learning practices, on how schools are managed at all levels of management, and on all processes, strategies and structures that are to be put in place. Often this call for a remarkable change is met with resistance from teachers and even from some members of SMTs.

According to Kendall (1989:23), the resistance to change displayed by teachers may have many sources. The following are some of the sources of resistance to change among teachers:

2.8.3.1 Unwillingness to part with existing benefits and practices

One of the most critical sources of teachers' resistance to change is the reluctance to let go of the present (Kendall, 1989:23). In supporting this opinion, Smit and Cronjé, (1993: 257) elaborate that a

force for change in most organisations is not as strong as the force for inertia; the unwillingness to give up existing benefits and practices. This assumption confirms that teachers, like ordinary people, are creatures of habit, and ingrained habits are highly resistant to change. Because of this, most people within organisations do not like change if it means they have to do things differently.

Mostly people prefer to stay the way they are, doing things in a way they are accustomed. Similarly, most teachers are influenced by their earlier experiences and training than by subsequent experiences and retraining. In this way, they convert their “have established” habits into comfort zones. Even when faced with evidence that might lead to modification of behaviour and attitudes, teachers tend to interpret selectively such evidence so that they can easily fit in the kind of life they have worked out themselves. This tendency of the individual to seek to maintain stability is generally referred to as homeostasis (Kendall, 1989:23).

2.8.3.2 Fears of the unknown

Related to lack of enthusiasm to divorce their comfort zones, teachers might defy implementing a curriculum change that might take them into uncharted territory, when and where their shortcomings and incompetence might be exposed. This usually stems from the fear of uncertainty about its course and effects. This can be referred to as fears of the unknown (Smit and Cronjé, 1993: 257 & Kendall, 1989:24). Wiles and Bondi, (1989:227) sum up this viewpoint with an assumption that many teachers are reticent, suspicious, and fearful of change.

2.8.3.3 Lack of incentives

Teachers will resist the implementation of curriculum change if it means they have more work without comparable reward. Teachers frequently view curriculum change as just signalling more work – something else to add on to an already overloaded schedule for which little or no incentive is allotted Ornstein and Hunkins, (1998: 302).

2.8.3.4 The rapidity of change

According to Balt, (2008:4), all the NCS implementation problems have their origins in the way that this new curriculum was initially conceptualised; the initial unrealistic time frames and pressures to implement; the generally poor quality of teacher training, inadequate or inappropriate resources. In corroborating this view, Kgosana, (2006:1) maintains that the policy was released before the system was ready, with time frames that were too rushed. For instance, teachers were hastened to select and order textbooks without training on the NCS content. This implies that the time frames for its

implementation were unmanageable and unrealistic. Hence, Fullan, (1992:100) stresses that there is too little time for teachers to plan for and learn new skills and practices.

Ornstein and Hunkins, (1998: 300-302) express a concern that the current education system in South Africa has seen enough “band-wagon” which makes educators “innovation shy.” Programmes are introduced on top of programmes. Before teachers could adjust to a new programme, it is abandoned and a new one introduced. The numerous changes effected to the original NCS and its revised versions serve as a suitable example. This suggests that teachers find it difficult and to master skills of implementing a policy as the policies are continuously altered. Hence, they resist implementing a new curriculum meaningfully.

Ramroop, (2004:30) calls this type of resistance “too much too soon”. In this type of source of resistance, it is not that people will resist change but the pace of it. People are caught in the tension of having to do their present work, to keep things and to take new things (training, meetings, etc). They are overwhelmed by the sheer pace of the change and the demands it places on them (Ramroop, 2004:30). People want to change; yet they are also afraid of change especially if it comes quickly or if they feel they have little control or influence over it (Ornstein & Hunkins, 1998:294).

Literature provides SMTs with strategies to overcome the teachers’ resistance to curriculum change. Ornstein and Hunkins (1998: 302) states that SMTs must acknowledge that resistance to any new idea is natural. Therefore, as curriculum managers, SMTs should anticipate it and develop procedures for dealing with it. Morrison, (2003:127) tabulates the following as techniques that the managers of curriculum change implementation can use to deal with the sources of resistance to change in teachers:

Source of resistance	Ways of addressing resistance
Fear of the unknown	Providing extensive information and communication; benchmarking; identifying the exact concerns; clarifying aims; providing support.
Reluctance to let go of the present	Establishing the need for change (i.e. circumstances have changed); providing support for new practices; undertake ‘rite of passage’ to mark end of an era. Convincing people that change is an improvement and providing evidence to this; keeping what is best of the existing practice; providing training; teamwork; being

	realistic in the new demands; encouraging constructive criticism.
Threats to expertise and established skills	Providing appropriate training,; raising awareness that many new skills build on existing skills; providing opportunities for staff to use existing skills in new situations; moving people around; reskilling;; visiting sites where innovation is working elsewhere; and building self-esteem.
Concern about ability to cope	Support, trust, positive feedback and communicating confidence in participants; reskilling; mentoring; removing other demands; providing learning time/opportunity/resources.
Increased workload	Avoiding overload; maintaining some existing and familiar practices and routines; recognising and rewarding extra efforts made; teamwork and division of labour; divide up tasks and delegate; use technology; time management.
Stress	Stress management; time management and self-management; enabling people to be more assertive and to avoid being 'put on'; keeping matters in proportion. Avoiding duplication of work; communicating extensively; ensuring enough people are doing necessary tasks

In closing, the researcher is of the opinion that a band—wagon of changes introduced in education in recent years overwhelm teachers' efforts to function effectively. Because teachers cannot keep up with the high number, timing, and magnitude of change, they tend to grow an element of resistance. This condition is susceptible to be worsened by the implementation of policies which are perceived to be in direct contradiction with the successful implementation of curriculum change in South Africa.

The next paragraph discusses the implementation of policies that contradict and frustrate the SMTs' efforts to manage the implementation of curriculum change effectively.

2.8.4 Policy overload and contradictions

The implementation of curriculum change in South Africa exists in an environment that appears antagonistic to its success. Biputh's, (2008:232) citation of a comment made by Fourie *et al.* on higher education (quoted in Strydom and Strydom, 2004) that "*there needs to be recognition that institutions cannot do everything at once and that there is too much change into many areas in different levels of the higher education system*" is also relevant and applicable to endorse assertions on the predicament facing the SMTs in this regard. . Ornstein and Hunkins, (1998: 300-302) support this assertion. They express a concern that "*the current education system in South Africa has seen enough "band-wagon" which makes educators "innovation shy."* Programmes are introduced on top of programmes. Before teachers could adjust to a new programme, it is abandoned and a new one introduced". This suggests SMTs find it difficult to master skills of implementing a policy as policies are continuously altered. Undoubtedly, this problem of policy overload foils SMTs' function of sound management of the implementation of curriculum change

It is ironic that whilst the department of education expects SMTs to effectively manage the implementation of the NCS as curriculum change, it also makes demands of them to concurrently manage the implementation of policies that are likely to frustrate, demoralise, and even dampen the spirits of those charged to practice the NCS in secondary schools. The implementation of the *Education Labour Relations Council Collective Agreement No. 2 of 2003*, commonly known as *Resolution 2 of 2003*; and the "*No Fee Schools*" policy can be cited here as some of the policies that confuse the efforts of the SMT to manage the implementation of the NCS as curriculum change effectively.

2.8.4.1 The ELRC Collective Agreement No.2 of 2003

The ELRC Collective Agreement No.2 of 2003 or Resolution 2 of 2003 as it is commonly known, deals with the transfer or redeployment of teachers based on operational requirements. While there is much to commend the intentions of this policy of redressing the historical imbalances and establishing equity, the rationalisation and redeployment policy dealt a drastic blow to the education sector. According to Ramroop, (2004:3) and Motala, (2002:178), the implementation of this policy resulted in job insecurity, low morale, frustration, and disillusionment among teachers. Hence, ever since its implementation, the department of education has witnessed the exodus of many good and experienced teachers from the system.

Furthermore, not all teachers that have been put on the redeployment list have been suitably placed. According to Chisholm and Valley, (1996), as captured in Motala, (2002:185), some teachers continued to teach at their native schools with the dark cloud of being on a redeployment list looming on their

heads; while others were subjected to poor reception in the designated schools. Logically, this teaching force would find it difficult to cope with the implementation of a new curriculum as well as the uncertainty, frustration and disillusionment of having to be placed on the redeployment list or not being suitably placed, and not knowing what tomorrow will bring.

To rub salt to the wound, teachers in the releasing schools have to cope with an increased workload created by the transfer of their colleagues (Nemutandani, 2004:59). In some worst cases, schools pile classrooms to capacity with learners in an attempt to address a problem of work overload among staff. Obviously, this contradicts the principles of Outcomes Based Education that advocates for a classroom that is comfortable and conducive to learning (Department of Education, 2000a:13).

This precarious situation is further complicated by “make-shift teaching” practices. As a response to the gap created by the departure of teachers due to Resolution 2 of 2003, the remaining teachers are allocated to offer subjects for which they do not have relevant NCS content training not to mention college training qualifications and experience. In this context, it is evident that the rationalisation and redeployment policy does not only affect staff morale and learner attainment but has maximally created a serious state of instability in schools. It also poses a serious challenge to SMT in their pursuit for effective implementation of a new curriculum. As if this was not enough, SMT has to deal with the effects of a “No Fee” policy.

2.8.4.2 “No Fee Schools” policy

On the other hand, the “*No Fee*” policy advocates for non-payment of school fees by parents. This means the schools do not have to charge school fees because the government takes full responsibility for schools’ financial obligations. Ornstein and Hunkins, (1998:302) emphasises that school districts budget money for materials but fail to allocate funds for the creation of curriculum plan, its delivery within the classroom, or the necessary in-service training. This implies that government allocations for schools are not sufficient to cover the needs of the schools, especially the demands related to the effective management of the implementation of the NCS as curriculum change.

The successful implementation of OBE depends on the availability of adequate material, physical and human resources. Schools need sufficient financial capacity to procure and maintain these resources. In congruence with this viewpoint, Govender and Makwabe, (2007:4) succinctly captures the influence of this policy to the management of implementing the NCS when it reports that the no fee policy has a direct negative impact on the quality of teaching and learning.

It is ironic that while lack of resources is reported as one of the fundamental causes that impede a successful curriculum change implementation, the department forbids schools to charge school fees. Consequently, schools can no longer afford to purchase quality learning and teaching materials, build extra classrooms, and hire teaching staff especially where the department of education cannot fulfil its role.

The review of related literature suggests limited strategies with which SMTs could deal with a problem of policy overload and contradiction. With regard to the implementation of Resolution 2 of 2003, Motala, (2002:91) mentions that the process of declaring teachers as additional or in excess to the establishment is based on the department's Post Provisioning Model (PPM), learner-teacher ratio and the needs of a school. This suggests that in order to minimise the chances of redeploying teachers and increase the opportunities of gaining extra teachers, SMTs must develop and implement effective strategies to increase learner enrolment.

One method of attracting increased learner population in schools is through effective marketing strategies. As part of marketing methods, schools can improve stakeholders' involvement and produce excellent learner performance.

In unfortunate circumstances where schools have to declare teachers as in excess to their establishments, SMTs must guide this process with due consideration. This implies that they must not target particular teachers but identify excess or additional posts on the basis of the stipulated number of posts the school qualifies for in terms of the PPM. If indeed the school cannot operate effectively because of the transfer of "excess teacher", SMTs must communicate such to the District Office for substitute posts.

Regarding the "No Fee Schools" policy, SMTs must influence SGBs to embark on fundraising activities. The funds raised can augment state allocations in order to keep schools alive. This effort does not conflict the ideals of the "No Fee Schools" policy anyhow. In fact, the Norms and Standards for School Funding rests the responsibility on all public schools governing bodies to improve the quality of education by raising additional resources to supplement state funds (Motala, 2002:95). It must be emphasised that schools in the "No Fee School" category are not allowed to charge school fees. On this basis, the SGBs must be cautious and not treat the fundraising as "school fees." A striking difference between the two is, fundraising is for a particular project and in most cases it is voluntary or optional; while school fees is can be used for all expenditures that a school incurs and is often compulsory. In the context of managing the implementation of the NCS as curriculum change successfully, SMTs can persuade SGB expend some of the funds raised to purchase the relevant learning and teaching aids to supplement the supply of the department of education.

In closing, SMTs must be aware that no matter how inclement and contradictory the above policies might appear to the successful implementation of curriculum change, they also deserve to be implemented with diligence.

2.8.5 Lack of administrative support

Wiles and Bondi, (1989:226) proclaim that one of the main challenges that SMTs face in the execution of their role of managing the implementation of curriculum change is lack of sustained central office support and follow-through. The following quotation best sums up how Vally and Spreen, (1998:3) support this view: *“There is a degree of disjunction that exists between the national department of education’s power to create policy and the provincial department’s accountability of implementing policy in South Africa. The administrative structure of the provincial departments, schools and the mode of teaching that prevail are drawn from another theoretical framework, and the persistence of this ‘machinery’ ultimately crushes the curriculum reform. The curriculum outcomes become the victims of this dichotomy between policy conceptions and execution.”* An inference is drawn from this quotation that the management of the implementation of the NCS as a curriculum change in a school is likely to be jeopardised by poor connections that exist among the three spheres of education which are responsible for the management of a curriculum change implementation.

Conclusively, it appears that there is lack of established systemic approach in the educational process to monitor and support the implementation a new curriculum on continual basis. This misalignment can make it difficult for the department of education to detect problematic areas and provide requisite in a timely manner. Furthermore, lack of effective monitoring and support can have adverse effects on the organisation of in-service training programmes and the procurement of resources. The lack of administrative support can also lead to conclusions that the education authorities are indifferent and are also not aware of the challenges that SMTs encounter in the management and implementation of a curriculum change.

Finally, Ornstein and Hunkins, (1998: 300-302) express a concern that SMTs and teachers will not embrace change fully unless those officially responsible for the programme have shown or guaranteed their support for change. However, there are some ways and means can possibly help a school management team to deal with the effects of lack of administrative support.

School management teams can overcome this problem of lack of support from central and high offices in several ways. One way to tackle this challenge is through establishing good relations with stakeholders. In this way, SMTs must make the implementation of change a collaborative effort. Ornstein and Hunkins, (1998: 302) endorse that the successful implementation of a curriculum

cooperation of role players. When people participate, they gain understanding of it and commitment to its goals. This suggests that if a programme is to be implemented and institutionalised, all parties should perceive it as their programme, including its successes and failures. This sense of ownership is achieved by involving people with major aspects to influence the success of implementing a new curriculum. For instance, relevant portfolios in teacher unions can assist teachers with staff development on the know-how of implementing a new curriculum in a classroom situation; while sound relationships between the SMTs and the School Governing Bodies (SGBs) can provide immeasurable support with the provision of resources suitable for curriculum change implementation.

Finally, SMTs can deal with a problem of lack of administrative support by means of intensifying the implementation of the schools' supervision, monitoring, and evaluation programmes. Glanz, (2006:54) posits the view that during the implementation of curriculum change, not only the manner of teaching but also the content that is actually being addressed needs to be supervised as well. An aspect of SMT's function to supervise the process of managing the implementation of a curriculum change has been discussed in 2.7.3.4 above.

In closing, the researcher firmly believes that, over and above these strategies, the success of management of curriculum change implementation largely depends on the manner in which schools clarify lines of authority as well as on collaborative efforts among the school-based curriculum implementers.

2.9 CONCLUSION

In this chapter, endeavours were taken to explain some perspectives on the concepts *curriculum*, and *curriculum change*, what informs curriculum change, the theoretical underpinnings concerning the role of SMTs in managing the implementation of curriculum change, the constraints that face SMTs when managing the implementation of curriculum change, and the techniques that can be applied to manage these challenges in order to enable SMTs to manage the implementation of curriculum change in successfully their schools. An in-depth explanation of the National Curriculum Statement has also been attempted. The next chapter will present an explanation of the research design and methodology to be used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter on the review of related literature, the researcher examined literature on the topic of this study which has been narrowed into researchable questions. The reviewed literature has provided a critical synthesis of the SMTs' function of managing of implementing curriculum change; challenges which face SMTs in managing the implementation of curriculum change; and how SMTs can successfully deal with the challenges they experience in the process of managing the implementation of curriculum change. This has provided theoretical answers to the first, second and third research questions of the current study (section 1.2.2)

This chapter outlines a detailed description of the research design that was followed to generate empirical evidence to answer the research questions in this study. Specifically, the focus of this chapter is to describe the suitable research approach that was employed in accordance with the nature of this study. It also discusses the procedures followed in:

- selecting appropriate sites and participants;
- gaining access to the research site; and
- collecting and analysing data.

The next section focuses on outlining the research design of this study.

3.2 RESEARCH DESIGN

Mouton, (2001: 55) and Thyer, (1993) (cited in De Vos et al., 1998:123) state that a research design is a blueprint or a detailed plan of how one intends conducting a research project. Several writers have advanced definitions of the research design that are congruent with the above-mentioned definition. McMillan and Schumacher, (2006:117), for example, conceptualise a research design as a plan for selecting subjects, research sites, and data collection and analysis procedures to answer the research question in the most logical manner. This view corroborates with Creswell's, (1994:154) who maintains that a research design represents the plan according to which relevant data are collected. It presents a logical sequence that connects empirical data to a study's initial research questions and, ultimately, to its conclusion (Yin, 2003:20).

The purpose of a research design, in this project, can be defined in three categories. Firstly, a suitable research design can serve as a guide that helps the researcher to avoid a situation in which the evidence does not address the initial research questions (Yin, 2003:21). Secondly, with a carefully designed study the researcher can eliminate, and at least, reduce sources of error. Lastly, McMillan and Schumacher, (2006:117) attest that the goal of a sound research design is to provide findings that are judged to be credible. Credibility in this instance refers to the extent to which results approximate reality and are judged to be accurate, trustworthy, and reasonable. The implication of this is that the researcher is not necessarily looking for findings that can be generalised to a wider population although findings may be usefully applied to similar contexts elsewhere.

It is against this background that, the researcher agrees with Howard and Sharp, (1996:67) that a choice of a suitable research design is informed by the nature of research questions under investigation. This implies that, based on the nature of the topic to be researched, the researcher has a task to select an appropriate research design that can serve as a plan to collate and analyse data that are rich to answer research questions. In this study, the researcher's interest is to study how school management teams manage the implementation of curriculum change and how do they deal with challenges encountered in a specific context.

The nature of the research topic of this study is descriptive and explanatory. Therefore, a qualitative research design was used in this study. A qualitative research design was preferred for this study because it contains several features that enable the researcher to access information-rich sources, attain in-depth information, and meaningfully analyse data for better understanding of the phenomenon under investigation. These include the following motives:

- in qualitative work the researcher serves as the primary instrument for data collection and analysis (Miles & Huberman, 1994 as quoted in Conrad & Serlin, 2006:407);
- a qualitative researcher is concerned with understanding social phenomena from participants' perspectives in their natural settings (McMillan & Schumacher, 2006: 315; Conrad & Serlin, 2006:407). This suggests a qualitative design allows the researcher to interact with individuals or groups, whose experiences the researcher seeks to understand, in a face-to-face situation, in their own habitats and capture the realities that exist there. The researcher collects data in non-contrived situations without any manipulation of conditions or experiences. The researcher interprets phenomena in terms of the meanings that the participants assign to them (McMillan & Schumacher, 2006:315). Moreover, the researcher will use the participants' own language when reporting on the research findings;

- qualitative design is focused on understanding a given social setting, not necessarily on making predictions about that setting (Ary, Jacobs, Razavieh & Sorensen, 2006:455);
- it allows the researcher to collect data continuously until data are saturated. The researcher can collect data until he realises that no new information is available. Strauss, as quoted in McMillan and Schumacher, (2006:323) views saturation in data collection as a point at which additional collection and analysis no longer contributes to discovering anything new about the phenomenon. This can be evidenced by a repetition of what has already been said concerning the topic; and
- lastly, it allows the researcher to use more than one method of data collection (Conrad & Serlin, 2006:407). According to Maykutt and Morehouse, (1994:45), the data of qualitative enquiry are most often people's own words and actions; and this requires methods that allow the researcher to capture language and action of participants.

The researcher employed the focus group interview as a qualitative data collecting tool in this study. The basis for the selection of the focus group interview as a qualitative data collection technique and how it was employed in this study is discussed in the next section.

3.3 DATA COLLECTION METHODS

A method of data collection is typically the procedure that a researcher uses to obtain research data physically from the research participants. According to Conrad and Serlin, (2006:379) and Johnson and Christensen, (2004:379) qualitative research approaches typically make use of a number of different techniques of data collection. A qualitative researcher can use observation, interviews, questionnaires, focus groups, tests, analysis, and secondary data such as documents as methods of data collection to answer research questions. In this investigation, the researcher employed focus-groups interviews as data collecting techniques. The significance of the selected data collecting method is expounded below.

3.3.1 Focus group interviews

Lewis-Beck, Bryman, and Liao, (2004:391) define a focus group as a research interviewing process that is specifically designed to uncover insights from a small group of subjects on a particular subject of interest. Johnson and Christensen, (2004:185) and De Vos *et al.*, (1998:314) support this assertion by contending that a focus group consists of purposefully selected homogeneous participants who can provide the kind of information of interest to the researcher focussed on a predetermined topic.

There are contestations on the number of participants in a focus group. Lewis-Beck et al., (2004:393), for instance, emphasise that focus groups can comprise of six to eight participants; De Vos et al., (1998:317) mentions that groups can consist of four to six participants, while Johnson and Christensen, (2004:185) maintain that an effective focus group is composed of six to ten individuals. Nonetheless, it appears that these views agree that a reasonable size of a focus group which can provide the researcher with rich information is one that is easy to recruit and host. In addition, Johnson and Christensen, (2004:185) are of the view that the conduct of two to four focus groups as part of a single research study is quite common because it is unwisely to rely on the information provided by a single focus group.

In this study, the researcher established three homogenous sets of focus groups for interviews. There was a separate focus group for principals, HoDs and educators. The researcher opted to conduct the three separate focus-groups interviews for the following two main reasons:

- to enhance the participants' freedom of expression and free flow of ideas; and
- to eliminate a possible feeling of intimidation that might lead to the suppression of critical information needed in this study.

As outlined in Section 3.4.2 below, the first focus group consisted of six principals, the second is made up of six Heads of Department, and the third focus group was composed of six educators. However, it is preferable of the homogeneous participants in focus groups interviews to be unknown to each other (McMillan & Schumacher, 2006: 360). In accordance with this, the participants in a single focus group were drawn from different secondary schools which have been purposefully selected in this study.

According to Ary et al., (2006:481), focus group interviews are helpful when a researcher is investigating a topic that is new or one for which little information is available. Most particularly, when the researcher has, as part of the research objectives, to discover the barriers that impede certain practices and to evaluate how a programme is working or might be improved. In this regard, the implementation of curriculum change in secondary schools, which is a current phenomenon, has been reported to be plagued with challenges since its inception as cited in Section 2.8.

In addition, focus group interviews provide a number of advantages to this study. One of the primary advantages of focus groups is that they allow the researcher to gather multiple perspectives about a phenomenon that is under study in one sitting (Conrad & Serlin, 2006:380). Hence, McMillan and Schumacher, (2006:360) believe that by creating a social environment in which group members are stimulated by one another's perceptions and ideas, the researcher can increase the quality and richness of data through this more efficient strategy than one-on-one interviewing. Ary et al., (2006:481) concur that focus group interviews make more economical use of time and money than individual

interviews do. Conrad and Serlin, (2006:380) assert that a homogeneous group promotes discussion and are relatively economic in that one can gather information from a group of participants in three or four focus group meetings.

In this study, the focus group interviews were conducted in a semi-structured manner. A semi-structured interview technique was chosen because it is a basic method of data gathering that can be used to obtain in-depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivation, and feelings about a topic (Johnson & Christensen, 2004:183). According to Hitchcock and Hughes, as quoted in Saib, (2004:71), a semi-structured interview technique appears to be the most favoured by educational researchers because it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the participant's responses. Saib, (2004:71) mentions that one of the advantages of a semi-structured interview is that it provides uniform information which ensures comparability of data.

Conrad and Serlin, (2006:380) maintain that in focus group interviews, the researcher has a particular purpose and a set of guiding questions. The researcher, as an interviewer, leads a discussion with a designated focus group to examine, in detail, how the group members think and feel about managing the implementation of a curriculum change. The researcher guided the discussion by exercising limited control over the discussion and moving it from one question to another as suggested by Johnson and Christensen, (2004:185).

In addition to facilitating the focus group interviews in this study, the researcher tape-recorded the proceedings and took field notes with the expressed permission of the participants. McMillan and Schumacher, (2006:355) and Maykutt and Morehouse, (1994:45) state that the primary data of qualitative interviews are verbatim accounts of what transpires in the interview session. Tape recording the interviews ensures completeness of the verbal interaction and provides material for reliability checks; while the need for taking notes helps to reformulate questions and probes and to record nonverbal communication, which facilitates data analysis. Neither note-taking nor tape-recording had interfered with the researcher's full attention on the person during focus groups interview sessions as emphasised by McMillan and Schumacher, (2006:355).

The next section discusses the interview schedule.

3.3.1.1 The interview schedule

According to Patton, (2002:343), an interview schedule lists the questions that are to be explored in the course of an interview. An interview guide is prepared to ensure that the same basic lines of enquiry are pursued with each person interviewed. Thus, the interviewer remains free to build a conversation

within a particular subject area, and to ask questions spontaneously but with focus on a particular subject that has been predetermined (Patton, 2002:343). Therefore, for the purposes of this study carefully worded interview schedules (Principals, HoD & teachers interview Schedules: Appendices E, F & G respectively) were constructed, with the intention of permitting more latitude than in a structured interview.

Another important aspect of a research design is sampling which is discussed in the next section.

3.4 SAMPLING

This study engaged a purposeful sampling method. According to Johnson and Christensen, (2004:220), there are many different types of purposeful sampling used in qualitative research. The homogeneous sample selection, as one such a type of purposeful sampling, is employed to select a small group with a similar background for intensive study.

This criterion-based method enables the researcher to carefully hand pick information-rich cases for in-depth study. In addition, purposeful sampling provides logical grounds for representativeness or typicality of settings, individuals, or activities selected. In this way, the conclusions can adequately represent the entire range of variation, rather than only the typical members or some subset of range (Maxwell, 1996:71). Liamputtong and Ezzy, (2005:45) emphasise that non-probable samples include volunteers, sometimes motivated by certain gains or special interest in the topic. It was expected of the selected participants and sites to provide the researcher with hands-on feel of their experiences which would yield fruitful information about the phenomenon under investigation.

For the purposes of confidentiality and anonymity, the selected schools were addressed with pseudonyms. The two top performing schools were referred to as T1 and T2, the two average performing schools were tagged A1 and A2, and the low performing schools were addressed as L1 and L2 respectively. As a decoder, the letter and number were used to identify the schools according to their performance in terms of their Grade 12 pass percentage in 2008 in the APO. That is, letters 'T' stood for the top performing, 'A' represented the average performing and 'L' was used to for the low performing schools; and the digit was purposefully used to distinguish them according to numbers in a particular category, and not necessarily the schools' positions in the APO in terms of the 2008 Grade 12 pass performance. In the same manner, the principals, HoDs and teachers were addressed by fictitious names which corresponded with the codes attached to their respective selected schools. For instance, Principals T1, HoD L2, Teacher A1 and so on. The criteria used for choosing the sites and the participants are explained respectively in the ensuing sections.

3.4.1 Site selection

In this study, the researcher selected six secondary schools from the 23 secondary schools in Moretele Area Project Office. The Grade 12 learner pass rate in 2008 was used as the basis for selecting these schools irrespective of the circuits to which they are attached. In this regard, the researcher selected the two top performing, two average performing, and two low performing schools based on their 2008 Grade 12 final examination results. The APO's report on 2008 Grade 12 results was used as a document from which the selected schools were drawn.

The Grade 12 final examination results presented a reasonable determinant for three main reasons:

- It marked the culmination stage of the implementation of the NCS in secondary schools;
- It was the first time in the history of South Africa that all Grade 12 learners in public schools wrote the same examinations; and
- The examinations were set on the standards of the National Curriculum Statement.

3.4.2 Participants selection

The following presented indispensable participants and the basis of their selection in this study:

- Six secondary school principals. In addition to their position as ex officio members of the school management teams, the researcher selected principals because according to the Department of Education, (quoted in Brunton, 2003:C64), principals are responsible and accountable for the professional management of a public school. This suggests that principals are the custodians of curriculum change implementation at school level. Only principals who were actively in operation in 2008 were selected to participate in this study. This suggests that each of the selected schools shall be represented.

During the interviews four male principals attended. Out of which one was from the top performing schools' category, two from the average performing schools' rank and one from the low performing schools' group. A female principal from a top performing school and one male from a low performing school could not attend;

- Six Heads of Department (HoDs). The 23 Moretele Secondary schools have an average of two appointed Heads of Department per school according to their Post Provisioning Models. One HoD from each of the six selected secondary schools was sampled. HoDs are middle managers who are responsible for seeing that curriculum is implemented and therefore are actively involved in change management (Ndou, 2008:54). The HoDs with the highest number of years of service in their positions was selected from each of the participating schools. It was hoped that the

participants' years of experience will also reveal the extent to which they have transformed and embraced the implementation of the NCS.

A focus group of six HoDs comprised three female HoDs, one from each schools' performance category, and likewise were the three male HoDs that attended the HoDs' focus group interviews; and

- Six teachers. One teacher per school was selected. Only teachers that taught Grade 12 subjects in 2008 were sampled. Since it was obvious that a number of teachers were involved in the 2008 Grade 12 class, the researcher had to draw the lots in selecting one teacher from a list that taught the 2008 matriculants as provided by each of the participating schools. The researcher wrote the names of individual teachers on a piece of paper which was then folded and thrown in a box. In their presence, the researcher raffled and picked one name. The teacher, whose name was picked, was selected as a participant to the study. In the event that that teacher was not interested, a volunteer was sampled.

A final sample of the teachers' focus group, was made up of two female teachers (one from top performing schools' category and the other from average performers' rank) and four male teachers (one from top performing schools' category, one from average performers' bracket and two from low performing schools' category) was interviewed.

The next section deals with procedures that were employed in processing and analysing data in this study.

3.5 DATA PROCESSING AND ANALYSIS

In the present study, data were collected by means of focus group interviews from the purposefully selected participants and sites. Interviews were tape-recorded and followed by verbatim transcription.

Ary et al., (2006:490) asserts that qualitative data analysis involves attempts to comprehend the phenomenon under study, synthesise information and explain relationships, theorise about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known. The task of analysing qualitative data can appear as the most complex and mysterious phase of a research study but becomes more convenient if managed appropriately.

Maxwell, (1996:77) cautions that one of the commonest problems in qualitative studies is letting the unanalysed field-notes and transcripts pile up, making the task of final analysis much more difficult and

discouraging. In corroboration of this view, et al., (2006:454) states that the researcher does not have to wait until all data are “in” before beginning to analyse them. In this study, the researcher started with the analysis of data from the outset of the first interview, and continued to analyse the data while working on a research. This approach ties with McMillan and Schumacher’s, (2006: 322) contention that qualitative phases of data collection and analyses are interwoven and occur in overlapping cycles. Merriam, (1998:178) views data analysis as a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation. In this manner, active data collected blends into formal data analysis and ultimately the researcher can construct meaningful ways to present the data.

According to White, (2002:82), qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns (i.e., relationships) among the categories for plausible explanations. McMillan and Schumacher, (2006:364) and Leedy and Ormrod, (2001:150), concur that the process of inductive data analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. The researcher applied the Tesch’s approach in data analysis by following the steps outlined below as is succinctly captured in De Vos et al., (1998: 343-344):

- (a) Read through all the transcripts carefully and got sense of the whole;
- (b) Picked one document and made margin notes;
- (c) When this task was completed for several informants, a list of all the topics was made and clustered into columns where similarities existed;
- (d) This list was then be compared to the data. Then the topics were abbreviated as codes which were written close to the appropriate segments of the text;
- (e) The most descriptive wording were identified for the topics and then turned into categories;
- (f) A final decision on the abbreviation for each category was made and coded alphabetised;
- (g) The data material belonging to each category was assembled in one place and a preliminary analysis was performed; and
- (h) The researcher recoded existing data where necessary.

The interpretation of the findings was presented in a narrative form which was corroborated by direct citations from the participants. That served as confirmation of interpretations. The adopted data analysis process guided the researcher to draw empirical conclusions and recommendations.

3.6 TRUSTWORTHINESS

The trustworthiness of the research findings is established by the way in which the researcher deals with the validity threats. The following were anticipated as the validity threats and the possible strategies ruled them out of the findings of this research:

3.6.1 Inaccuracy or incompleteness of the data

The main threat to valid description, in the sense of what you saw and heard, is the inaccuracy or incompleteness of the data. The audio recording of interviews and verbatim transcription of these recordings; largely solves this problem Maxwell, (1996:89). In this study, the researcher used a tape recorder to capture accurate information correctly.

3.6.2 Misinterpretation of data

The main threat to valid interpretation is posing one's own framework or meaning, rather than understanding the perspective of the people studied and the meanings they attach to their words and actions (Maxwell, 1996:89). The most important check on such validity threat is to seriously and systematically attempt to learn how the participants in the study make sense of what is going on, rather than pigeonholing their words and actions in one's own framework. The strategy known as *member checks* is one of the main ways of avoiding this threat. According to Merriam, (1998:204), *member check* refers to a process of taking data and tentative interpretations back to the participants and asking them if the results are plausible. The researcher had revisited the participants to confirm or correct some interpretations attached to their thoughts and views.

3.6.3 Researcher's bias

An important threat to validity of qualitative conclusion is the selection of data that suits the researcher's existing theory or preconceptions and the selection of data that stand out to the researcher. In order to eliminate researcher's bias, Triangulation was applied.

According to Conrad and Serlin, (2006:380), triangulation is the process of obtaining information from a diverse range of individuals and settings, using several different sources, cross checking, and verifying sources of information through a variety of methods. The use of multiple sources of data and avoiding reliance on a single source enhanced corroboration of the conclusions. In addition, triangulation reduced the risk that the findings will reflect systematic biases or limitations of a specific method, and it allowed the researcher to gain a better assessment of the validity and generality of the explanations that shall be developed (Maxwell, 1996:75). In this study, the researcher triangulated the data by using

both literature study and focus-groups interviews in order to eliminate researcher's bias and guard against being misled.

3.7 ETHICAL CONSIDERATIONS

Ary *et al.*, (2002: 50) believes that when a qualitative researcher employs human beings as subjects in research, extreme care must be taken to avoid any harm to them. This means that the researcher has an obligation to respect the rights, needs, values, and desires of the informants (Creswell, 1994:165).

Several bodies dealing with human research have established codes of ethics to safeguard the rights of the participants in research. For instance, the Human Science Research Council (HSRC) in South Africa has a code of ethics which consists of ethical research guidelines. In this study, the researcher observes the following research ethics:

- The researcher approached the participants in person and communicates the aims of this study to the participants and assures them of confidentiality and anonymity;
- Written permissions were sought from the Moretele APO manager (Appendices A & B), and principals (Appendices C & D) of the selected secondary school to proceed with the study. In negotiating permission to do a study, the researcher had made it clear what the terms of the agreement were, and he had abode by them (Bogdan & Biklen, 2003:45). This means, the researcher has been careful and realistic in negotiations;
- The participants were informed of data collection devices and activities. Permission was sought to audiotape interviews so that the researcher could obtain accurate information.
- The researcher observed the right of the participants to remain anonymous and their information to be treated as confidential. These rights were respected, specifically, when no clear understanding to the contrary had been reached. In compliance with this consideration, the researcher employed stringent measures to conceal the names of participants and those of the institutions to which they were attached. Instead, pseudo/ code names were used.
- The researcher made the participants aware that their role was voluntary and, therefore, they had the right to withdraw from the study at any time should they feel uneasy with the processes;
- The researcher was sensitive to the on-going institutional activities and alerted relevant institutional representatives of the possible disturbances in such activities that might result from the conduct of the research; and

- lastly, as a token of the researcher's gratitude for their role, the researcher communicated his findings to the participants in a clear, straightforward, and appropriate language on their request (Ary et al., 2002:504).

3.8 CONCLUSION

This chapter focused on the research paradigm and an explanation of the methodologies used. Further, this chapter outlined the reasons for adopting the qualitative research paradigm together with fairly detailed data collection techniques and data processing and analysis stages. The focus of the next chapter will be on the analysis and interpretation of data obtained.

CHAPTER FOUR

ANALYSIS OF FINDINGS

4.1 INTRODUCTION

The preceding chapter focused on the research design and the methodology used to gather data in this study. This chapter deals with the analysis and interpretation of data collected by means of semi-structured focus-groups interviews. Specifically, this chapter aims at reporting on the empirical enquiry by providing answers to the main research question of this study, which is, how school management teams (SMTs) in Moretele secondary schools manage the implementation of the National Curriculum Statement as curriculum change. De Vos, Strydom, Fouché and Delport, (2002:318) maintain that the depth and intensity of data analysis are determined by the aim of the study. This suggests that the process of data analysis should respond to the questions that guided the study in the first instance.

4.2 BRIEF SYNOPSIS OF METHODOLOGY

In this study, data was collected means by of semi-structured focus-group interviews. Three homogeneous focus groups were established. Each focus group comprised six principals, six Heads of Departments (HoDs) and six teachers from the purposefully selected secondary schools in Moretele APO. The identity of the participants remained withheld throughout the study for the purposes of confidentiality and anonymity. Instead, they were referred to with pseudo names as alluded to in section 3.6 of this study.

The researcher used an interview schedule which served as a useful guide during the focus group interviews. The semi-structured focus group interviews were centred on issues drawn from the literature review. All focus group interviews were conducted face-to-face. The average interview took 60 minutes with a range from 50 minutes to 80 minutes. A tape recorder was used as "*Aide-Memoire*" or a helpful record of the interview process for later analysis. The researcher firmly believes that what was collected, though with some constraints, represents the reality of the experiences of the group members. The primary objective of the interview sessions was to get the feelings and thoughts of the sampled participants about their experiences and views regarding how the SMTs manage the implementation of the National Curriculum Statement (NCS) in their respective secondary schools.

The next section focuses on the process of analysing data.

4.3 DATA ANALYSIS PROCESS

Quantitative researchers begin their data analysis only after most or all their data have been collected. By contrast, in this study, the researcher began data analysis well before data collection was completed

– even as early as when the first interview had been conducted (LeCompte & Schensul 1999:149). In corroborating this approach, Flick et al., (2004:19) concur with De Vos et al., (2002:340) that a qualitative study involves an inseparable relationship between data collection and data analysis. In the light of the above views, the process of data analysis in the current study began with the investigator collecting a small amount of data.

Since the interviews were tape-recorded, the researcher started by transcribing immediately after each session while the researcher still had fresh and clear picture of the interviews (McMillan & Schumacher, 2006: 356; De Vos et al., 2002: 318). The field notes were added to consummate the interview data. This enabled the researcher to start analysing data after each interview. The transcripts were read thoroughly to get a sense of the interviews as a whole before making margin notes. After developing the margin notes, the researcher compiled a list of all the topics according to the participants' responses and clustered them into columns where similarities existed. The topics were abbreviated as codes, which were written close to the appropriate segments of the text. The aim of the coding phase was to create a central theme or "story line" that revealed (but not necessarily proved or refuted) whether the SMTs within secondary schools in Moretele APO manage the implementation of the NCS as curriculum change effectively, in spite of being marred with difficulties. The most descriptive wording was identified for the topics and then turned into categories. Finally, the data material belonging to each category, according to the commonality of the participants' responses to each theme question, was assembled in one place and analysis was performed.

Data analysis is the process of making sense out of the mass of collected data (Merriam, 1998: 178); De Vos et al., 2002:318). In this study, the process of making meaning out of the collected data involved some kind of interplay between, on the one hand, the theoretical considerations as captured in the review of related literature in this study, and on the other hand, the participants' perceptions and experiences on managing the implementation of the NCS as curriculum change captured during the exploration of the research field as suggested by Flick, von Kardorff and Steinke, (2004:253). According to Taylor and Bogdan, cited in Merriam, (1991:130), this approach helps qualitative researchers "*to come up with reasonable conclusions and generalisations based on a preponderance of the data*".

Creswell, (1998:139) asserts that qualitative data analysis presents a formidable task for most qualitative researchers. Incidentally, during the study, the researcher experienced some concerns relating to qualitative data analysis as stipulated by Gans in Merriam, (1991:95). This relates to a worry about the research activities and anxiety on how to make sense of what one is studying. Particularly, the process of bringing order, structure and meaning to the heap of collected data was not easy for the current researcher. Patton, (2002:432) confirms that the challenge of qualitative analysis lies in making

sense of massive amounts of data. This involves reducing the volume of raw information, sifting trivia from significance, identifying significant patterns and constructing a framework for communicating the essence of what the data reveal. Nonetheless, the researcher attempted to present participants' responses in a logical manner that integrates the variety of their experiences and views as were recorded during the interviews in order to make meaning to the findings of the present study.

The researcher tends to agree with Mothemane, (2003:60) that data analysis is the process through which the researcher understands more about the phenomenon under investigation and describes what the researcher has learnt with a minimum interpretation.

4.4 RESEARCH FINDINGS

The aim of conducting interviews was to get perceptions of the participants regarding how SMTs manage the implementation of the NCS as curriculum change in their respective secondary schools. This means, the researcher was incisive to know what is practically taking place in the participating schools concerning the management of the implementation of the NCS as curriculum change; the challenges they face; and the strategies they apply to deal with those challenges. There is evidence of mutual connections on the subject under investigation between the theoretical assumptions captured in Chapter 2 of this study and what really happens in secondary school context as evidenced by the data collected by means of interviews.

In terms of data analysis, these findings were appropriately organised into categories and sub-categories where suitable. The researcher organised the findings in the form of categories based on the themes derived from the interview schedules. The following layout for the categories obtained is used in this chapter:

- the role of the School Management Teams in managing the implementation of the National Curriculum Statement (NCS);
- challenges facing the SMTs with regard to the management of the implementation of the NCS;
- the strategies that the SMTs apply to address the experienced challenges that impede their effective management of the implementation of the NCS; and
- the effectiveness of the SMTs in managing the implementation of the NCS.

The findings discussed under each subheading were presented in subsections that were aligned to the relevant subcategories that emerged from the interview data.

4.4.1 The role of the SMTs in managing the implementation of the NCS

During data collection, it was realised that the overwhelming majority of the participants had a fair understanding of what constitutes the role of SMTs with regard to managing the implementation of the NCS. From their respective focus groups, the participants expressed considerable similarities in most cases concerning what they perceived as the function of the SMTs in managing the implementation of the NCS. Largely, their views are endorsed by the findings in related studies.

The interview data revealed that in managing the implementation of the NCS, the SMTs have various roles to fulfil which among others include the following:

- Creating a favourable school environment;
- Planning for the NCS implementation;
- Organising workloads and resources;
- Supervising and guiding the process of NCS implementation;
- Managing supportive relationships with stakeholders; and
- Evaluating the implementation of the NCS.

These important aspects were generated from the responses of the participants during the interviews on their views regarding what constitutes the function of SMTs in managing the implementation of the NCS, and are discussed in detail below:

4.4.1.1 Creating a favourable school environment

The overwhelming majority of participants in this study expressed the view that a school management team has the responsibility to create a suitable school environment for the implementation of the NCS. The establishment of a conducive teaching and learning setting in this regard involves the development and implementation of appropriate school-based policies and plans that focus on the management of implementing the new curriculum. Principal A1 responded as, *“My role is to come up with systems that will be in place in managing this new curriculum”*. In this context, it is understood that “systems” refer to policies and internal administrative and logistical procedures that can guide the process of implementing the NCS. Hence, this immediate response from Principal L2: *“The issue of policies is very much important in assisting one to manage the NCS”*. Teacher A2 expressed a similar view: *“The SMT makes sure that they put policies in place in order to manage the implementation of the NCS successfully.”* Teacher L2 specifically elaborated that the SMT has a function to develop and

implement “*policies on class visits, code of conduct for learners as well as for educators regarding classroom issues*” in preparation for the successful implementation of the NCS. In addition, the participants collectively pointed out that prior to the enactment of the NCS, a school management team has a task to ensure that teachers are familiar with the NCS. HoD T1 said, the SMT must make sure that “*teachers get a full knowledge of the nature of the curriculum*” before the commencement of full implementation. In concurrence with this view, HoD T2 said it is important for the SMT to ensure that “*educators understand and interpret NCS correctly and what is required in terms of outcomes-based approach*” prior to its implementation in classrooms. From these interview responses, an inference can be made that the participants believed that the SMTs have a responsibility to understand the underpinning intentions of the NCS and have full understanding and practice of OBE and use these elements to determine and influence school climate and culture in the interest of productive teaching and learning.

The review of related literature (section 2.7.3.1) confirms what the findings of the current study revealed in respect of the function of the SMT to create a supportive school environment. According to Van Deventer and Kruger, (2008:14), Briggs and Sommefeldt (2002:83), and Limahieu *et al.*, (1997:583) SMTs are responsible for the modification of the current school’s climate and culture in order to create an environment that befits the effective implementation of curriculum change. Van Deventer and Kruger, (2008:11) postulate that a favourable climate has a strong directive and influence on the motivation and achievement of learners and educators, as well as on the culture of learning and teaching. Predominantly, the establishment of a conducive teaching and learning school background is a prerequisite to the implementation of curriculum change in schools. The SMTs set a climate and culture receptive to change through careful planning (Van der Westhuizen, 1995:212).

The findings also emphasised the importance of planning for implementation of the new curriculum as a role of the SMTs. The next section discusses the empirical findings in respect of planning for the implementation of the NCS.

4.4.1.2 Planning for the implementation of the NCS

The participants expressed the view that planning involves the establishment and administering of policies and plans that will govern the effective implementation of the NCS. The interview data revealed that it was a widely known fact among the participants that planning for a successful implementation of the NCS must be a consultative effort between the SMT and teachers. However, the members of the SMT take a leading role in this endeavour. This was evidenced by the response of HoD T1: “*In my school we start with holding subject departmental meetings where allocations of duties are done. Then we draw a general timetable. HoDs see to it that they gather different policies. The school policy, the*

subject statement, assessment guidelines all documents needed in the NCS; drawing of subject pace setters, year planners, work programmes, assessment programme; provide all educators with all the documents at the beginning of the year". Teacher L2 expressed a similar view: *"Well, we start planning during the fourth term for the following year. We meet as departments guided by our HoDs for work allocations and table our needs for the following year"*.

From the data gathered during the interviews, it was clear that the SMTs arrange and consolidate teaching and learning activities by means of a school timetable. The response of Principal T2 attested to this view: *"it is very important in planning to ensure that there is a timetable. It is our task as management to draw a timetable that complies with the NCS"*. Teacher A2 expressed a similar view: *"The SMT must ensure that a school timetable is done according to the requirements of the NCS. A timetable is a key instrument in the implementation of a curriculum"*.

The interview data evidenced that the overwhelming majority of the participants were also aware that in the advent of curriculum change to the NCS, there were policy documents developed to assist the managers in planning for a successful implementation of the NCS as curriculum change. These documents include the Overview Document, Subjects Statements, Subject Assessment Guidelines, and National Protocol on Assessment are some of the key policy documents that the SMTs could use to develop and implement school-based programmes which focus on the implementation of the NCS. Particularly, the participants agreed that the SMTs could find these NCS policy documents helpful in the establishment and administration of a general school timetable, assessment programmes and monitoring plans. This is the response of Principal A1: *"Those documents [Referring to the National Protocol on Assessment (NPA), Subject Statement, and the Subject Assessment Guidelines (SAG)], are important because they give guidelines as to what must be done at school level. The Protocol on Assessment tells how we should go about in assessing learners, it also stipulates the number of tasks to be given and even the weighting as you compile that report sheet, and how often should you result learners. The Overview document is our bible. It shows how much contact time should be given to each subject on the timetable"*.

The findings of related literature endorse the above views of the participants. In section 2.7.3.2 of this study, it is indicated that the planning phase of management in respect of the implementation of curriculum change must be a collaborative effort in which key stakeholders are involved. Department of Education (2000b:2) states that the new education policy requires school managers to work in democratic and participatory ways to build relationships and ensure efficient and effective service and curriculum delivery. In secondary schools setting, the success of curriculum change implementation depends on collaborative efforts among SMTs, school governing bodies (SGBs), representative

councils for learners (RCLs), parents, and teachers. In this regard, as school management teams plan with stakeholders, they should also provide them with feedback on regular basis. Department of Education (2000c:19) emphasises that if people feel that they are important to the change process and understand why the change process is important, they are likely to support it. However, none of the participants referred specifically to the levels of planning for curriculum implementation as captured in further related literature review. Department of Education, (2000e:19) maintains that in managing the successful implementation of the NCS, the SMTs must carry out scrupulous planning at macro, meso and micro levels within the school. These planning and their management levels are briefly described below:

- *Macro planning level*

Macro planning is the level of planning for the school that involves the whole school. This level involves the school managers, the school governing bodies (SGBs) and the representative council of learners (RCL) as well as the whole staff. It includes the vision, mission, and curriculum needs which include education of learners with special educational needs (ELSEN), multi grade classrooms and gender issues (Department of Education, 2000e:20).

- *Meso planning level*

Meso-planning involves planning across learning programmes for each phase, so each of the grade educators within the phase is involved. Planning and management at this stage helps eliminate curriculum overload and identifies gaps. It addresses important issues of classroom management like the special management techniques necessary in multi-grade classrooms, multilingual classrooms and techniques to enable successful inclusion of learners with special education needs (Department of Education, 2000e: 23). It must be indicated that Principal A2 attempted to highlight this level of planning when he cited that as part of planning his SMT *“also to provide time for educators who teach the same subject to plan together on how they are going to diversify their subjects”*.

- *Micro planning level*

Micro planning level involves everything that happens within each classroom. The Department of Education, (2000e:24) suggests the following micro planning:

- The creation of a safe, empowering learning environment;
- The application of educator’s skills as facilitators, mediators and managers of learning;
- Employing teaching strategies applied to the design of effective learning experience;
- The use of resources;
- Time management;

- Class organisation (group work, whole class teaching, individual learning, co-operative learning and planning a physical OBE classroom)

The next important finding is based on the function of the SMT to organise workloads and necessary resources.

4.4.1.3 Organising workloads and resources

The data gathered from the interviews reflected that the participants shared a common understanding that a school management teams are responsible for organising and arranging necessary resources for a sound implementation of the NCS. The participants unanimously explained that when organising, the SMTs focus on arranging workload among teachers and the provisioning of suitable resources. The participants presented the view that the SMTs, and particularly the HoDs, allocate workload to teachers in their respective subject departments. HoD T1 said, *“We start with holding subject departmental meetings where allocations of duties are done.* Educator L2 expressed a similar view: *“We meet as subject departments guided by our HoDs for work allocations and also table our needs for the following year”.*

Regarding provision of learning and teaching support materials, the participants collectively expressed the view that the SMTs have a function to organise the resources without which the implementation of the NCS would be impossible in secondary schools. Principal A1 validated this view when he articulated that the SMTs have a responsibility *“to provide resources to teachers and learners for effective teaching and learning”.* Similarly, HoD L1 said, the SMT has a task *“to see to it that the school has all the necessary resources. Be it physical, financial for the implementation of the NCS. We make sure teachers have subject specific NCS policy documents like Subject Statement, Assessment Guideline, and Learning Programme Guidelines”.* Teacher L2 responded as: *“The SMT, and especially our principal, does his best to organise the resources like study aids, textbooks, DVDs, radio-tapes et cetera et cetera”.* He added that in his school, they *“make sure the SGB provides finances to buy learning and teaching materials for learners and educators”.* In addition, he indicated that the SMTs have a task *“to ensure that recruitment of the staff is suited for the curriculum of the school”.*

In addition, the participants demonstrated a common understanding and awareness that in the light of increased decentralised governance within the education system, however toll the order might seem, the schools have the latitude to select and order the textbooks they deem suitable to help the learners to achieve the expected outcomes. The response of HoD T1 confirmed this view: *“We select textbooks and other teaching and learning aids from a list in the catalogue supplied by the department”.* Principal

A1 said, “*There is a special amount meant for purchasing of LTSM in our annual budget allocation from the department*”.

The above views are supported by the literature findings as captured in section 2.7.3.3 of this study; wherein Department of Education, (cited in Brunton, 2003:C64), asserts that the SMT is responsible for the allocation and distribution of work among teachers in an equitable manner. The SMT must ensure suitable distribution of work among teachers, including placing teachers in subjects and grades that they are qualified and experienced to teach. A poorly balanced workload, which often leads to some teachers being unfairly overloaded, can be a source of resistance. In addition, Glanz, (2006:88) maintains that SMTs should make available for teachers a variety of instructional materials and technologies to enhance instructional delivery.

The review of related literature, section 2.7.3.3, further confirms that the SMTs also have a responsibility of organising resources that are appropriate to sound implementation of curriculum change. This includes the costing the process of implementing the NCS in terms of resources. According to Ndou, (2008:69), the department of education at all levels has devolved the responsibility to select a suitable textbook to schools. This suggest that, SMTs must guide and support teachers to choose their own curricular texts and instructional materials that can be helpful to learners to achieve the required learning outcomes according to established standards. In endorsing this view, Department of Education, (1997:5) stresses that the SMTs must guide the school governing bodies (SGBs) to establish a tight budget that is dedicated to the initiative of curriculum implementation and which cannot be used to fund other activities. The SMTs must allocate realistic amount in order to ensure that the implementation of change becomes a success.

The findings in this study also revealed that it is the function of the SMTs to supervise the process of implementing the NCS as curriculum change in schools.

4.4.1.4 Supervising and guiding the process of implementing the NCS

The majority of the participants were aware that the SMTs play significant role in supervising and guiding teachers to implement the NCS effectively. Principal L2 said, “*It is our task as the SMTs and principals to guide the process of NCS implementation*”. Educator T2 expressed a similar understanding: “*We expect HoDs to guide and lead us so that we do the right things regarding NCS implementation*”. Unfortunately, the interview data revealed that this common understanding about the supervision, as a management function of the SMT, is overshadowed by what happens in reality. The

following subsections encapsulate how the participants describe the way in which the SMTs supervise the implementation of the NCS.

4.4.1.4.1 Monitoring the implementation of the NCS through compliance checks

The interview data revealed one way in which the SMTs have to supervise the implementation of the NCS is by means of regular monitoring of the portfolio files of teachers and of learners to ascertain if teachers conform to the NCS policy imperatives. Teacher A2 said, *“Almost once a month, our HoD would ask for learners’ books to check if the number of tasks that was agreed upon is given. She would also ask for my file to check the lesson preparations and progress in as far as the completion of work schedule is concerned”*. HoD L2 expressed a similar view that the SMTs monitor teachers’ compliance with the NCS *“through regular monitoring and moderation of learners’ books. In that way we can tell if teachers are right or not right by learner performance. Because we continuously evaluate the work of the learners in conjunction with what the teacher is doing”*. HoD T1 seconds this view: *“The planning, the work schedule that the educator submits to the HoD will serve as a guide as to what has to be covered. HoD must check written work of learners may be once a week. We must moderate those to see what a teacher teaches is correct. Have a monitoring tool with specific dates. This can help to assess whether teachers are on track regarding syllabi progress and the expected standards”*. In addition, HoD T1 reiterated, *“Before teaching is done, the HoD ensures that a teacher has thoroughly planned for the lesson. Not only planned but also planned according to the NCS. The main themes, the Learning Outcomes and the Assessment Standards and all activities to be given to learners must appear in the lesson plan”*.

What the interview data revealed as the views of the majority of the participants regarding the SMTs’ role to monitor the compliance of teachers with the NCS enjoys the support of related studies. Department of Education, (2000a:2) for instance, postulates that all public schools in South Africa must implement the new curriculum in accordance with the national department of education’s policies and plans. In this regard, the new approach is a set of guidelines for how schools can put the curriculum into practice and it is the responsibility of the SMTs to ensure the effective management of all aspects of the curriculum change implementation. It is also captured in the review of related literature, section 2.7.3.4, that in the process of supervising the correct implementation of the new curriculum, the SMTs must lead and guide teachers about the correct content, assessment method, and ways and means with which a new curriculum can be effectively implemented in all secondary school grade levels (Grades 10-12). However, it emerged during the interview that in practice, the SMTs are somehow not consistent with their monitoring of teachers’ compliance with the NCS in all grade levels in secondary schools.

The interview data revealed that, in as far as compliance to the NCS is concerned, the SMTs focus mainly on monitoring what happens in Grade 12 classes and ignore Grades 10 and 11 classes. Even in the Grade 12 classes, it appeared that the SMTs are only concerned with NCS compliance in respect of fulfilling the required assessment tasks in preparation for external School-Based Assessment (SBA) or Continuous Assessment (CASS) moderations conducted at the APO and provincial levels. This is the response of HoD T2: *“A major weakness with this system is that more emphasis on monitoring of compliance to NCS requirements is on the Grade 12s because of the external CASS moderations done on quarterly basis in the APO and Province. The Grades 10 and 11s are being neglected. We do not have time to check if teachers comply there. The only things we check there (in Grades 10 and 11) are the term tests and half-yearly examinations because we must issue reports to parents”*. In confirming this view, Teacher A1 said, *“We educators who teach Grade 12 classes are the most stressed. You must make sure that you do everything: assignments, monthly tests, projects, lesson plans with Learning Outcomes and Assessment Standards and complete the syllabus”*. Principal A1 confirmed that the SMTs do not perform monitoring of compliance consistently as they mainly focus on a required number of formal assessment tasks for SBA marks. He articulated, *“The issue the monitoring of lesson plans gives us a problem because there are various subjects in our school. Some subject teachers say they prepare one lesson plan per week; some will take three weeks, and some teachers say four weeks. Sometimes you find one lesson plan for the whole quarter. When one asks, they say that is how they were trained do lesson plans in their subjects”*. A further study also confirms that there are problems regarding the monitoring of compliance to the NCS. Jansen, (2008: 1) states that *“some teachers would ignore the curriculum prescripts entirely, but ensure that they adhere to the administrative wrapping for reporting achievement”*. It came up during the interviews that the SMTs do not only monitor curriculum implementation through compliance checks; but also by means of classroom visits.

4.4.1.4.2 Monitoring curriculum change implementation through classroom visits

The participants expressed the view that the SMTs can also control and guide the implementation of the NCS through classroom observations. Of paramount importance, the interview data revealed that the participants were aware that the SMTs have a role to conduct classroom observations to monitor that teachers use the Outcomes-Based Education approach to deliver the NCS content in the classroom. In the same way, a classroom visit can be helpful to verify if teachers progressively teach what is required in terms of the pace setter and lesson plan. The following responses confirmed this view: HoD A1 said, *“We must conduct class visits to check if teachers use the OBE method. And if not, we must guide and support them”*. Teacher L2 said: *“I think the SMT must do class visits to monitor how we teach, whether we use OBE or not. They must also check whether we implement lesson plans*

and we are progressing with workload in terms of our pace setters. Where we don't do well, they must help and support us".

The collected data showed that in real situations, the SMTs do not necessarily use classroom visits to monitor the implementation of the NCS. Instead, the SMTs observe teachers in practice only during the time of implementing the Integrated Quality Management Systems (IQMS). The response of Teacher A2 confirmed this view: *"We only see HoDs coming to our classes during IQMS; otherwise we do not have even classroom visit forms and plans in my school. For IQMS, yes they do come to class, not anything else"*. It is discernible from these views that in practice the SMTs do not have meaningful tool and plans to conduct classroom visits.

The literature review (section 2.7.3.4) states that the SMTs act in direct support of the implementation of a new curriculum when they conduct purposeful classroom observations. In this instance, the classroom observation of teachers in action is conducted not for evaluation purposes, but to engage teachers in instructional dialogue about classroom practices (Glanz, 2006:55). In conforming to the sound planning practices in section 4.2.1.2 above, the SMTs must develop and communicate a classroom visit programme with teachers. During class visit the SMTs must ensure that classroom activities are in accordance with OBE norms and standards, that is, they are learner-paced and learner-centred, and that teachers adhere to the subject policy in as far as the new work schedules, pace setter, lesson plan and learner assessment programmes are concerned. The reward of a meaningful classroom observation in this context is in twofold. While the SMTs monitor what is happening in the classroom and how it is being done and what are the effects and outcomes, they also detect areas that need immediate intervention in order to enhance the effective implementation of the NCS at classroom interface. The next considerable aspect discussed during the interviews is that of profitable use of time.

4.4.1.4.3 Monitoring effective time management

On the question of monitoring teaching time, all the participants concurred that the SMTs ensured that time is managed by organising general school timetables and year planners in order to protect the teaching and learning time. The participants collectively demonstrated that they were aware of the nominal time allocated to individual NCS subjects as well as the duration of a normal school day. HoD A1 said, *"The way we manage time to ensure successful implementation of the NCS is different from the old curriculum. For instance, our school timetable must satisfy the time allocated to each NCS subject"*. HoD L2 confirmed that, *"Our normal school day is at least seven hours. Therefore we do not have a problem with ensuring that each subject gets the contact time it deserves"*. Regarding the significance of a year planner in the management of the implementation of the NCS, Principal A2 said, *"In my school we have a year planner which shows all activities we intend to hold through out the year"*.

Principal T2 expressed a similar view: *“Usually, we design a school year planner so that we manage time effectively in order to protect teaching and learning in our school”*.

A common practice within the Moretele secondary schools exposed during the interviews, is that the SMTs use period attendance registers to enforce and monitor both learners’ and teachers’ attendance to periods. Principal T2 said, *“A time register is important to assist the SMTs to monitor period attendance because they cannot physically check if teachers are in class every time”*. Principal L2 responded as, *“Period attendance registers help us to protect teaching time”*. Nonetheless, the participants raised some reservations concerning the use of period attendance registers.

The participants unanimously declared that the SMTs encounter an array of challenges concerning the management of period attendance registers. This view was supported by the remarks of Principal T2: *“period registers are only effective if you have time to check but there is also a weakness in that sometimes learners mark a teacher present simply because that teacher came and greeted them”*. Principal L2 elaborated that, *“Monitoring of period registers is a challenge. You will find that the first three months you will be able to check it. But as time goes on, it becomes difficult to make follow-ups to teachers as well as the learners because of the workload and commitments that a principal may have. The issue here is consistency in doing it. But I think the period register does help”*. During the study, it was also revealed that some teachers tend to ignore period attendance registers in schools. The response of Teacher T2 confirmed this: *“In my school, we agreed to sign period registers but sometimes we forget. In most cases those educators who always go to class late and leave early are the ones that ignore it”*. A similar view was uttered by Teacher A2: *“some members of the SMT also do not sign the period register”*. In addition, HoD A1 remarked, *“The problem is that those registers are kept by learners in classes. Sometimes that girl or boy does not come to school for two to three days and you go or do not go to class on those days. So it is difficult to manage period attendance registers sometimes”*.

The review of related literature, section 2.7.3.2, corroborates the practices of the SMTs in the Moretele APO regarding how time is managed. According to Ndou, (2008:40), the introduction of OBE curriculum in schools necessitates a fresh look at how time is being managed to the best advantage of school management, teachers, and learners. Furthermore, Department of Education, (2000b:7) endorses that a school timetable is the definite plan for the implementation of the curriculum and is the starting point for teaching and learning. When drawing a school timetable, the SMTs must ensure adherence to the stipulated distribution of time for each subject. Van der Westhuizen, (2000:191) states that inefficient use of time is a possible symptom of ineffective management. In fact, as a sign of proper management,

a school must have a timetable in place by December of each year so that educative teaching can start as soon as the schools reopen for the first term of the following year.

Regarding the overall supervision of the implementation of the NCS through monitoring, the participants believe that intensive instructional supervision is important, especially at the level of the initial implementation of this new curriculum are substantiated by the review of related studies. In section 2.7.3.4 of this study, Department of Education, (2000c:12) and Ornstein and Hunkins, (1998:314) agree that the SMTs are responsible for overseeing and directing the implementation of a new curriculum. Briggs and Sommefeldt, (2002:286) expatiate that the SMTs have an important role to play in improving the quality of teaching and learning activities in the school by providing guidance and direction to teachers on how to improve teaching services. The basic objective of supervising the implementation of a new curriculum, according to Glickman, (2004:162), is to ensure that learners are receiving the best possible instruction they can from their teachers. In closing, Glatthorn, (1997:85) cautions that, *“without supervision, and left to their own devices, teachers will emphasise what they know best, without being overly concerned about the new curriculum”*. The next paragraph explains the findings in respect of how the SMTs provide support, guidance and follow-ups to teachers in the wake of conducting effective monitoring.

4.4.1.4.4 Providing curriculum support , guidance and follow up

It became evident from the collected data that the majority of the participants were in agreement with a view that the SMTs demonstrate control of the implementation of the NCS by means of providing meaningful support, guidance, and follow-ups to teachers in order to practise the NCS meaningfully in the classroom. However, the participants' opinions in this regard were somehow overshadowed by what transpires in real-life situations at schools. Teacher A2 said, *“We expect HoDs to give us help and support so that we can perform better. However, the conditions are different in my school. My HoD does not know my subject, Consumer Studies, and my subject advisor is far. She is in Brits”*.

This response indicates that in some cases teachers do not receive the necessary support and guidance especially from within the school to practise the NCS meaningfully. In fact, the participants conceded that it was only possible to provide effective support and guidance if they had necessary knowledge and skills. This is the response of Principal T2: *“It depends on whether as a principal you are competent in that particular subject. I should be saying we are not able to provide guidance and support. The subject advisors are also unable to assist”*. Teacher L1 echoed the same view: *“My situation is frustrating if not discouraging for both myself and my HoD. He does not have knowledge of Physical Science. To me it is worse because my learners cannot pass the subject and there is no one in the school to help the learners and myself to improve the results”*. Principal L2 supported this feeling:

“We are not sure whether what we do in the means of guidance helps teachers because we are not trained”.

The interview data proved that in spite of the difficult context in which they operate, the SMTs in Moretele secondary schools provide opportunities to teachers to increase their knowledge and skills to meet the demands of the NCS. HoD L2: *“We encourage educators to attend subject meetings with others to share ideas so as to be more informed pertaining to the subject”.* This view was corroborated by the response of Teacher L1: *“Well, they allow us time to attend NCS workshops. For instance, we spent about a week attending content-training workshops at the APO around March-April this year. They also support us with our further studies. They give us leave to attend lessons and write examinations”.* Principal A2 said that in his school the SMT allows teachers to *“attend department-sponsored content training courses. For instance, two of my educators completed a Maths ACE course and have graduated”.* Conversely, not all the SMTs succeed in this initiative. The collected data revealed that some teachers do not register for programmes that can empower them to practise the NCS effectively in the classrooms. Principal T2 expressed this view in the following manner: *“It is very rare that you find an educator enrolling for a degree or diploma in a subject that he/she teaches. Even the department compounds the problem; it gives people ACE in curriculum development, Education Management etc”.*

4.4.1.5 Managing supportive relationships with stakeholders

The participants expressed a common view that it is also part of the management role of the SMTs to establish and manage sustainable partnership with the stakeholders in order to facilitate the successful implementation of the NCS. Collectively, the participants indicated that the demands of implementing the NCS require the collective support of key role players in education which involve the parents, SGB, unions, and community structures which include, tribal council, ward committee, local branches of various political parties) to materialise. Teacher T2 enunciated, *“To implement a curriculum that is as demanding as this NCS, schools must effectively involve the parents and SGB in order to improve results. These are the immediate and key role players in our education”.* Principal A2 said, *“One of my roles is also to encourage parents to be involved in supervising and supporting learners at home”.* He added that in his school the SMT involves the SGB with curriculum issues so that the SGB can *“provide finances to buy learning and teaching materials for learners and educators where necessary”.*

The participants expressed the view that the involvement of teachers’ labour unions can be helpful to the successful management of the delivery of the NCS. Teacher T1 confirmed this view: *“The SMT must also involve social partners in managing the implementation of the NCS. Nowadays unions are very important, for instance say a particular educator does not come to school regularly and is always*

behind with submissions. Such an educator has a negative bearing on the teaching and learning in the school. So principals must have good relations with all stakeholders". HoD L2 said, "Unions can also help in the discipline their members who commit misconduct. Especially, where that educator makes learners to suffer and fail".

In the same way as with teacher unions, the participants unanimously attached unparalleled value to the involvement of community structures. Teacher L1 argued thus: *"We should not undermine how helpful the tribal authority and local structures can be in our school. They have power to call community meetings and in those meetings make parents and learners aware of the importance of education. They can help us with discipline of learners. In my school, we work with one local political to run extra lesson on Saturdays and even during holidays. They are indeed helpful in many ways".*

The above responses address the question on how the SMTs involve the stakeholders on the management of the NCS in their respective secondary schools. From the above responses, it is apparent that the participants have a credible knowledge of who the key partners in education are at school level; and how much value they can add to the SMTs' quest for sound management of the implementation of the NCS.

The review of related literature (section 2.7.3.6) upholds the views of the participants in this regard. Department of Education, (2000c:30) posits that the new policy framework is based on the belief that schools can only prosper if they are guided by new forms of governance which emphasise the interrelatedness of different stakeholders in the education process. Governance in this context is concerned with relationships between the SMTs and direct stakeholders such as the department of education at all levels, educators, learners, parents, and teacher trade unions. Furthermore, the new education policy requires school managers to work in democratic and participatory ways to build relationships and ensure efficient and effective use of resources and services in order to deliver a new curriculum successfully (Department of Education, 2000c:2). Most importantly, research reports that engaging parents in an active role in the school curriculum can open alternative opportunities for children to succeed in academics (Kruger, 2002:49). However, the next section discusses how the SMTs carry out the task of teacher development.

4.4.1.6 Providing opportunities for teacher development

The interview data revealed that it is the task of SMTs to provide the teachers with opportunities to develop professionally so that they can deliver the NCS effectively in the classroom. The interview data indicated that most members of the SMTs in Moretele secondary schools make every effort to empower themselves mainly with skills to manage the implementation of the NCS meaningfully. To confirm this

view, Principal A1 said, *“Some of us take pains to enrich ourselves through consulting with colleagues from other provinces and attending seminars that deal with the management of the implementation of the NCS”*. Principal T2 maintained that members of the SMT must *“upgrade themselves and be readers”* in order to close a gap caused by lack of training.

Unanimously, the participants declared that the SMTs encourage teachers to attend workshops, meetings and seminars that deal with the implementation of the NCS. This is HoD L2’s response: *“We encourage educators to attend other subject meetings with others to share ideas so as to be more informed pertaining to the subject”*. In addition, SMTs encourage teachers to empower themselves through registering with higher education institutions for programmes that can enhance their skills to deliver the curriculum.

In section 2.7.3.5 of this study, Department of Education, (cited in Brunton, 2003:C64) endorse the views captured in the interview data that SMTs are responsible for the development and implementation of staff training programmes, both school-based and externally directed. This means, the SMTs are as much responsible for managing the implementation of school-based professional development activities as they are for ensuring that teachers participate in the externally organised teacher development programmes.

Regardless of these interventions, the participants illuminated that the SMTs experience a downturn in these endeavours, especially the department-sponsored initiative of Advanced Certificate in Education (ACE) and the NCS content-training workshops. It emerged as a concern from the interviews that the teacher training programmes, disrupted teaching and learning in schools. This is the response of Teacher L2: *“The timing of workshops is a problem. They cause discipline problems in schools. Learners are left without four to five teachers for three to four days as teachers will be attending training workshop”*. The following response of Principal T2 supported these views: *“They attend on Fridays which impacts negatively on the timetable and teaching on those days”*. From these views it become clear that the timing of these teacher development programmes, which are conducted during the week, also contributed to the issue of poor learner discipline in secondary schools as it was earlier alluded to in this section.

In closing, the interview data revealed evaluating the process of implementation of the NCS as a final role of the SMTs.

4.4.1.7 Evaluating the implementation of the NCS

What was also clear from the interview data was that the majority of the participants were aware that evaluations as task of the SMT should indicate the degree of success in respect of the implementation of the NCS. The participants unanimously pointed out the view that the SMTs consider learner performance as a suitable but not ultimate yardstick to measure the effectiveness of the implementation of the NCS. This is the response of HoD L2: *“We continuously evaluate the work of the learners in conjunction with what the teacher is doing. We can tell whether the teacher implements curriculum right or not right by learner performance”*. Teacher T2 made the following comment: *“We normally use learner performance to evaluate our work. In fact, learner performance appears in the agenda of our monthly departmental meetings and staff meetings”*. These views were corroborated by the response of Principal A2: *“On monthly basis, as a staff, we analyse the performance of our learners. In this way, we can detect our strength and weakness and intervene where necessary”*.

The review of related literature confirms that the evaluation of learner performance is an important part of the SMT’s instructional management role. In section 2.7.3.7 of this study, Van Deventer and Kruger, (2003: 247) were quoted as stressing that monitoring learner progress can serve as part of teaching evaluation system as well. With sound system of evaluation by means of analysis the SMTs should be able to track and determine early warnings of gaps that cause poor learner attainment and suitable solutions.

Since the success of a school either stands or falls because of the nature and commitment of the leadership and management that is in charge; it is notable to realise that most of the participants have a fairly good understanding of what constitutes the roles of the SMTs concerning the management of the NCS. A remarkable aspect from the interview data is that largely the SMTs within the Moretele secondary schools put into practice what they ought to do as far as the management of the implementation of the NCS as curriculum change is concerned. However, it also came up clearly during the interviews that there are some significant contextual factors that disturb the efficacy with which the SMTs could manage the implementation of the NCS. This, to a particular extent, could explain why some SMTs find it hard to execute certain tasks that concern the management of the implementation of the NCS meaningfully. The next section deals with the findings related to the challenges that the SMTs experience in the realm of managing the implementation of the NCS.

4.4.2 Challenges faced by the SMTs in managing the implementation of the NCS

The second and third objectives of this study were respectively, to look into the challenges that face the SMTs in managing the implementation of the NCS, and the strategies they apply to deal with the identified problems. Out of an array of the challenges that were raised by the participants during the interviews, the following appeared to pose a significant hindrance to the successful management of the implementation of the NCS in secondary schools: inadequate training of SMTs and teachers, lack of relevant resources, poor parental involvement, implementation of the ELRC Resolution 2 of 2003, unreasonable workload for SMTs, and lack of administrative support.

4.4.2.1 Inadequate training of SMTs and teachers

The interviews with members of the SMTs in their respective focus groups revealed a collective consensus that they did not receive any specific training regarding the management of a curriculum in general and the NCS in particular. This condition is complicated by the fact that most members of the SMTs in Moretele secondary schools did not receive any induction after being promoted to positions of management in their respective schools. This response of Principal A2 confirms this view: *“I have been a Principal since 1993, I was never inducted or trained as a Principal”*. In corroborating this, HoD A1 responded, *“Even us members of SMTs we were never inducted since our promotions. I heard when the EMGD division issued circulars that it intends to induct new SMT members as well as us but that induction workshop has never materialised until today. They keep on postponing and postponing.”*

With reference to the NCS in-service training received, the participants declared that it was inadequate for the overall implementation of the NCS. This is the response of Principal A2: *“I have never been trained on how to manage a curriculum. With the NCS, I only attended its advocacy campaign at APO in 2007 and then some subject –based training workshops in 2008. We also went for Continuous Assessment (CASS) moderation in June and September last year; there I think we were guided on how to monitor and to moderate Continuous Assessment (CASS) as managers”*. HoD T2 said, *“The training that one has received has only been on the subject content and assessment. Not specifically as heads of departments”*. To sum up, the next response is from HoD L2: *“Let’s conclude it by saying, no management training was held because we do not have people who have the specific know how of the NCS in the APO”*.

In addition, the collected data also proved that the SMTs experience confusion, frustrations and indecisiveness because of lack of the necessary ‘know-how’ to management the implementation of the NCS change successfully. This is how Principal T2 felt: *“Given the fact that we are not trained you find it very difficult to manage educators on things that one does not know”*. The following response of

Principal A1 confirmed the frustrations of the SMT members: *“The issue of monitoring of this lesson plans gives us a problem because there are various subjects in my school”*.

With probing questions, most participants disclosed that most teachers were not adequately trained to implement the NCS meaningfully in classrooms. Data collected by means of interviews show that the inadequacy of the NCS in-service often leads to disciplinary problems in schools that the SMTs have to deal with in order to manage the implementation of the NCS successfully. It was revealed that in some instances teachers do not attend periods regularly and would occasionally absent themselves from schools particularly during monitoring sessions. Principal A2 said, *“Poor training makes teachers to bunk classes. They either go to a class late and leave early or just keep themselves busy with something other than teaching”*. The same situation occurs at Principal L2’s school wherein *“teachers seem not adequately trained to teach according to the NCS standards. They are just not ready. You see that during monitoring. A teacher would be off and claim to be sick. Some would say they have left some documents at home. In some cases it creates friction between the SMT and educators”*.

The interview data indicated that the poor discipline among teachers, which is linked to inadequate in-service training, flows to the learners as well. Principal T2 articulated, *“Obviously, learners will not come to a class where the educator lacks assertiveness. Learners will be absent or if they come to school, they will commit all sorts of misconduct while the teacher is on his way to class. They will fight, gamble, vandalise school property, loiter, make noise during lessons, and not come back after break. And you may think they don’t notice these, check the enrolment next year. You will be left with very few learners”*.

The participants also expressed the view that some teachers are not willing to change from the old ways of teaching to the current OBE approach because they have not been sufficiently trained to practice the NCS effectively. HoD A1 said, *“Educators do not want to change especially to something they are doubtful of, something that they were never trained in advance to implement. They want to teach, they want to budge in front of the learners. They do not implement NCS as it is supposed to be implemented”*.

Finally, the participants unanimously expressed the opinion that the inadequate in-service teacher training also led to poor performance in most secondary schools. Principal A1 said, *“It shows itself very well on the performance of learners. They fail the tests and obviously, they will not pass at the end of the year. That is why our schools perform poorly and we have so many dropouts from our schools”*.

The problem of inadequate teacher training was detected as one of the fundamental challenges that face the successful implementation of curriculum change in section 2.8.1 of this study. Although much

of the focus in the related literature review was on the inadequacy of in-service training of teachers, Ornstein and Hunkins, (1998: 292) maintains that both teachers and SMTs lack basic training to manage the implementation of curriculum change successfully accordingly in their respective levels of responsibility. He postulates that much of educational changes have failed because those in charge of implementation had little or distorted understanding of innovative programmes at hand. In corroboration of this view, Serrao, (2008:1) and Kgosana, (2006:1) assert that poor teacher training was identified as one of the fundamental challenges that hinder the successful implementation of the NCS in secondary schools. This suggests the SMTs have to deal with problem of poor training as if handling a double-edged sword. On one hand they should manage lack of training on their part, and on the other hand deal with the “semi-skilled” teachers in order to succeed in managing the implementation of the NCS effectively in the classrooms.

In dealing with this challenge, the interview data testified that the SMTs rely on the external teacher development programmes to hone and re-skill the teachers. The way in which the SMTs manage the implementation of teacher development interventions has been discussed in section 4.3.1.5 above.

The review of related literature lends credence to the practice of the SMTs in Moretele secondary schools regarding the techniques to tackle the problem of inadequate training. Doll, (1989: 395) believes that although the district is primarily responsible for providing the basic staff development required by the new curriculum, SMTs must also take initiative to develop teaching staff (section 2.8.1). Nonetheless, several sources are critical about the teacher in-service training model used by the department of education. Department of Education (cited in Saib, 2004: 55) and Machaba, (2001:109), for instance, raise serious concerns about the quality and duration of teacher in-service training programmes offered by the department of education (section 2.8.1). The researcher also believes that the current crop of teachers requires quality teacher in-service training on continuous and regular basis so that the teachers are capable to fulfil the requirements of the dramatic change of curriculum in South Africa.

The lack of relevant resources was also revealed as the next common challenge that impairs the sound management of the implementation of the NCS in secondary schools.

4.4.2.2 Lack of relevant resources

It is evidently difficult for the SMTs to manage the implementation of the NCS successfully in environments that lack appropriate resources. The response of Principal T2 confirmed this view: “*Lack of relevant resources also has a serious impact on the management of the implementation of NCS*”. Of the many and various ways in which the lack of resources showed itself up as a factor that kept the

SMTs from effectively managing the implementation of the NCS in the participating schools, the following five areas were revealed as major ones: staff shortages, lack of teaching and learning space and insufficient teaching and learning materials.

4.4.2.2.1 Staff shortages

The participants unanimously indicated that the SMTs in Moretele secondary schools encounter shortages of personnel which make it difficult for the sound management of the implementation of the NCS. The interviews revealed that the SMTs need both sufficient administrative and teaching staff to succeed in their function of managing the implementation of the NCS. This is the response of Principal T2: *“Schools need administrative assistants (AAs) so that teachers do not have to work with marks. In our case with 1 AA that works around 700-800 learners’ marks from about 14 subjects that will take a long time before parents get the reports”*. It was further raised in this study that a lot of administrative work done by teachers and members of SMTs erodes both the teaching and management times. This is how HoD L2 responded: *“A lot of administrative work is reducing the teacher-learner contact time”*. The remarks of Principal A1 supported this view: *“The other challenge is that we have to do a lot of paperwork which consumes much of our time to manage the implementation of this curriculum”*.

Of paramount concern, the interview data revealed that the SMTs experience shortages of the teaching staff to implement the NCS effectively. It was declared that in most cases teachers leave schools due to redeployment, promotion, resignation, retirement and natural attrition. The majority of the participants also raised a concern about a tendency from the APO to take forever before filling such vacancies. The remarks of HoD T2 confirmed this view: *“Not only Resolution 2 is the cause of teacher shortages; even the issue of promotions, resignation and natural attrition. In our school, some classes stayed for two to three months without a teacher after some educators left. It took more than two years for the department to replace them”*. A similar view was expressed by Principal T2: *“But reality has it that sometimes you find yourself having to wait for months with learners not being attended to. At one stage last year we waited for three months with Grade 12 learners and other classes not being taught Economics until one educator had to agree that he will go and try and he complained day in day out”*. As one might expect, the shortages of teachers in secondary schools is likely to introduce a plethora of problems which will jeopardise the effectiveness of SMTs in managing the implementation of the NCS as curriculum change.

It also emerged during the interviews, that teachers and members of the SMTs experience heavy workloads in their respective ranks in schools because of teaching staff shortages. Teacher L2 attested to this in her response: *“My situation is different. I teach three subjects at Grade 12 alone. Our school*

does not have enough teachers to teach Mathematics, Maths Literacy and Life Science after the resignation of our HoD. When we ask for teachers, the APO says that we are complete according to the PPM. There is no help". The following response from HoD T2 links with the above view: *"If I am Head of Department and I have 5 classes how do I manage the work of educators, there is no time to do that"*.

With further questioning during the interviews, it was revealed that teachers experience burn out, dejection and distress to an extent that some of them even "fake sick leaves" because of abnormal workloads. This is the response of HoD L1: *"Over workload leads to disciplinary problems among teachers. It causes stress. Teachers cannot cope. Some teachers even fake sick leaves"* so that they can rest and recover.

Literature ties with the views and experiences of the participants regarding teacher shortages. In section 2.8.2.3 of this study, Motala, (2002:183) was cited as stating that the historically black schools did not have an adequate number of qualified teachers, especially in the Natural Sciences Learning Field. This situation is worsened, as explained in section 2.8.4, by the implementation of the redeployment policy that led to the migration of teachers from public schools to either private schools or other greener pastures. The present education system does not address the shortage of educators in the fields of mathematics, science, and technical subjects. To rub salt to the wound, teachers in the releasing schools, have to cope with an increased workload created by the transfer of their colleagues (Nemutandani, 2004:59).

It was evident from the collected data that the SMTs lack the competence to handle the problem of staff shortages. It was reported that the SMTs depend on the assistance from the APO to overcome the challenge of insufficient administrative assistants and teaching personnel. The response of Principal T2 supported this view: *"On human resource we rely solely on the department. We are not allowed to use government money to hire a teacher"*. A similar view was expressed by Principal L2: *"We are at the mercy of the department. The fact that we do not have money to hire teachers, you either use the ones you have or you go to the APO to ask for a substitute teacher"*. HoD L2 reiterated this view: *"Financially we are unable to hire teachers so we depend on the APO to provide. In the meantime, we ask teachers who are willing to help. If none is willing the gap remains in existence"*. Nonetheless, the interview data revealed that the SMTs take efforts to deal with the symptoms of staff shortages.

In order to address the problem of teacher shortages, most SMTs in Moretele resort to improvise with teachers that serve as "space keepers". In most cases these teachers experience heavy workload and lack the necessary skills and experience to teach the classes which are added to their workload. This is how Principal T2 responded: *"We actually overstretch educators who are willing. You have a situation where this person has never taught that subject. This arrangement also has a negative impact because*

we are taking somebody who is not conversant with the content that is going to struggle and as he struggles, learners also struggle". Another common practice in most secondary schools is that they merge classes in order to reduce workload of teachers. Teacher L2 said, *"We combine classes according to common subjects they do. Nowadays it is even better because learners do three common subjects and either Maths or Maths literacy. From there they split according to their electives. It saves us time and workload as the number of periods is reduced"*.

There was consensus among the participants during the interviews that this kind of arrangements has negative influence on the performance of teachers and learners. HoD T1 responded that a situation where a teacher teaches a subject in which they lack the necessary knowledge and experience *"results in poor performance from both learners and teachers"*. The latter technique contradicts the principles of Outcomes Based Education that advocates for a classroom that is comfortable and conducive to learning (Department of Education, 2000a:13). It is commonly expected, however, that where two or more classes are brought together under one roof for instructional purposes, space would inevitably be a contextual factor.

The next segment explains how the inadequacy of teaching and learning space render the SMTs' efforts to manage the implementation of the NCS unworkable.

4.4.2.2 Lack of teaching and learning space

The interview data revealed the lack of teaching and learning space as another impediment that stands in the way of the SMTs from managing the implementation of the NCS meaningfully. In support of this view, the participants collectively raised a concern that it was hard to manage the implementation of the NCS without enough classrooms, libraries, laboratories and other centres. Principal A1 said, *"But our situation is a challenge in that you have about 50-60 learners in class. To implement the NCS is difficult"*. Teacher T2 expressed the same view: *"I teach Life Sciences to 64 learners in a classroom. The atmosphere in a class is not conducive for teaching and learning. I cannot maintain discipline and give each learner the attention that they need"*. With probing questions during the interviews, it was realised that learners did not have sufficient seating accommodation with regard to chairs, tables and desks. In some instances, it became apparent that three to four learners would share a desk. HoD A2 remarked: *"We experience a problem of desks, chairs and tables for learners. It is worse because every month we would count over twenty broken desks and chairs because learners sit in pairs on a chair and about three to four share a desk in a classroom"*.

Under such conditions of overcrowded classrooms, the researcher infers that some learners would be discomforted to an extent that they will not be able to concentrate during lessons. In the same way, the seating arrangements in such classes would make it difficult to the teacher to meaningfully monitor groups. HoD A1 confirmed these inferences: *“The implementation of NCS does not require for instance 72 learners in a class, because you must group these learners to perform some tasks. Remedial work is not so easy with 72 learners in a class”*. These views imply that teachers implement the NCS in an environment that is not suitable for the OBE methodology. OBE is learner-centred. This means in an OBE class a teacher needs to work in an environment which would allow for individual learner attention, where all the learners will be comfortably seated to ensure full concentration on the tasks at hand and proper facilitation by the teacher (Department of Education, 2000a:13).

In addition, the overwhelming majority of the participants also expressed a concern that it is equally difficult to mediate and manage the new curriculum effectively without libraries, laboratories and other centres for practical subjects. Teacher T2 expressed the following view: *“I teach Consumer Studies at my school. We do not have a centre where we can conduct practical lessons effectively. In our subject, learners must have Practical Assessment marks. So it is difficult for me to assess them accordingly”*. In this case, lack of a suitable learning space also contributes to the inadequate teaching and assessment of learners. A similar plight was experienced by HoD L1 regarding lack of facilities in her school for physical training in respect of the teaching of Life Orientation. This is how she responded: *“Life Orientation has physical training. Our school does not have grounds, sports equipments, and ablution facilities where these learners can refresh themselves to continue with the day’s business”*. This implies that the lack of proper facilities somehow interferes with the smooth running of lessons in a school. This view is confirmed by the response of HoD T2: *“Life Orientation disturbs the smooth running of lessons as learners go out, come back from physical training. We do not have change rooms and showers for them to refresh. So you find that they crowd on one water tap for a long time and they make noise”*.

The findings on the lack of teaching and learning space in this study are consistent with findings in related literature. In section 2.8.2.1 of this study, it was highlighted that according to Ndou, (2008:71), inadequate classrooms is one of the resource constraints that hamstring the SMTs from effectively managing the implementation of curriculum change. She stresses that most schools in rural areas do not have enough classrooms which lead to overcrowding. In some situations a teacher has to teach 80 to 90 learners in a small bare room with no equipments but chalkboard and some pieces of chalk (Ndou, 2008:35). In further literature, Marrow (cited in Ndou, 2008:74) asserts that effective teaching takes place where one teacher engages face-to-face with twenty or fewer learners for a specific time in particular physical boundaries. He further indicates that where numbers rise to forty and above teachers find themselves in a deficient teaching and learning environment, and many teachers in such

situations are overcome by despair and despondency and simply quit the teaching profession. In addition, Jansen, (2008:1) maintains that the sheer demands that the NCS places on teachers struggling to teach large classes were simply unattainable. Finally, the review of further literature reveals that favourable teacher: learner ratios in well-resourced former “white schools” are usually a reliable indicator of learner achievement (Lemon, 2004:280).

Concerning what the SMTs do to overcome this difficulty, the interview data revealed that the SMTs in Moretele secondary schools do not have an effective answer to the question of lack of teaching and learning space. This is the response of Teacher A2: *“What we do of putting two classes under one roof is disastrous to effective teaching and learning”*. This view ties with Principal A2’s who said, *“Our situation is hopeless; we can’t do anything about it. The challenge is when you go to NGOs you get no audience”*. Additionally, the researcher’s consultation with other related studies did not yield any plausible solutions that can assist the school management teams to sort out this problem.

The inadequate and delayed supply of learning and teaching support materials was also raised as problem during the interviews.

4.4.2.2.3 Insufficient learning and teaching support materials (LTSMs)

Related to the lack of enough teaching and learning space, the interview data revealed that the SMTs experience a problem of insufficient learning and teaching support materials in respect of both availability and relevance. During the interviews, the researcher tended to be gratified by the view that most secondary schools in Moretele APO do not experience shortages of textbooks for most subjects. Teacher A1 said, *“We have enough textbooks. Where we had shortages, the school bought especially for Grade 12”*. Nonetheless, what was clear from the interviews was that the participants understood that schools need useful and appropriate teaching and learning materials to embrace the quality of teaching the NCS. A noticeable experience expressed by most participants was that the textbooks that were supplied to the schools do not cover the aspects of work schedules adequately as required in most subjects. This view was confirmed by Teacher L2’s comments: *“You see the main problem is not necessarily lack of textbooks, but lack of relevant textbooks. The department supplied books which are not so relevant to the NCS. You find that there are some aspects which are not covered totally in those books.”* A similar view was expressed by Principal A2: *“Teachers started complaining about the quality of textbooks that were supplied. For instance, we have realised after delivery that the History textbook we ordered does not have a chapter on Heritage.”*

It also became evident from the interview data that most schools also experienced delays in the delivery of textbooks. This is how HoD A1 responded: *“I experienced a situation where textbooks came*

in or around June 2008 at my school". The study also revealed that at certain schools, Grade 12 learners wrote the 2008 examinations without a supply of certain textbooks. This is confirmed by the following responses: HoD T1 said, *"Last year our matriculants did not have a single Business Studies textbook. We used photocopies of important sections. The books were supplied this year."* Principal M1 added: *"The department does not supply textbooks on time. Can you imagine, it was only in March-April this year that we received part of our 2007 order of Grade 12 Setswana poetry books"?*

Data gathered during the interviews also showed that there was a general outcry among the participants concerning the limited budget for the learning and teaching materials. HoD T2 complained, *"Whereas the textbooks and stationary are adequately supplied, there are always shortfalls to address learner tasks that might need reference and the use of other teaching and learning aids like newspapers, and calculators"*. The interviews reflected that schools experience shortages of calculators for use in subjects including Mathematics, Mathematical Literacy, Consumer Studies and Accounting. HoD T1 supported this view: *"Then also the problem of calculators. The department only supplies calculators for learners who do Mathematics and not for Maths literacy."* Teacher T2 raised this concern: *"It is unfair that only learners who do Mathematics and Physical Science are supplied with calculators. My subject, Consumer Science, requires learners to use calculators. They do not have calculators. It seems even parents are not interested to buy calculators for their children"*.

The overwhelming majority of the participants highlighted shortages of photocopying facilities as a third aspect related to the scarcity of LTSM that school managers face in order to implement the NCS successfully in secondary schools. This view is supported by Teacher T1's response: *"Lack of photocopying machines is also a problem."* Principal T2 restated the view that the schools cannot fulfil a requirement of the NCS to continuously assess learners on regular basis because they lack electricity, photocopying facilities and computers. According to him, schools *"use a lot of paper in the NCS which needs a photocopying machine and electricity, if these basic things are not there then forget about NCS"*.

In spite of the above views, a unanimous declaration emerged from the participants which indicate that their schools do not have photocopying machines. In fact, it came out that the majority of schools cannot afford to purchase and maintain such facilities because of the meagre financial allocations from the department. HoD L2 enunciated: *"We do not have such machines in our schools. The problem is, we can't afford to buy and keep those machines."* Principal A2 corroborated this response when he said, *"Our school has been classified as Quintile 5 - the richest of the rich - yet parents cannot pay school fees. We get R25.00 per learner with a roll of 340 on average. That impact on availability of learning and teacher materials. We cannot afford to purchase them"*.

The findings revealed that unlike the considerations captured in the literature review, most secondary schools in Moretele APO do not experience a shortage of textbooks at an alarming rate. However, the textbooks that are available do not adequately cover the required aspects of the work schedule. It is the view of the researcher that a textbook is the most basic effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction. Although the participants seemed satisfied about the quantities of the textbooks supplied, it is evident from the interviews that schools attempt to augment quality in those books at a cost. This was confirmed by the following responses: Principal A2 said, “*We photocopied the heritage section from books of other publishers*”. Teacher L1 contended: “*What we do in our school is, we photocopy important sections for the learners. Sometimes we charge them 20 cents per copy.*”

The fact that an OBE teacher has freedom to choose suitable textbooks and any other learning and teaching materials which can help learners to achieve the expected learning outcomes, as captured in section 2.6.2.6 of this study, does not necessarily mean that a blame for “wrong” textbooks can be attached to teachers alone. The researcher argues that this is an error of the education system. It was bared, through follow-up questioning, that the schools were required to place orders for the NCS textbooks before teachers were “trained” in the NCS. Teacher L2 said, “*But you see we ordered books before we got training on NCS especially for Grade 12. If I remember well we ordered books in 2007 and we started getting something like serious training in 2008 around the end of January – February. By then some books were being supplied*”. A similar view was expressed by Teacher L1: “*It was very confusing during book display. All sellers told us how good their books were. So we chose a book either because of the influence of our peers or because the publisher used to be good in the past*”.

The above responses show that SMTs find it difficult to manage the implementation of the NCS without suitable and sufficient resources. Nonetheless, this situation is not only peculiar to the Moretele APO secondary schools. In further review of related literature, the problem of inadequate resources was captured by Marrow (cited in Ndou, 2008:74), who indicates that the resources for education have declined worldwide. The largest slice in the education budget is set aside to teachers’ salaries (75-90%) rather learning and teaching resources. Nonetheless, the interview data showed that the SMTs employ limited ways and means to deal with the challenge of insufficient teaching and learning materials.

Concerning the technique to overcome lack of relevant textbooks, the interview data revealed that a common practice within secondary schools was augmented by means of generating photocopies of the important sections from a useful textbook for the learners. As a response to the probing questions, the participants declared that the plight of the situation dedicated terms to them to infringe the copyright in textbooks. This is how HoD L2 responded: “*We are aware it is a crime to make copies out of books*

without permission of the author or publishers. But what more can we do? We must teach and make sure the learners pass. If they fail you will be asked what have you done? We cannot tell our senior officials about copyright”.

On account of insufficient financial allocations from the Provincial Department of Education, and the fact that sizeable number of learners come from poverty stricken homes, the interview data reflected that largely the SMTs are helpless to assist with additional resources that could effectively support learning and teaching in schools. Teacher T2 said, *“Most of our learners come from poor families with no form of income. Not even state grant”.* Principal A2 confirmed, *“Some learners head families because either the parents are dead or they work in far places and come home once per month”.* HoD A1 raised this concern: *“We have Section 21 but it is not enough”.*

4.4.2.3 Poor parental involvement

The majority of the participants expressed the view that it is difficult for the SMTs to succeed in managing the implementation of the NCS without the active involvement and necessary support from the key role players. In the main, the interview data revealed that the SMTs in Moretele secondary schools do not enjoy the involvement of the parents in their efforts to successfully manage the implementation of the NCS.

It emerged during the interviews that most parents seem less concerned with what is happening in the classrooms. To confirm this view, Principal L2 said, *“For learners to improve their performance, the parents must monitor their work at home. But our parents don’t”.* HoD T2 added, *“It is very rare to find a parent’s signature in learners’ books or a parent coming to school to complain about learner’s poor performance”.* This suggests that most secondary schools in Moretele APO find it difficult to manage and improve the quality of learner performance effectively because learners are not supervised from home.

Furthermore, in this study, the participants agreed that parents do not attend meetings where the issues that affect learner performance are discussed. Teacher L1 said, *“We prepare reports on quarterly basis but parents do not come to collect them in a meeting. Even afterwards they would not come”.* Principal A2 said, *“Even those parents that are in the SGB. They don’t attend meetings regularly”.* It also emerged that parents do not attend very important special meetings as well. Important meetings like *“When parents of the learners that repeat a grade and those that failed in March and June are invited to a special meeting in and around September every year to discuss the challenges that learners experience and possible strategies that can help a learner to make a grade”* like in School L2. A common failure among the parents to attend such meetings in Moretele secondary schools

dampens the spirits of the SMTs and teachers to manage the implementation of the NCS as curriculum change successfully. Hence Principal L2 lamented: “*They frustrate us*”.

Finally, the data from interviews showed that in most secondary schools, the parents are unable to augment by purchasing the shortages of learning and teaching support materials that schools cannot supply to the learners. The collected data showed that most of the learners come from families with humble socio-economic backgrounds. Principal T2 confirmed, “*The majority of our learners stay with their grandparents who depend on pension funds, some stay alone and some with their parents who are not employed and without any means of income*”. This suggests that is not going to be easy for the SMTs to overcome the problem of insufficient learning and teaching materials as alluded to in section 4.4.3.2.3.

Although the participants collectively emphasised an expression of poor parental involvement, there was no evidence in collected data to suggest that the other key stakeholders supported the management of the implementation of the NCS as a curriculum change in the Moretele secondary schools either.

The interview data shows that the majority of the participants lack the effective strategies to improve parental involvement. In confirming this view, HoD A2 contended, “*There is absolutely nothing practical we can do to get the parents on board*”. The views of Biputh, (2008:62) on parental involvement also endorse this assertion. He articulates that “*The South African Schools Act (1996) does allow parent representatives on the school governing body to share co-responsibility in the functioning of schools. The high illiteracy level especially in rural areas will make it difficult for this model to succeed however good are its intentions. Experience has revealed that these governing bodies work well in the affluent areas where parents are educated and they do make a positive contribution to the enhancement of quality education. Unfortunately this expertise from parents is not available to the vast majority of communities in the rural parts of South Africa and does have a negative impact on the provision of quality education*”.

4.4.2.4 The implementation of the ELRC Resolution 2 of 2003

The participants were in agreement that the implementation of Resolution 2 of 2003, which happens at the same time as schools are “coming to grips” with the implementation of the NCS, significantly hinders the SMTs from managing the implementation of the NCS successfully. It was explained in section 2.8.3(b) of this study that this policy deals with the transfer or redeployment of teachers based on operational requirements.

The participants expressed the opinion that schools with a fewer learner enrolments, especially in rural areas, are prone to the implementation of the “Resolution 2”. Principal L2 said, “*The problem is we tend to lose even good quality teachers because of Resolution 2*”. In addition to contributing to the shortages of teaching personnel, as alluded to in section 4.4.3.2 above, the implementation of this policy has caused substantial instability in most schools. The collected data indicated that the schools experience a lot impromptu changes in their work allocation and plans including timetables because of the implementation of Resolution 2. Obviously, lack of consistency has adverse influence on the effective delivery of the NCS. Principal A2 complained that: “*Our timetable and work allocation have never been stable. This confuses our teachers and learners*”.

The collected data also indicated that there were teachers who have been identified as in excess in their schools since 2005 and have not been suitably placed to date. The participants unanimously expressed the view that most of the teachers who are on the “transfer list” are not effective in their operations in the classroom. Teacher T2 summed this view as: “*I have been identified as additional in 2005 and not placed yet. I do not even want to think about it. Being on this redeployment list is like you are on a death row. There is a lot of stress, anxiety, fever and etc. It is sickening. It even causes unnecessary tensions and divisions in the staff*”.

From the data gathered during interviews, it was also clear that the implementation of Resolution 2 spoils working relationships in the schools. Generally, the school experience divisions and factionalism among the teaching staff and the management teams. HoD L2 responded: “*Resolution 2 has divided our staff. We have camps of teachers within our staff*”. This has unavoidably led to typical poor cooperation between the teaching staff and members of the management teams. This view was confirmed by Principal L2: “*Especially during the time of identification of excess teacher and some two months that follow, teachers would drag their feet to classes, delay with submission and do all these sort of things to make you feel that they do not like it. The situation becomes worse if there are teachers identified to be transferred. You will notice that their morale is down.*” A similar view was expressed by HoD T1: “*Every time we talk about just a management plan of Resolution 2 tempers begin to fly*”.

It is a sad irony that while the SMTs are tasked to excel in their responsibilities of managing the implementation of the NCS as curriculum change and improving learner performance, they simultaneously task them with a function to offload teachers from the staff establishments. This contradiction has often brought with it the unfavourable working conditions which render it difficult for the SMTs to manage the implementation of the NCS as expected. In section 2.7.3.1 of the current study, it was stated that in order to be a success, the demand of implementing curriculum change requires a supportive school environment. Kruger, (2002:20) maintains that a sound morale among staff members is one of the key features of a favourable teaching and learning environment in a school.

Nonetheless, literature confirm the views of the participants that the implementation of Resolution 2 of 2003 has brought untold misery in schools and teachers that often have adverse effects on the effective management of the implementation of the NCS as curriculum change.

In section 2.8.4.1 of this study, Ramroop, (2004:3) and Motala, (2002:178) were quoted as in agreement that the implementation of Resolution 2 of 2003 resulted in job insecurity, low morale, frustration, and disillusionment among teachers. The researcher assumes that any employee, who experiences one of the above-mentioned conditions or a combination thereof, cannot successfully handle the demands of implementing any change programme of the nature of the NCS. Literature also confirms that not all teachers that have been put on the redeployment list have been suitably placed. This condition, according to Chisholm and Valley, as captured in Motala, (2002:185), creates a lot of anxiety, uncertainty, frustration and disillusionment in these teacher which make it difficult for them to cope with the demands of implementing the new curriculum. In addition, literature also shows that in some cases the implementation of Resolution 2 started the exodus of quality teachers from the education system (Jansen, 2008:2).

What the workable answers to the challenge of the redeployment of teachers while dealing with the demands of a new curriculum are remains a mystery in literature. Even during the interviews, the participants expressed the view that the SMTs in secondary schools are in a state of abject bewilderment regarding the effective solutions to this problem. Principal L2 said: *“What shall we do? It is a policy of the department, ours is just to implement it, period!”* Nevertheless, it was noticed that some SMTs take efforts to deal with torn relationships in the staff which the interview data revealed as one of the side effects of Resolution 2 of 2003. Principal L2 was hopeful that relationships in his school would improve when he pointed out that: *“Recently we have attended a team building session. It was very helpful. There is breathing space and harmony in my school. Teachers talk and show energy when they go to classes. The facilitator encouraged us to work together as a team and not strain our relationships because of policies.”*

4.4.2.5 The unreasonable workload for SMTs

The SMTs in Moretele are facing a problem of unreasonable teaching and basic administrative workloads to achieve the meaningful management of the implementation of the NCS. This is confirmed by the following comments: Principal A1: *“For small schools like ours, as principals without deputies, we are over-worked. We do not have enough funds to hire the services of an administrative assistant so you do your own clerical work. For instance, in my school most teachers do not know how to operate a computer and some are overloaded with work. So I must process the schedules myself.”* HoD T1 complained, *“I also teach four classes including a Grade 12 class. With this volume of work, it is so*

difficult for me to monitor and support all educators under my supervision effectively". HoD T2 remarked: *"I have 5 classes how do I manage the work of educators, there is no time to do that"*. Principal A2 also complained: *"I teach four classes. My attention is divided between managing and teaching the new curriculum. Whenever I have time, I am more worried about lagging behind in the class than management issues. This is because if my learners fail, my subordinates will take me for a non-performer"*. The latter two responses also confirmed the view that indeed the SMTs do not have sufficient time to manage the implementation of the NCS successfully because of the heavy teaching workload on their shoulders.

The majority of the participants have observed and were concerned that principals do not have sufficient time to manage the implementation of the NCS because of the "poorly coordinated" District and APO activities. Principal A1 said, *"There are a lot of activities that need principals to attend: meetings, campaigns and workshops. Some of them even clash"*. In corroborating this view, Principal A2 enunciated, *"We are called to meetings and workshops all the times. Sometimes the different divisions in the District or APO can call us to meetings at the same time"*. Principal L2 elaborated that, *"Monitoring of period registers is a challenge. It becomes difficult to make follow-ups to teachers as well as the learners because of the workload and commitments that a principal may have. We are always out of the school in meetings"*. Hence, Principal T2 concluded: *"Curriculum implementation is only effective if you have time to check it"*.

In further review of related literature, Jansen, (1998:321) endorses the views of the participants when he cautions that the management of OBE would multiply the administrative burdens placed on teachers and SMTs in schools. However, the participants unanimously expressed the view that they do not get the necessary support from senior offices.

The next segment focuses on lack of administrative support.

4.4.2.6 Lack of administrative support

According to the interview data, a common experience within Moretele secondary schools is that the SMTs lack the necessary administrative support from "the powers that be" to manage the implementation of the NCS successfully. Specifically, the participants expressed a consensus that the SMTs get limited support from the APO officials regarding the implementation of the NCS. This is the response of Teacher L2: *"We don't get meaningful support from the APO. There is no effective coordination between schools and the APO. That is where the APO is failing. That is why most of our schools do not perform well. There is no coordination, there is no support"*. This is confirmed by the response of Principal T2: *"There is no support from the APO"*. A major focus of the interview responses

centred on the lack of support from the circuit managers, the Professional Support (Subject Advisory) Staff and the Education Management and Governance Directorate (EMGD) which are perceived as the key operations in the APO that are supposed to support the SMTs in managing the effective delivery of the NCS. In an apparent reference to the circuit managers and EMGD officials in particular, the interviews revealed that they do not seem well-informed about the NCS, not to mention how to manage it successfully. This is confirmed by the response of Principal L2: *“They don’t know the NCS. That is why they don’t have clues when we perform poorly as schools”*. HoD A1 expressed a similar view: *“We do not have people who have the specific know how of the NCS in the APO”*.

During the interviews, the majority of the participants expressed complete ignorance regarding the development of the SMTs as one of the important functions of role of the EMGD. The participants were of the view that this unit was only focused on governance issues in schools. This is the response of HoD L1: *“No, just a second. You say the EMGD also deals with management? No, I beg to differ. No ways, I have never heard them in a single meeting or workshop talking about management in schools. I doubt they are even aware of what this new curriculum is all about.”* This view endorses that this division does less to support the school management teams regarding the management of curriculum implementation. Instead, as Principal A2 said, *“the EMGD, sometimes they do come to schools but then they do not talk about the NCS but just look for these other things.”*

Regarding the support from the subject advisory unit, the overwhelming response was that they also do not provide adequate and necessary support to the SMTs about the management of implementing the NCS as curriculum change in secondary schools. To start with, this division is commonly expected to cascade effective training to teachers and perform external monitoring tasks as a gesture of their support to the SMTs regarding the management of the implementation of the NCS. However, in Moretele most subject advisors employ the services of some teachers to train fellow teachers and even moderate and monitor their work on their behalf. Principal L2 testified to this view in this manner: *“When these subject advisors call teachers for training workshops, are you aware that they use the same teachers to train other teachers.”* Teacher A1 seconded this view when he said, *“Even during CASS moderation, the subject advisors are being helped by teachers”*. In addition, the subject advisors seldom invite HoDs to meetings specifically to talk about managing the implementation of subject related curriculum content. HoD A1 remarked: *“They do invite us to workshops. Somehow you feel left out because you do not know the subject they talking about. We expect them to talk about how we should manage these subjects especially because they are new to us.”*

The interview data also revealed that an added problem regarding the subject advisors concerns their lack of effective monitoring and follow-up support. Principal T2 said, *“They don’t visit schools. They always allege lack of transport, especially the subject advisory. Sometimes you can see two subject*

advisors in a year, sometimes when you are not so lucky you see them when they come to monitor examinations or when schools re-open then they are gone.” Teacher L2 said, *“Schools do not connect with subject advisors. They are not there when we need them most. Every time we are told, they have gone for workshops. If they happen to come, they fill the monitoring instrument and the logbook – gone. No more a word from them. We shall meet again during CASS moderation”*. In some instances, the SMTs are frustrated by the fact that not all subject advisors are stationed at the APO. Unsurprisingly, this arrangement denies schools of the chance to get immediate assistance pertinent to address the curriculum-related problems they come across daily during lessons in the classroom. Teacher T2 said, *“My subject advisor is in Brits. My HoD does not know the content of Consumer Studies. That means whenever I need content-related assistance, I must wait until the next subject meeting either at the APO or District because she does not visit my school often”*.

Even in the review of related literature, section 2.8.5, it is indicated that there is lack of established systemic approach in the educational process to monitor and support the implementation of the new curriculum on continual basis. Wiles and Bondi, (1989:226) proclaim that one of the main challenges that school management teams face concerning their role of managing the implementation of NCS is the lack of sustained central office support and follow-through. The following quotation best sums up how Vally and Spreen, (1998:3) support this view, *“There is a degree of disjunction that exists between the national department of education’s power to create policy and the provincial department’s accountability of implementing policy in South Africa”*.

As a way of dealing with this problem, the majority of the participants indicated that the SMTs encourage a system of sharing best practices with good performing schools. Principal A2 said, *“Normally, we twin with best performing schools”*. In supporting this view, Teacher L1 responded, *“teachers from different schools work together”*. The usefulness of this strategy to the effective management of the NCS as curriculum change remains to be proven especially considering that the NCS is as a new concept to all secondary schools in South Africa. The researcher presumes that, in reality, all SMTs and teachers in different secondary schools are at the same stage and battle the same obstacles in their schools with regard to the management and implementation of the NCS. Therefore, it might not be ideal for them to rely on each other for meaningful guidance and assistance at all times. The department of education must provide meaningful intervention as captured in section 4.4.2.1.

The next section explains how the participants perceive the effectiveness of the SMTs regarding the management of the implementation of the NCS.

4.4.3. The effectiveness of the SMTs in managing the implementation of the NCS

The interview data revealed that the participants were in collective agreement that generally the SMTs are not effective regarding the management of the implementation of the NCS. Principal T2 declared that the SMTs “*are seriously challenged*” to manage the implementation of the NCS. As confirmation to this perception, the majority of the participants indicated that the SMTs are overwhelmed by the difficulties which hinder their effectiveness in managing the NCS as indicated in section 4.4.2 above.

The next section deals with the summary of the research findings.

4.5 SUMMARY OF THE FINDINGS

In this study, it was evident that the teachers, HoDs and principals in Moretele APO secondary schools have remarkable knowledge and insight about what constitutes the role of the school management teams concerning the management of the implementation of the NCS. It also emerged from the findings that there are consistent similarities between what the SMTs’ roles are, and the challenges facing, the SMTs in managing the implementation of the NCS in ideal situations, as captured in the literature review, and the views expressed during the interviews based on the management of the implementation of the NCS in real teaching and learning environments.

Most significantly, it was evident that most secondary schools in Moretele APO, irrespective of their category of performance in the matric results of 2008, experience similar difficulties concerning the management of the implementation of the NCS. Summarily, the findings presented the following as some of the significant contextual factors that make it difficult for the SMTs to manage the implementation of the NCS effectively:

- Fundamentally, the school management teams feel stifled to manage the implementation of the NCS successfully without appropriate training on the management of its implementation. Similarly, the SMTs are challenged to manage a teaching workforce that lacks the necessary skills to deliver the NCS profitably in the classrooms because of poor in-service training programmes on the implementation of the NCS;
- The environment in which the SMTs are expected to excel in managing the implementation of the NCS is characterised by enormous infrastructural backlogs and resource limitations. Although the teacher: learner ratio varied in the different participating schools, a common primary concern among the participants was how the learners were accommodated in the classrooms because of shortages of resources. The findings revealed that it is indeed difficult

for the OBE approach to flourish in overcrowded classrooms especially under impoverished socio-economic environments;

- Poor parental involvement surfaced as another significant challenge;
- A process of rationalisation or redeployment of teachers in terms of Resolution 2 of 2003, which happens simultaneously with the implementation of the NCS, also appeared as a challenge that frustrates the SMTs.. The interview data revealed that most secondary schools in Moretele APO are bereft of quality teachers because of the implementation of the rationalisation and redeployment policy;
- The findings revealed that the SMTs experience unreasonable teaching and administrative workloads as well as the attendance to numerous uncoordinated District and APO activities which erode their time to effectively manage the implementation of the NCS; and
- As a final challenge, the interview data revealed that the education authorities in the Moretele APO do not provide the SMTs with meaningful support to assist them in their function of managing the implementation of the NCS.

Another important finding is that most SMTs in Moretele secondary schools are perceived as being ineffective regarding their role of managing the implementation of the NCS when in fact it is the condition in which they operate which overshadows their effectiveness.

In spite of being surrounded by a myriad of challenges and the perception of being ineffective, most SMTs in Moretele secondary schools demonstrate determination to ensure that steps are taken to improve the systems in their respective schools to enable the effective management of the implementation of the NCS. Another noteworthy point from the interview data is that, the SMTs in Moretele secondary schools radiate some workable mechanisms to overcome the challenges related to the management of the implementation of the NCS. Some of these strategies could assist other SMTs, elsewhere with similar backgrounds, on how to manage the implementation of the NCS effectively in their schools.

4.6 CONCLUSION

In this chapter, an analysis of the empirical data was undertaken. This chapter also discussed the findings of the current study. It further verified the views of the participants with the findings captured in the review of related literature. A summary of the findings was also presented in this chapter.

In chapter 5, the focus will be on a summary of this research, conclusions and recommendations. The limitations and strengths of the study will also be discussed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter Four an analysis and interpretation of the data gathered during the focus group interviews with the participants from the Moretele APO secondary schools on their experiences and perceptions about the management of the implementation of the NCS was presented. This being the final chapter, it is necessary to firstly, recapitulate on the most important points of the current research project and secondly, present a blend of the key findings in this research and outline some recommendations that follow from the interview data. The following sub-headings shall guide this chapter to the logical fulfilment of its purpose:

- Summary
- Summary of the Important findings
- Recommendations
- Limitation, and strength of the study

5.2 SUMMARY

The aim of this study was to describe how the SMTs manage the implementation of National Curriculum Statement in the Moretele Area Project Office secondary schools (section 1.3). The next paragraphs provide a reflection on the contents of the preceding chapters as an overview of this study.

Chapter One comprised of the basis of the current study. Section 1.1 presented introduction by means of explaining the background for this study focusing on curriculum change in South Africa. The need to undertake this study was captured under the subheading, problem statement (section 1.2). This section also presented the research question and its attendant sub-questions respectively. The overarching aim and objectives were clarified in section 1.3. A research design, which employed a qualitative approach, was covered in section 1.4. Section 1.5 dealt with ethical considerations. The delimitation of this study was outlined in section 1.6. The definitions attached to key concepts in the title of the present study were established in section 1.7. Section 1.8 illuminated the significance of the study. Finally, section 1.9 outlined the organisation of this dissertation in terms of chapter divisions.

Chapter Two basically dealt with a review of literature and theoretical underpinnings related to the aim of the current study. In sections 2.2 and 2.3, the researcher presented various views to further elucidate the definitions of curriculum and curriculum change respectively. In order for stakeholders to

conceptualise curriculum change and support its successful implementation in South African secondary schools, the researcher viewed it necessary to explain the reasons for curriculum change elsewhere focusing on the developed and developing nations of USA, Britain, and Japan (section 2.4). The account underlying the rationale for the introduction of the NCS in South Africa is explained in section 2.5. This was followed by a discussion of the curriculum change introduced in South Africa in section 2.6. The researcher split this section into section 2.6.1 which presented a brief exposition of the previous curriculum, Report 550 (2001/08), and section 2.6.2, which comprised a detailed discussion of the NCS in terms of its subject combination (2.6.2.1), method of teaching and learning (2.6.2.2), notional instructional time for school subjects (2.6.2.3), implementation documents (2.6.2.4), type of qualification and promotion requirements (2.6.2.5), and textbook selection (2.6.2.6). In most instances, the researcher attempted to highlight a change as it appears in the new NCS dispensation, as stated above, through comparing the new paradigm with what was the practice in the old curriculum.

Having established the basis of what informed a curriculum change to the NCS; Chapter Two continued to outline the theoretical keystones of what constitutes the role of school management teams in respect of the management of the implementation of the NCS as curriculum change (section 2.7). Conveniently, the researcher delineated the roles of principal and Heads of Department in this regarding (sections 2.7.1 and 2.7.2). Although each structure in the SMTs has its marked-out responsibility to perform concerning instructional leadership, it is imperative that school management teams operate as a collective under the leadership of principals to successfully manage the implementation of curriculum change (section 2.7.3). As already alluded to in section 1.2, that the implementation of the NCS in secondary schools is fraught with challenges; Section 2.8 explored the challenges that school management teams face with regard to the management of the implementation of curriculum change. Following a discussion on the identified challenge, the researcher immediately outlined possible strategies to overcome a particular impediment in pursuance of empowering the SMTs to manage the implementation of the NCS effectively in secondary schools.

Chapter Three considered the research design and methodology used to investigate the research question. This chapter elucidated how the study was undertaken, how participants and sites were selected for the semi-structured focus group interviews, the data collection procedures and instrument, and the method of data analysis.

In Chapter Four, the emerging themes found in the study were captured through analysis and interpretation of data collected during the interviews. Section 4.2 presented a brief overview of how data were collected. It was equally relevant to illustrate how the collected data was analysed in order to

establish and add meaning to the findings in section 4.3. The research findings of the current study were discussed in a clear, coherent and logical manner in section 4.4.

The first theme that was discussed focused on the views of the participants on the role of the SMTs in managing the implementation of the NCS (section 4.4.1). In retrospect of this theme, the interview data revealed that the participants possessed a fairly good knowledge of what the SMTs have to do in that regard.

The second theme that emerged focused on the challenges facing the SMTs in their function of managing the implementation of the NCS (4.4.2). The empirical investigations confirmed that indeed the SMTs in secondary schools experience difficulties that hinder their effectiveness in respect of the effective execution of their task of managing the implementation of the NCS as curriculum change. It also came out during the interviews that the following are some of the common and major problems that impair the SMTs' quest for a successful management of the implementation of the NCS, namely: inadequate training of SMTs and teachers (4.4.2.1), lack of relevant resources (4.4.2.2), poor parental involvement (4.4.2.3), the implementation of the ELRC Resolution 2 of 2003 (4.4.2.4), unreasonable workloads for SMTs (4.4.2.5), and lack of administrative support (4.4.2.6).

The concluding theme focused on the views of the participant SMTs and teachers regarding the effectiveness of the SMTs in managing the implementation of the NCS (section 4.4.3). The overwhelming majority of the participants conceded that the SMTs are overshadowed by the challenges which hamstring their effectiveness in managing the NCS. Consequently, the SMTs are perceived as ineffective to manage the implementation of the NCS (section 4.4.3). The following is a summary of the important findings and conclusions drawn from literature and interviews in this study.

5.3 SUMMARY OF IMPORTANT FINDINGS

In investigating how the SMTs manage the implementation of the NCS in the selected Moretele Area Project Office secondary schools, the following were established:

5.3.1 Findings from Literature

The following findings are drawn from the review of related literature:

5.3.1.1 The National Curriculum Statement improves Curriculum 2005

The introduction of Curriculum 2005 (C2005) in 1998 in primary schools was a critical defining moment of the transformation of the curriculum in South Africa. The rationale for curriculum change in South

Africa was presented in section 2.5 of the current study. While there was overwhelming support for the principles of outcomes-based education and Curriculum 2005, which had generated a new focus on teaching and learning, the implementation of C2005 was confounded by several limitations (Section 1.1). In order to address those issues the Review Committee proposed the introduction of a revised curriculum structure supported by changes in teacher orientation and training, learning support materials and the organisation, resourcing and staffing of curriculum structures and functions in national and provincial education departments. Resultantly, the Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS) were developed for the General Education and Training and the Further Education and Training (FET) bands respectively. Both the RNCS and NCS, like their predecessor, C2005, are still in the outcomes-based framework (sections 1.1 & 1.2).

As cited in section 2.7.3, the implementation of the NCS is a current phenomenon. Therefore, it is likely that most members of SMTs are 'novices' with regard to the knowledge, insights and practical application of their functions concerning the successful implementation of this new curriculum. For this reason, the next findings from literature focus on the implications of managing the implementation of the NCS on school management teams.

5.3.1.2 The implications of the implementation of the NCS on SMTs

The implementation of the NCS as curriculum change in South Africa has drastically altered the way in which the SMTs used to manage curriculum. In section 2.6.2.6 it is highlighted that in the past, principals and Heads of Department did not provide a clearly defined role of instructional leadership concerning the management of curriculum implementation. Instead, it was their job, mainly, to **control** teachers and learners. Currently, the SMTs are no longer the sole custodians of the management of the implementation of curriculum.

The school management teams are expected to embody the principles of democracy in order to succeed in their function of managing the implementation of the NCS as curriculum change. Most importantly, the SMTs must apply the principle of cooperative governance which engenders the involvement of stakeholders in the management of delivery of the NCS in schools. In 2.7.3.6 it is stated that Department of Education, (2000c:30) stresses that the new policy framework is based on the belief that schools can only prosper if they are guided by new forms of governance which emphasise the interrelatedness of different stakeholders in the education process. Governance in this context is concerned with relationships between the SMTs and direct stakeholders such as the department of education at all levels, educators, learners, parents, and teacher trade unions. Furthermore, in section 4.1.1.5 it is articulated that the new education policy requires school managers to work in democratic

and participatory ways to build relationships and ensure efficient and effective use of resources and services in order to deliver a new curriculum successfully (Department of Education, 2000c:2).

As mentioned in section 2.7, the SMTs, as instructional leaders, should take the lead in managing how curriculum is being put into practice and improving it. Therefore they need to have in-depth knowledge and understanding of curriculum, curriculum change, the rationale for curriculum change and the NCS in order to manage the implementation of the latter effectively. In accordance with this, the literature study commenced with the comprehensive definitions of “*curriculum*” (section 2.2) and “*curriculum change*” (section 2.3). Following these definitions, were findings based on the theoretical underpinnings for the rationale behind curriculum change in general and in South Africa (sections 2.4 & 2.5).

Furthermore, it was explained in section 2.7 that the implementation of the NCS requires the SMTs to review their management practices. According to Ndou, (2008:4), a curriculum change to the NCS has placed new demands on school management teams to align their current practices, structures, and systems in order to adapt to new roles that can yield the outcomes of the new curriculum (section 2.7.3). This view suggests that the effective management of the implementation of the NCS requires the school management team to adjust to a terrain of new roles. These roles are summarised in the section below (5.3.1.4).

5.3.1.3 The effectiveness of SMTs needs team work ethics

Although in theory it might appear easy to delineate the management role of each component of the SMT concerning the implementation of curriculum change (sections 2.7.1 and 2.7.2), Department of Education, (2000a:4) emphasises that SMTs must operate as a collective under the leadership of a principal in pursuance of the successful management of curriculum change implementation. Van der Merwe, (2002:35) also asserts that SMTs function effectively when the senior managers (principal and deputy principal) and middle managers (Heads of Department) work together as a team (Section 2.7.3). This view ties with the assertion of Briggs and Sommefeldt, (2002: 80), who rivets that the success of managing the implementation of a curriculum change depends on the effectiveness of the SMT members as a team (section 2.7.3). Similarly, the effective implementation of curriculum change requires a blend of leadership and management prowess of the SMT as a collective (section 2.7).

Literature study indicates that it is difficult to draw a line between the leadership and management functions of SMTs in the management of the implementation of curriculum change. Hence, Smit and Cronjé, (1999: 256) hold a view that members of the SMTs, as change agents, are responsible for taking a leadership role in managing the process of implementing change in a school situation (section 2.7.3). According to Van Deventer and Kruger, (2008:247), the requirements of the new curricula have

broadened the role of all SMT members to bear the main responsibility for instructional leadership and curriculum management (section 2.7). In corroborating this view, Morrison, (2003:205) maintains that the instructional leadership and management roles of the SMTs and principals no longer exist as polar opposites, but overlap and cannot be isolated from each other in a quest for successful management of the implementation of a new curriculum in schools (Van Deventer & Kruger, 2008:246); Trotter, (1993:74).

The next finding from literature concerns the management of curriculum implementation as the most important management task of SMTs.

5.3.1.4 Managing curriculum implementation is integral to SMT management roles

According to Department of Education, (2000c:24), the SMTs are responsible for the day-to-day management of the curriculum implementation and operational activities of the school (section 2.7.3). Trotter, (1993:74) singles out the management of the school's instructional programme as the most important managerial area of the SMT. This view is endorsed by Department of Education, (2000a:10) when it states that instructional leadership should be treated as a priority among all responsibilities that the SMTs have in the life of schools. Seen in this light, it is safe to conclude that the management of curriculum change implementation, in particular, is the most important management function of the SMTs. All other functions such as financial management, human resource management, school administration, and governance are there to support the successful management of curriculum implementation (section 2.7.3). This responsibility places the function SMTs, both as individuals in their professional capacity or as a collective, at the heart of the success of the implementation of the NCS in secondary schools (section 2.7).

The following represent what constitutes some of the key responsibilities that the SMTs must perform regarding the management of the implementation of a curriculum change, namely:

- creating an environment that promotes effective teaching and learning (section 2.7.3.1);
- providing sound planning and time management for curriculum change implementation(section 2.7.3.2);
- organising workload and suitable resources for implementing a new curriculum (section 2.7.3.3);
- enhancing the professional competence of educators through supervising their work (section 2.7.3.4);

- promoting professional growth of educators through providing on-going professional development (section 2.7.3.5);
- developing cooperative relations with stakeholders (section 2.7.3.6); and
- evaluating the process of implementing a new curriculum (section 2.7.3.7).

The last finding established from the exploration of the related literature study concerns the challenges that SMTs experience when managing the implementation of curriculum change. This subject is discussed in the next section.

5.3.1.5 Managing the implementation of curriculum change is fraught with challenges

The final conclusion drawn from the related literature study is that the SMTs are faced with a plethora of challenges in their pursuit for the sound management of the implementation of curriculum change. Section 2.8 and its attending subsections described the theoretical challenges that the SMTs experience and possible strategies that can be applied to overcome the identified problems. A summary of the identified challenges and possible techniques used to address them follows:

5.3.1.5.1 Poor teacher in-service training

The inadequacy of teacher in-service training which is one of the fundamental challenges that hinder the effectiveness of SMT to successfully manage the implementation of curriculum change (Serrao, 2008:1; Kgosana, 2006:1), is also a source of other major difficulties that face SMTs (section 2.8.1). One such is the resistance to change. Naturally, because they lack knowledge and insight about the new curriculum, teachers tend to continue to teach according to their “ingrained habits” of the old curriculum (section 2.8.3.1).

In section 2.8.1, literature findings indicated that in order to address this problem, SMTs must organise and facilitate teacher development programmes as a critical intervention to hone, re-skill, and restore the confidence of teachers when they implement a new curriculum. The SMTs must ensure that teachers have time to meet together on continuous basis to exchange ideas, share strategies and good practices, and solve common problems. In addition, the SMTs persuade teachers to use the library and media services as another method of staff development. The SMTs can also encourage teachers to upgrade their skills and knowledge through part-time studies with registered and recognised institutions of higher education.

5.3.1.5.2 Paucity of resources

Another important finding from literature study is that SMTs experience a profound need of resources to manage the implementation of curriculum change effectively (section 2.8.2). Section 1.1 described that the learning support materials that were variable in quality, often unavailable and not sufficiently used in classrooms was one of the important factors that led to the collapse of Curriculum 2005. According to Serrao (2008:1) and Kgosana, (2006:1), the lack of necessary resources is another key challenge that hinder the effectiveness of SMTs to manage the implementation of the NCS successfully (section 2.8.2).

Although the official teacher: learner ratio of 1:35 are set for South Africa as a whole by the national Department of Education (1996) and they apply to all levels of schooling (Lemon, 2004:280), literature reveals that most rural schools experience the problems of shortages of learning and teaching support materials (LTSMs) and overcrowding in classrooms (section 2.8.2.1). Predominantly, the problem of overcrowding is caused shortages of classrooms and teachers (sections 2.8.2.1 & 2.8.2.3). In further review of related literature, the problem of inadequate resources was captured by Marrow, (cited in Ndou 2008:74), who indicates that the resources for education have declined worldwide. The largest slice in the education budget is set aside to teachers' salaries (75-90%) rather than to learning and teaching resources (section 4.4.2.2).

Although the lack of resources is in fact a typical socio-economic factor, its influence leads to serious conditions that impact negatively on the SMT's responsibility to manage the implementation of curriculum change effectively. Lack of resources leads to management problems associated with poor commitment, frustration, and stress in both teachers and learners. As a possible outcome of this, the SMTs will have to deal with a high rate of teachers applying for leave, absconding, absenteeism, and learner dropouts. In some worse case scenarios, shortages of resources might lead to teachers exiting the system in search of greener pastures. Hence, secondary schools experience shortages of skilled teachers and incomplete staff complement (2.8.2.2).

What the answers are to the problems that emerge from shortages of resources, is yet to be found in literature. This is particularly because the availability of adequate resources in all respects is one of the preconditions for the successful management of the implementation of OBE driven curricula of the NCS calibre (Section 2.8.2).

5.3.1.5.3 Policy overload and contradictions

A problem of policy overload and contradictions also poses a serious impediment to the meaningful management of the implementation of curriculum change (section 2.8.4). Ornstein and Hunkins, (1998: 300-302) express a concern that the current education system in South Africa has seen enough “bandwagon” as programmes are introduced on top of one another. Programmes are introduced on top of programmes (section 2.8.4). The timing of the introduction of the massive curriculum transformation to the NCS in the post-apartheid South African secondary schools coincided with the several policies which seemed antagonistic in their implementations. This suggests that the SMTs find it difficult to master skills of implementing a policy as the policies are continuously altered. The concurrent implementations of the *ELRC Resolution 2 of 2003*, and the “*No Fee Schools*” policy, for instance, with the NCS are some of the policies of the department of education that frustrate the efforts of the SMTs to manage the implementation of the NCS successfully (sections 2.8.4.1 & 2.8.4.2).

In dealing with a policy of redeployment of teachers, literature findings (section 2.8.4) showed that the SMTs must embark on marketing strategies to increase learner enrolment in order to avert the transfer of teachers from their schools. In closing, it is articulated in section 2.8.4 that the SMTs must influence school governing bodies (SGBs) to embark on fundraising activities as an attempt to augment the limited state allocations in terms of the “No-Fee Schools” policy.

5.3.1.5.4 Lack of administrative support

Finally, literature revealed that most of the challenges that SMTs encounter emanate from lack of sustained central office administrative support and follow-through (section 2.8.5). The Department of Education in all levels above schools does not coordinate and link up to monitor and support SMTs to manage the implementation of a new curriculum effectively in schools. Undoubtedly, this misalignment makes it difficult for the organisation of in-service training programmes and the procurement of requisite resources which are critical elements for the success of the implementation of curriculum change (section 2.8.1 & 2.8.2).

As a possible remedy to the lack of administrative support, in section (2.8.5) literature revealed that SMTs can tackle this challenge through establishing good relations with key stakeholders. A sound relationship between the SMTs and the SGBs, for instance, can prompt immeasurable support with the provision of resources suitable for curriculum change implementation. In addition, the relevant portfolios in teacher unions can assist teachers with staff development on the know-how of implementing a new curriculum in a classroom situation. Finally, literature revealed that SMTs must intensify their mechanisms for effective supervision, monitoring, and evaluation of curriculum implementation.

Having illuminated the important findings that emanated from the review of related literature, the focus now will be on the important conclusions drawn from the rich narrative data collected in this study.

5.3.2 Conclusions from the empirical investigation

The following findings are drawn from the data collected by means of semi-structured focus group interviews:

5.3.2.1 Function of the SMTs in managing the implementation of the NCS

The first objective of the interviews was to establish the experiences and perceptions of the participant principals, HoDs and teachers in their respective focus groups regarding the role of the SMTs in managing the implementation of the NCS (section 1.3). The empirical investigations as well as the analysis and interpretation of data indicated quite conclusively that the participants expressed considerable similarities in their understanding of what constitutes the tasks of SMTs in this regard (4.4.1). There are also striking features of corroboration and consistency between the empirical findings and the conclusions drawn from the literature study concerning the role of SMTs as understood by the interviewed participants and as presented by the related literature respectively. However, the participants outlined the following as the important functions of the SMTs in the management of the implementation of the NCS:

- Creating a favourable school environment for curriculum change implementation (4.4.1.1);
- Planning for the Implementation of the NCS (4.4.1.2);
- Organising workloads and resources for the implementation of the NCS (4.4.1.3);
- Supervising and guiding the process of implementing of the NCS (4.4.1.4);
- Managing supportive relationships with stakeholder(4.4.1.5); and
- Evaluating the implementation of the NCS (4.4.1.6).

A remarkable aspect from the interview data is that largely the SMTs within the Moretele secondary schools put into practice what they ought to do as far as the management of the implementation of the NCS is concerned. However, it also came up clearly during the interviews that there are some significant contextual factors that disturb the efficacy with which the SMTs are expected to manage the implementation of the NCS (section 4.4.2).

5.3.2.2 The challenges experienced by SMTs in managing the implementation of the NCS and related strategies they apply

The second and third objectives of this study were respectively to describe the obstacles facing the SMTs concerning the management of the implementation of the NCS, and to present ways and means that the SMTs use to overcome the identified difficulties. The interview data empirically confirmed that indeed the SMTs' quest for meaningful management of the implementation of the NCS is filled with challenges (section 4.4.2). Consequently, the SMTs have developed and apply certain strategies to overcome the impediments in order to manage the implementation of the NCS effectively.

The following presentation summarises the major empirical findings in terms of the challenges that SMTs experience and the strategies that they employ to handle an identified predicament in order to enhance the effective management of the implementation of the NCS:

5.3.2.2.1 Inadequate of training for SMTs and teachers

The SMTs find it difficult to manage the implementation of the NCS effectively without the necessary training (section 4.4.2.1). The interview data revealed that SMTs did not receive any specific training on how to manage the implementation of this curriculum. The lack of induction workshops also exacerbates the predicament in which SMTs find themselves. This means some SMT members navigate on their own, no matter how heavy the toll is, to come on top of some of the challenges encountered in managing the implementation of the NCS.

In dealing with this setback, section 4.4.2.1 described that some members of the SMTs in Moretele APO make every effort to empower themselves with skills to manage the implementation of the NCS effectively. Specifically, the SMTs enrich themselves through consultations and sharing best practices with their counterparts in other provinces. They also attend seminars that deal with the management of the implementation of the NCS which are organised by the private sector that have interest in education. In closing, the empirical findings showed that the SMTs enrol for further qualifications to upgrade their management skills.

Furthermore, the interview data revealed that the SMTs cannot manage the implementation of the NCS as curriculum effectively with the teaching corps that is inadequately trained to effectively mediate the NCS in the classrooms.

In addressing this problem, the participants unanimously declared that the SMTs encourage teachers to attend workshops, meetings and seminars that deal with the implementation of the NCS. This is HoD L2's response: "*we encourage educators to attend other subject meetings with others to share ideas so*

as to be more informed pertaining to the subject". In addition, SMTs encourage teachers to empower themselves through registering with higher education institutions for programmes that can enhance their skills to deliver the curriculum.

5.3.2.2.2 Lack of relevant resources

The interviews revealed that it is hard for the SMTs to manage the implementation of the NCS successfully in contexts that intrinsically lack appropriate resources. It was expected that the department of education would be aware of the fact that the implementation of the new curriculum requires a capable level of resources (financial, material and human) and capacity that at this stage, does not exist in most secondary schools. During the interviews the following five areas were found as major ones: staff shortages (4.4.2.2.1), lack of teaching and learning space (4.4.2.2.2), and insufficient teaching and learning materials (4.4.2.2.3). However, contrary to the findings in literature (section 2.8.2 & 5.3.1.5.2), the empirical findings revealed that most secondary schools in Moretele APO do not necessarily experience a shortage of textbooks for most subjects. Instead, the participants are more concerned that the textbooks in their possession lack relevant content prescribed in the different subjects' work schedules (4.4.2.2.3).

In dealing with shortages of relevant textbooks, the interview data (section 4.4.2.2.3) revealed that a common practice within secondary schools in Moretele APO was to augment by means of generating photocopies of the important examinable sections from a useful textbook for the learners. On account of insufficient financial allocations from the provincial department of education, and the fact that sizeable number of learners come from poverty stricken homes, the interview data showed that the SMTs are helpless to assist with additional resources that could effectively support meaningful learning and teaching in secondary schools.

In section 4.4.2.2.1, it is captured that the SMTs usually overstretch the teachers who are willing to assist in an attempt to overcome a challenge of shortages of teachers. Furthermore, the empirical findings revealed that most schools resort to combining classes according to common subjects learners do as a workable strategy to reduce the workload of teachers which is often caused by inadequate teachers. Nonetheless, this technique contradicts the principles of Outcomes Based Education that advocates for a classroom that is comfortable and conducive to learning (Department of Education, 2000a:13). It is commonly expected, however, that where two or more classes are brought together under one roof for instructional purposes, space would inevitably be a contextual factor.

5.3.2.2.3 Poor parental involvement

The majority of the participants expressed the view that it is a challenge for the SMTs to succeed in managing the implementation of the NCS without the active involvement and necessary support from the key role players. In the main, the interview data revealed that the SMTs in Moretele secondary schools do not enjoy the involvement of the parents in their efforts to successfully manage the implementation of this new curriculum (section 4.4.2.3).

The interview data shows that the majority of the SMTs lack the effective strategies to improve parental involvement. In confirming this view, HoD A2 contended, *“There is absolutely nothing practical we can do to get the parents on board”*. The views of Biputh (2008:62) on parental involvement also endorse this assertion. He articulates that *“The South African Schools Act (1996) does allow parent representatives on the school governing body to share co-responsibility in the functioning of schools. The high illiteracy level especially in rural areas will make it difficult for this model to succeed however good are its intentions. Experience has revealed that these governing bodies work well in the affluent areas where parents are educated and they do make a positive contribution to the enhancement of quality education. Unfortunately this expertise from parents is not available to the vast majority of communities in the rural parts of South Africa and does have a negative impact on the provision of quality education”*.

5.3.2.2.4 The concurrent implementation of the ELRC Resolution 2 of 2003

The interview data revealed that SMTs experience a problem of managing the implementation of the NCS on one hand, while on the other hand they have to deal with the effects of the concurrent implementation of the ELRC Resolution 2 of 2003 (section 4.4.2.4). The empirical findings revealed that most schools cannot cope with the concurrent implementation of many policies some of which often tamper with the intentions of the other. In particular, the interview data revealed that the implementation of Resolution 2 of 2003 posed a significant obstacle to the effective management of the implementation NCS as curriculum change. The implementation of this policy is largely blamed for the problem of shortages of teachers in most schools especial in rural areas as well (section 4.4.2.2.1).

What the workable solution to the challenge of the redeployment of teachers while dealing with the demands of a new curriculum are remains a mystery in literature (section 2.8.3). Even during the interviews, the participants expressed the view that the SMTs in secondary schools are in a state of abject bewilderment regarding the effective solutions to this problem (section 4.4.2.4).

5.3.2.2.5 Unreasonable workloads for the SMTs

Section 4.4.2.4 described that the SMTs experience heavy workloads to focus on the management of the implementation of the NCS effectively. In all cases, a problem of shortages of staff was cited as a responsible factor for the unreasonable workload. The difficulty of heavy workload is exacerbated by the proliferation of meetings, workshops, increased classroom teaching, and NCS assessment administrative demands that SMTs have to deal with (section 4.4.2.2.1 & 4.4.2.5). For instance, Principals and teachers spend most of the time outside the schoolyard because of meetings and workshops (sections 4.4.2.5). These aspects often subvert what should be the essential focus of SMTs on the management of quality teaching and learning.

The empirical conclusions reflect that there is no plausible strategy to overcome this challenge. Otherwise, as was a strategy for dealing with shortages of teachers, schools merge classes according to common subjects that learners do in order to reduce the workload of SMT members and create them time to perform their management responsibilities. This technique contradicts the principles of Outcomes Based Education that advocates for a classroom that is comfortable and conducive to learning (Department of Education, 2000a:13). It is commonly expected, however, that where two or more classes are brought together under one roof for instructional purposes, space would inevitably be a contextual factor.

5.3.2.2.6 Inadequate administrative support from APO

A closing finding drawn from the interview data is that the SMTs lack adequate administrative support from the senior offices of the department of education, especially at the APO (section 4.4.2.6). Most significantly, it was revealed that the APO is not always responsive to staffing shortages that most secondary schools in Moretele experience (section 4.4.2.2.1).

The interview data indicated that in dealing with this problem the SMTs encourage a system of sharing best practices with good performing schools. The researcher presumes that since the NCS is new, all SMTs and teachers are at the same stage and battle the same obstacles in their different schools; therefore they may not be able to rely on each other for meaningful guidance and assistance. It is imperative that the department of education should expedite the means with which the APOs can support the SMTs in order for the sound management of the implementation of the NCS to materialise.

5.3.2.3 The effectiveness of SMTs in managing the implementation of the NCS

The fourth objective of this study was to ascertain the perceptions of SMTs and teachers regarding the effectiveness of SMTs in managing the implementation of the NCS. Section 4.4.3 presented that most

SMTs in Moretele secondary schools are perceived as being ineffective regarding their role of managing the implementation of the NCS when in fact it is the conditions in which they operate which challenges their effectiveness.

5.4 RECOMMENDATIONS

The findings from the literature and interviews suggest that the school management teams find it difficult to manage the implementation of the NCS meaningfully because of several challenges. The following are recommended to help the SMTs improve their effectiveness in managing the implementation of the NCS in secondary schools:

5.4.1 Training and support service for the SMTs

It is crucial that SMTs receive relevant, ongoing and good-quality support to manage the implementation of the NCS successfully. Unfortunately local departmental offices of education, in too many instances, are simply not providing the support that is needed. It is therefore, recommended that the Provincial Department of Education through districts and APOs systematically focus on increasing the support to SMTs in terms of strengthening their capacity and skills on the management of the implementation of the NCS as curriculum change which will go a long way to ensuring that teachers and learners are able to focus more on teaching and learning. In order to succeed in this endeavour, it is suggested that the Department should develop intensive NCS training programmes that could improve and strengthen the SMTs to practically apply the theory of managing the implementation of the NCS as curriculum change. In addition, it is recommended the NCS training should be conducted by officials of the Provincial Department of Education or by Higher Education Faculties who are knowledgeable and quality-assured through ongoing workshops and intensive courses that provide expert guidance to the SMTs.

It is further recommended that the members of the SMTs must take initiatives to empower themselves through further studies on subjects that relate to the management of change and the implementation of the NCS in particular.

5.4.2 Provision of resources

The Department of Education should expedite the delivery of relevant and sufficient resources and infrastructure to schools. Without doubts, the availability of the resources can help the SMTs to succeed in their function of managing the implementation of the NCS. Concerning shortages of staff in particular, the researcher suggests that the Department of Education should allocate Administrative

Assistants posts to all secondary schools; and provide “small schools” with temporary teachers. The Department can also consider merging of small schools located in the same area in order to address a problem of shortages of resources – human and physical. In closing, the Department needs to reserve special budget to address the infrastructure backlog.

5.4.3 Mobilisation of stakeholder participation

The SMTs need the support of stakeholders to manage the implementation of the NCS successfully. The Department of Education has to secure a commitment of various education stakeholders, including teacher unions representing teachers, school governing body associations representing parents, and learner organisations to working together to support the success of managing the implementation of the NCS. The Non-Governmental Organisations (NGOs) and the private sector also need to be encouraged in their efforts to support the implementation of this new curriculum in the country as part of their social responsibilities.

Most importantly, the SMTs must develop effective parental involvement programmes, which range from greater support for the school programmes, improved learner s’ attainments to ongoing support and involvement in their children’s scholastic journey. The SMTs can succeed in the endeavour of active and sustained stakeholders’ involvement in secondary schools by means of identifying practices and policies that encourage stakeholders’, and importantly parents’ trust and involvement in the process of schooling. One way to realise this goal is to engender a culture of participatory involvement by means of inviting key role players to meetings and updating them constantly about developments in schools.

5.4.4 Prioritisation in policy implementation

The implementation of policies like Resolution 2 of 2003, which subvert the morale of teachers and disrupts the SMTs when they are expected to manage the implementation of change, is not valuable to the process. The Department of Education needs to consider the issue of regulating policy overload by means of policy prioritisation. A “pegging” approach, whereby the implementations of policies that are likely to frustrate the objectives of the current policy are halted until the new one takes its full effect, is suggested.

5.4.5 Reducing the administrative and teaching workloads for the SMTs

The Department of Education should review policies on the teaching contact time for members of the SMTs. The principal, for instance, should not be allocated a classroom to teach. Although this

suggestion might appear to contradict the performance standards one to four of the IQMS, it is hope that in this regard, the principal can be available to ensure that all systems in a school are functional and run effectively. The Heads of Department must also be given “free” time in a school timetable to conduct monitoring activities such as class visits, moderation of School-Based Assessment and to perform administrative functions in accordance with their job description.

5.4.6 Enhancing the protection of teaching time

The department of education needs to intensify its means of regulating the movement and obligations of the SMTs and teachers from the schools to either union activities, training workshops or meetings. The researcher suggests that the department of education needs to get the buy-in of teacher unions to run professional development workshops during weekends and during school holidays. Regarding meetings, the researcher recommends that all meetings at schools and at the APO be held in the last hour of a working day. Similarly, principals need to seek permission from the relevant circuit manager before they can attend to any school- related commitment outside the school during working hours.

5.4.7 Organisation of the NCS training workshops for relevant APO personnel

Finally, the researcher recommends that the personnel in the relevant APO divisions who deal with management in schools [Circuit Managers and Education Management and Governance Directorate (EMGD)] and curriculum implementation (Professional Support Staff) need to undergo intensive training workshops on the implementation of the NCS and how to provide sustainable and immediate support to the SMTs to manage the implementation of the NCS successfully in secondary schools.

5.5 LIMITATIONS OF THE STUDY

The predominant limitation of the study was the preconceived idea among the participants that this study was part of a departmental exercise to find out why most secondary schools in Moretele Area Project Office underperformed in the 2008 matric results. It was thought that the findings would be reported to the District Manager who would in turn act drastically against the underperforming schools, especially those that took part in this study. The presentation of a permission letter from the APO manager authorising this study further strengthened their suspicions. Regardless of outlining the aim of the research and ethical considerations observed in this study, it was remained difficult for some principals in particular to be convinced.

The researcher is a school principal in one of the secondary schools in Moretele APO. Therefore, his position was likely to influence the perceptions and personal experiences of the participants. It was

apparent that the power relations that prevailed in the respective focus groups varied in nature. For instance, an interview session with participant principals, on one hand, tended to turn into a colloquial discussion about individual principal's experiences in their own schools. While the participant teachers' responses on the other hand, were to the point as if they were being interviewed for a certain post.

A purposeful sampling was used in this study. The study did not involve the perceptions of everyone in the selected secondary schools in Moretele APO concerning the management of the implementation of the NCS as curriculum change; instead it was limited to the views of the hand-picked participants. It is possible that many information-rich samples may have been overlooked and excluded from this study. The selected participants were expected to reflect the feelings, understanding, and views of the whole population.

The study was delimited to some secondary schools in Moretele Area Project Office. Apart from the fact that the context in which the study was located is largely rural, it makes for a very small area in the North West Province. Possibly different findings might have existed if the study was extended to other APOs in Bojanala District with school located in urban areas.

Because of time constraints, two of the expected participant principals could not attend the interview session in spite of prior consent. However, the interviews proceeded as scheduled.

5.6 FURTHER RESEARCH

The fulfilment of the aim of the current study, which is to describe how school management teams manage the implementation of curriculum change in the Moretele Area Project Office secondary schools, has unveiled new problems that may be for future study. With special reference to the findings of this study, the researcher would like to conclude with the following recommendations for further research:

- The interview data empirically revealed that some Circuit Managers, Education Management and Governance Directorate (EMGD) personnel, and Professional Support Staff (PSS) in the APO lack the necessary knowledge and insight into the NCS to support the SMTs accordingly. It will be interesting to conduct a further study on the roles of APO management teams in supporting SMTs to manage the implementation of the NCS effectively.
- A comparative study of challenges in managing the implementation of the NCS facing SMTs in secondary schools located in urban and rural areas of Bojanala Education District of the North West Province.

- An investigation can be conducted on the impact of poor management of curriculum change implementation on learner performance in secondary schools.

5.7 CONCLUSION

The implementation of the National Curriculum Statement was a watershed in the history of the curriculum for secondary schools in South Africa. It is believed that the NCS has a great potential to deliver the South African society to meet the demands of the 21st century. This study showed that the effective management of the implementation of the NCS presupposes adequate in-service training, sufficient and relevant resources, active stakeholder participation, and meaningful support from the department of education. On the contrary, the findings of this study revealed that the management of the implementation of the NCS is confounded by difficulties that are likely to bring about its general implementation to an ultimate collapse. In spite of the fact that the implementation of the NCS happens in an environment that does not guarantee its success, there is an overwhelming sense of willingness among the SMTs to embrace the NCS and go an extra mile to manage its implementation successfully in secondary schools.

In closing, the researcher wishes to challenge the authorities in the department of education to speed up its working mechanisms to strengthen the capacity of the SMTs in respect of the management of the implementation of the NCS; to expedite the delivery of infrastructure, and provide schools with relevant and adequate resources. In the same vein, the researcher challenges the key role players in education, parents, community-based structures, unions, and higher education and training institutions to rally their support to the secondary schools and the SMTs so that the implementation of the NCS can come to fruition. It is hoped that if these are considered, the quality of our learner performance in secondary schools would improve for the benefit of our economy and society at large. The effective management of the implementation of the NCS at school level can also help the department of education to detect areas for curriculum improvement if necessary.

BIBLIOGRAPHY

- Ary, D, Jacobs LC & Razavieh, A 2002. *Introduction to Research in Education, 6th Edition*. California: Wadsworth / Thomson Learning.
- Ary, D, Jacobs LC, & Razavieh, A 2006. *Introduction to Research in Education, 7th Edition*. California: Wadsworth / Thomson Learning.
- Balt, D 2008. Fixing a Struggling System. *The Teacher*, 19 March 2008:4.
- Bennett , R 1991. *Organizational Behaviour*. Singapore: Longman.
- Bogdan, RC & Biklen, SK 2003. *Qualitative Research for Education: An Introduction to Theory and Methods, 4th Edition*. Boston: Pearson Education Group, Inc.
- Briggs, AR & Sommefeldt, D, 2002. *Managing Effective Learning and Teaching*. London: SAGE Publications.
- Brunton, C & Associates, 2003. Education Labour Relations Council: Policy Handbook for Educators. (sn).
- Bush, T 1995. *Theories of educational management, 2nd edition*. London: Paul Chapman Publishing.
- Carlopio, JR 1998. *Implementation: Making Workplace Innovation and Technical Change Happen*. Roseville: McGraw-Hill.
- Chisholm, L 2000. *Report of C2005 review committee. Executive summary*. Pretoria. (s.n).
- Coetzee, M, Botha, J, Kiley,J Truman, K (eds) 2007. *Practising Education, Training and Development in South African Organisations*. Cape Town: Juta.
- Conrad, CF & Serlin, RC (eds). 2006. *The SAGE Handbook for Research in Education: Engaging Ideas and Enriching Enquiry*. Thousand Oaks: SAGE Publications.
- Creswell, JW 1994. *Research Design: Qualitative & Quantitative Approaches*. California: SAGE Publications.
- Creswell, JW 1998: *Qualitative Enquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks: SAGE Publications.

Creswell, JW. 1994. *Qualitative and Quantitative Approaches*. California: SAGE Publications.

De Vos, AS, Strydom H, Fouche CB, Poggenpoel M & Schurink EW 1998. *Research at grassroots: A primer for the caring professions*. Pretoria: Van Schaik.

Department of Education. 1997. *Outcomes-Based Education in South Africa: Background Information for Educators*. Pretoria: Department of Education.

Department of Education. 2000a. *School Management Teams: Instructional Leadership*. Pretoria: CTP Book Printers.

Department of Education. 2000b. *School Management Teams: Introductory Guide*. Pretoria: CTP Book Printers.

Department of Education. 2000c. *School Management Teams: Managing and Leading Schools*. Pretoria: CTP Book Printers.

Department of Education. 2000d. *School Management Teams: Employment, Induction and Orientation of School-based Educators*. Pretoria: CTP Book Printers.

Department of Education. 2001. *National Education Policy: A Resume of Instructional Programmes in Schools Report 550 (2001/08)*. Pretoria: Department of Education.

Department of Education. 2003a. *National Curriculum Statement Grades 10-12: Overview (General)*. Pretoria: Department of Education.

Department of Education. 2003a. *National Curriculum Statement Grades 10-12: Overview (General)*. Pretoria: Department of Education.

Department of Education. 2003b. *Qualifications and Assessment Policy Framework Grades 10-12 (General)*. Pretoria: Department of Education.

Department of Education. 2003c. *National Curriculum Statement Grades 10-12, Subject Statement: Languages: English Home Language*. Pretoria: Department of Education.

Department of Education. 2005. *The National Senior Certificate: A Qualification At Level 4 On the National Qualifications Framework (NQF)* Pretoria: Department of Education.

Department of Education. 2007. *National Curriculum Statement Grades 10-12, Subject Statement: Life Orientation*. Pretoria: Department of Education.

- Department of Education. 2008a. *National Curriculum Statement Grades 10-12, Subject Statement: Geography*. Pretoria: Department of Education.
- Department of Education. 2008b. *National Curriculum Statement Grades 10-12, Subject Assessment Guidelines: History*. Pretoria: Department of Education.
- Doll, RC 1989. *Curriculum Improvement: Decision Making and Process, 7th Edition*. Boston: Allyn and Bacon.
- Dooley, PJ 1992. *In Pursuit of Change: Practical Strategies for School Reform*. Canada: Eduserv Inc.
- Elliot, J 1998. *The Curriculum Experiment: Meeting the Challenge of Social Change*. Buckingham: Open University Press.
- Gay, LR 1992. *Educational Research: Competencies for Analysis and Application*. New York: Merrill – Macmillan.
- Flick, U, von Kardorff, E & Steinke, I 2004. *A Companion to Qualitative Research*. London: SAGE Publications.
- Fullan, M (ed) 2005. *Fundamental Change: International Handbook of Educational Change*. Dordrecht: Springer.
- Fullan, M 2001. *Leading in a Culture of Change*. New York: John Wiley & Sons, Incl.
- Fullan, MG 1992. *Successful School Improvement: The Implementation Perspective and Beyond*. Buckingham: Open University Press.
- Glanz, J 2006. *What Every Principal Should Know About Instructional Leadership*. London: Corwin Press.
- Glatthorn, AA 1997. *The Principal as Curriculum Leader: Shaping What is Taught and Tested*. California: Corwin Press, Inc.
- Glickman, CD, Gordon, SP & Ross-Gordon, JM 2001. *Supervision and Instructional Leadership: A Developmental Approach, 5th Edition*. Boston: Allyn & Boston.
- Glickman, CD, Gordon, SP & Ross-Gordon, JM 2004. *Supervision and Instructional Leadership: A Developmental Approach, 6th Edition*. Boston: Allyn & Boston.

- Glover, P & Thomas, R 1999. Coming to Grips with Continuous Assessment. *Assessment in Education: Principles, Policy and Practice*. 6(1): 105-113.
- Govender, P & Makwabe, P 2007. Alarm Bells Raised Over Fee Exemptions: Schools Say New Regulations Will Lead To Standards Dropping. *Sunday Times*, 14 January: 4.
- Hlebowitsh, PS 2005. *Designing the School Curriculum*. Boston: Pearson.
- Holloway, I 1997. *Basic Concepts for Qualitative Research*. London: Hartnolls Ltd.
- Horn, G 2006. Educational Solutions to Improve the Employability of Senior High School Learners. *South African Journal of Education*. Vol. 26 (1): 113-118.
- Howard, K & Sharp, JA 1996. *The Management of Student Research Project, 2nd Edition*. London: Gower Publishing.
- Howard, K & Sharp, JA 1996. *The Management of Student Research Project, 2nd Edition*. London: Gower Publishing.
- Jansen, J 2008. How to undo the damage? *The Teacher*, 08 September :2.
- Jansen, J & Christie P (eds) 1999. *Changing Curriculum: Studies on Outcomes-Based Education in South Africa*. Cape Town: Juta & Co, Ltd.
- Johnson, B & Christensen, L 2000. *Education Research: Qualitative and Quantitative approaches*. Needham Heights: Allyn and Bacon.
- Johnson, B & Christensen, L 2004. *Educational Research: Quantitative, Qualitative, and Mixed Approaches, 2nd Edition*. Boston: Pearson.
- Johnson, B & Christensen, L 2004. *Educational Research: Quantitative, Qualitative, and Mixed Approaches, 2nd Edition*. Boston: Pearson.
- Kendall, HG 1989. Managing Educational Change. *Education Today*, 39(1): 23-24.
- Kgosana, C 2006. New curriculum failing SA's Grade 10 learners. *City Press*, 03 December: 1.
- Kruger, AG (compiler) 2002. *Managing the School as Organisation*. Pretoria: University of South Africa.

- LeCompte MD, & Schensul, JJ 1999: *Designing and Conducting Ethnographic Research*. New York: Altamira Press.
- Leedy, P & Ormrod JE 2001. *Practical Research Planning and Design, 7th Edition*. London: Merrihill Prentice-Hall.
- Lemon, A. 2004. Redressing school inequalities in the Eastern Cape, South Africa. *Journal of Southern African Studies*. 30 (2) 269-290.
- Lethoko, MX 1999. Restoring the Culture of Learning and Teaching in Secondary Schools in the Pretoria Area. M.Ed. Dissertation. Pretoria: University Of Pretoria
- Letsoko, S 2008. No Zion Train for Teachers after Apartheid. *City Press*. 30 August :5 .
- Levy, A 1991. *The international encyclopaedia of curriculum*. Great Britain: Pergamon Press.
- Lewis-Beck, MS, Bryman, A, & Liao, TF 2004. The SAGE Encyclopedia of Social Science Research Methods, Volume 1. Thousand Oaks: SAGE Publications.
- Liamputtong, P & Ezzy, D 2005. *Qualitative Research Methods, 2nd edition*. New York: Oxford University Press.
- Machaba, M 2001. The Management and Implementation of Curriculum 2005: A Case Study of Primary Schools in Warmbaths District. M.Ed. Dissertation. Mamelodi, Pretoria: Vista University.
- Marsh, C & Willis, G 1995. *Curriculum: Alternative approaches, Ongoing Issues*. New Jersey: Prentice-Hall, Inc.
- Marsh, CJ 1997. Planning, Management and Ideology: Key Concepts for Understanding Curriculum 2. London: The Falmer Press.
- Maxwell, JA 1996. *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: SAGE Publications.
- Maykutt, P & Morehouse, P 1994. *Beginning Qualitative Research: A Philosophical and Practical Guide*. London. Falmer Press.
- McMillan, JH & Schumacher, SS 1993. *Research in education: A conceptual introduction, 3rd edition*. New York: HarperCollins College Publishers.

- McMillan, JH & Schumacher, SS 2001. *Research in education: A conceptual introduction*, 5th edition. New York: Longman, Inc.
- McMillan, JH & Schumacher, SS 2006. *Research in Education: Evidence-Based Inquiry*, 6th Edition. Boston : Pearson.
- Mda, TV & Mothata MS (eds.) 2000. *Critical issues in South African education after 1994*. Kenwyn, South Africa: Juta & Co. Ltd.
- Merriam S, 1991. *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass Publishers.
- Merriam, SB 1998. *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers.
- Morrison, K 1998. *Management Theories for Educational Management*. . London: Paul Chapman Publishing Ltd.
- Morrison, K 2003. *Management Theories for Educational Management*. London: Paul Chapman Publishing Ltd.
- Mosuwe, E & Vinjevold, P 2008. A New Way of Learning for All South Africans. *City Press* 28 December:12.
- Motala, E & Pampallis, J (eds.) 2002. *The State, Education and Equity in Post-Apartheid South Africa: The Impact of State Policies*. Singapore: Ashgate Publishing Company.
- Mothemane, KD 2003. How Do Principals Manage Educator Misconduct In Public Schools. M.Ed Dissertation. University of Pretoria. Pretoria.
- Mouton, J 2001. *How to Succeed in Your Master's and Doctoral Studies: a South African Guide and Resource Book*. Pretoria: Van Schaik.
- Mungazi, DA & Walker, LK 1997. *Educational Reform and the Transformation of Southern Africa*. Westport: Praeger Publishers.
- Ndou, FN 2008. The Role of School Management Teams in Curriculum Change Management. M.Ed. Dissertation, Pretoria: University of South Africa.

- Nemutandani, N 2004. *The Management of Educator Redeployment in Limpopo Province*. M.Ed Dissertation. Pretoria.: University of South Africa.
- Oliva, PF 2009. *Developing the Curriculum, 7th Edition*. Boston: Pearson.
- Ornstein, AC & Hunkins, FP 1998. *Curriculum foundations, principles and theory, 3rd edition*. Boston: Allyn & Bacon.
- Patton, MQ 2002. *Qualitative Research and Evaluation Methods, 3rd Edition*. Thousand Oaks: Sage Publications.
- Ramroop, RS 2004. *A Qualitative Study of the Impact of Organisational Development Interventions on the Implementation of Outcomes Based Education*. M.Ed. Dissertation, Pretoria: University of South Africa.
- Ross, A 2000. *Curriculum: Construction and Critique*. London: Falmer Press.
- Saib, M 2004. *The Role of the Senior Management Team in Managing Outcomes-Based Education Assessment*. M.Ed. Dissertation, Pretoria: University of South Africa.
- Schubert, W 1997. *Curriculum: Perspective, Paradigm and Possibility*. New Jersey: Prentice-Hall, Inc.
- Serrao, A & Breytenbach,J, 2008. *Fall in Matric Pass Rate Flayed: Alarm that 200 000 Failed to Make a Grade*. *Pretoria News*, 30 December: 1.
- Serrao, A 2008. *ANC May Give OBE the Chop*. *The Star*, 14 November: 1.
- Smit, PJ & de J Cronjé, GJ (eds) 1993. *Management Principles: A Contemporary South African Edition*. Kenwyn: Juta & Co,Ltd.
- Smit, PJ & de J Cronjé, GJ (eds) 1999. *Management Principles: A Contemporary South African Edition*. Kenwyn: Juta & Co,Ltd.
- Sowell, EJ 2000. *Curriculum: An Integrative Introduction, 2nd Edition*. New Jersey: Prentice-Hall, Inc.
- Tanner, LN & Rehage KJ (eds) 1988. *Critical Issues in Curriculum: Eighty-Seventh Yearbook of the National Society for the Study of Education*. Chicago: The University of Chicago Press.
- Trotter, A 1993. *Better self management – A handbook for education staff*. UK: Longman.

- Vally, S & Spreen, C 1998. Implementation of Curriculum 2005. Quarterly Review of Education and Training in South Africa, Vol 5 (3), May: 13-16. Education Policy Unit, University of Witwatersrand.
- Van der Merwe, HM 2002. *Management of the Curriculum*. Study Guide. Department of Postgraduate Education. Johannesburg: Vista University.
- Van der Westhuizen, PC 1995. *Effective Education Management*. Pretoria: Kagiso Publisher.
- Van der Westhuizen, PC 1997. *Effective Education Management*. Pretoria: Kagiso Publisher.
- Van der Westhuizen, PC 2000. *Schools as Organisations, 2nd Edition*. Pretoria: Van Schaik.
- Van Deventer, I & Kruger, AG (eds) 2003. *An Educator's Guide to School Management Skills*. Pretoria: Van Schaik.
- Viljoen, J & Möller, T 1992. *School Management*. Pretoria: Via Africa Ltd.
- Vinjevold, P 1999. Skills for a Global Society. *The Teacher*, 30 Nov: 4.
- White, CJ 2002. *Research Methods and Techniques*. New York: Harper Collins College.
- Wiles, J & Bondi, J 1989. *Curriculum Development: A Guide to Practice*. 3rd Edition. London: Merrill Publishing Company.
- Wiseman, D. 1999. *Research Strategies in Education*. California. Wadsworth Publishing Company.
- Wyker, D 1990. *Fundamentals of Curriculum*. New York: Harcourt Brace Jovanovich, Inc.
- Yin, RK 2003. *Case Study Research: Design and Methods*, 3rd Edition. New Delhi: SAGE Publications.

APPENDIX A

PHORABATHO T.A
1102 BLOCK F
SOSHANGUVE
0152

THE AREA PROJECT OFFICE MANAGER
MORETELE APO
MAKAPANSTAD

Date: 02 September 2009

Re: PERMISSION TO CONDUCT RESEARCH STUDIES

I am presently engaged in my dissertation for Masters in Education (specialising in Educational Management) with UNISA under the mentorship of Dr. Pat Mafora. My topic is: "MANAGING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT AS CURRICULUM CHANGE IN MORETELE SECONDARY SCHOOLS".

I would appreciate your considering of my request to conduct interviews with the chosen members of the school management teams and educators as selected samples for my studies. I will maintain strict confidentiality and anonymity of all participants at all levels of this research project.

The purpose of the study is to describe how school management teams in the selected Moretele secondary schools manage the implementation of the NCS as a curriculum change, and examine some management challenges experienced in the process, with a view of establishing guidelines for the effective implementation of the National Curriculum Statement.

For more information regarding the study, kindly contact my supervisor. His contact details are:

Doctor P. Mafora
University of South Africa
Department of Educational Studies
Tel : +27 (0)12 429 6962.
E-mail : pmafora@unisa.ac.za

I am confident that my request to conduct the study is viewed favourably

Yours faithfully

Phorabatho T.A (Mr) Student No. : 30655196

Persal No. : 90259688

APPENDIX B



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

Private Bag X365
Makapanstad
0404
Tel.: (012) 714-0369
Tel.: (012) 714-2794
Fax: (012) 714-2385

OFFICE OF THE AREA MANAGER: MORETELE AREA PROJECT OFFICE

Enq. K. Phala

TO : MR. PHORABATHO
1102 BLOCK F
SOSHANGUVE
0152

FROM : M.K.Z. MOSALA
AREA MANAGER

DATE : 23 SEPTEMBER 2009-09-23

SUBJECT: MASTERS RESEARCH PROJECT – A STUDY OF MANAGEMENT CHALLENGES AND STRATEGIES IN IMPLEMENTING CURRICULUM CHANGER IN MORETELE SECONDARY SCHOOLS

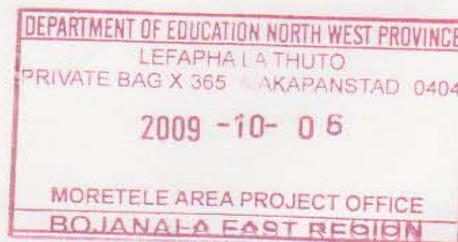
Your letter dated 02 September 2009 in respect of the above subject refers. Kindly be informed that permission is hereby granted for you to conduct research in the secondary schools you identified in the Moretele APO subject to the following:

1. The sampled secondary schools participate in the project on a voluntary basis;
2. Access to the schools you wish to utilise in your sample is negotiated with the principal concerned by yourself;
3. The normal teaching and learning programme is not disrupted during the research project session; and
4. A copy of the dissertation is lodged with the Office of the Regional Manager upon completion of your studies.

I wish you every success with your research.

Thanking you,

M.K.Z. MOSALA (MRS)
AREA MANGER



“Business Unusual: All hands on deck to speed up change”

APPENDIX C

PHORABATHO T.A
1102 BLOCK F
SOSHANGUVE
0152

THE PRINCIPAL
MATLAISANE SECONDARY SCHOOL
MAKAPANSTAD

Date: 09 October 2009

Re: PERMISSION TO CONDUCT RESEARCH STUDIES

I am presently engaged in my dissertation for Masters in Education (specialising in Educational Management) with UNISA under the mentorship of Dr. Pat Mafora. My topic is: "MANAGING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT AS CURRICULUM CHANGE IN MORETELE SECONDARY SCHOOLS".

I would appreciate your considering of my request to conduct interviews with the chosen members your school management team and educators as selected samples for my studies. I will maintain strict confidentiality and anonymity of all participants at all levels of this research project.

The purpose of the study is to describe how school management teams in the selected Moretele secondary schools manage the implementation of curriculum change, and examine some management challenges experienced in the process, with a view of establishing guidelines for the effective implementation of the National Curriculum Statement.

For more information regarding the study, kindly contact my supervisor. His contact details are:

Doctor P. Mafora
University of South Africa
Department of Educational Studies
Tel : +27 (0)12 429 6962.
E-mail : pmafora@unisa.ac.za

I am confident that my request to conduct the study is viewed favourably

Yours faithfully

Phorabatho T.A (Mr) Student No. : 30655196
Persal No. : 90259688

APPENDIX D

MR PHORABATHO
1102 BLOCK F
SOSHANGUVE
0152



Matlaisane H. School
Private bag X 1005
Temba
0407

4 NOVEMBER 2009

DEAR MR. PHORABATHO TA

RE : MASTER RESEARCH STUDY

Your letter dated 02 September 2009 in respect of the above subject bears reference. Kindly be informed that on behalf of the school management team, permission is hereby granted for you to conduct your research with staff members you hall have selected as participants in your interviews, subject to the following:

1. The normal teaching and learning programme is not disrupted during the research project session;
2. The confidentiality of all participants I ensured; and
3. The findings are used to encourage growth and development.

I wish you all the best in your research.

Thanking you.


[KGOELE P. M. J.]

PRINCIPAL



APPENDIX E

INTERVIEW SCHEDULE WITH PRINCIPALS ON MANAGING THE IMPLEMENTATION OF THE NCS AS CURRICULUM CHANGE IN SECONDARY SCHOOL

Good day, ladies and gentlemen. Thank you for granting me permission to interview you. The aim of this interview session is to get your feelings and thoughts about your experiences and perceptions regarding how you manage the implementation of the National Curriculum Statement (NCS) as curriculum change in your respective secondary schools. The objective of this study is to describe how the SMTs manage the implementation of the NCS, and examine some management challenges experienced in the process with a view of establishing guidelines for the effective implementation of the NCS.

I prefer to tape-record our interview so that I do not miss any part of our deliberations. I avoid relying solely on my notes. I might miss something valuable or even somehow change your words unintentionally. Therefore, with your consent, I would highly appreciate to use the tape recorder. The success of this endeavour is dependent on your honest responses and comments. There is no right or wrong answer. Please feel free to submit any view related to how you manage curriculum implementation, challenges that you experience, and some strategies that you apply.

I am with the school principals from the six selected schools at the library of one of the participating school. For purposes of confidentiality and anonymity, I prefer we use code-names throughout the interview session.

Is there any question, comment before we start?

Once again, please feel free. There is no right or wrong answer just your honest opinions will help our exercise.

1. PRINCIPAL'S INTERVIEW QUESTIONS

- 1.1 In your opinion what is the role of the School Management Team in managing the implementation of the National Curriculum Statement (NCS)?
- 1.2 Can you please share your views on any training you received regarding the management of the implementation of the NCS?
- 1.3 What challenges regarding the management of the implementation of the NCS are experienced in your school?

- 1.4 What strategies do you apply to overcome the management challenges encountered in the implementation of the NCS in your schools?
- 1.5 How does the APO provide support to SMTs regarding the management of the implementation of the NCS?
- 1.6 How do you perceive the effectiveness of your SMT in managing the implementation of the NCS?
- 1.7 How can the management of the implementation of the NCS be enhanced in secondary schools?

Thank you for your time and contributions. It was an informative experience interviewing you.

APPENDIX F

INTERVIEW SCHEDULE WITH HEADS OF DEPARTMENT ON MANAGING THE IMPLEMENTATION OF THE NCS AS CURRICULUM CHANGE IN SECONDARY SCHOOL

Good day, ladies and gentlemen. Thank you for granting me permission to interview you. The aim of this interview session is to get your feelings and thoughts about your experiences and perceptions regarding how you manage the implementation of the National Curriculum Statement (NCS) as curriculum change in your respective secondary schools. The objective of this study is to describe how school management teams manage the implementation of the NCS, and examine some management challenges experienced in the process with a view of establishing guidelines for the effective implementation of the NCS.

I prefer to tape-record our interview so that I do not miss any part of our deliberations. I avoid relying solely on my notes. I might miss something valuable or even somehow change your words unintentionally. Therefore, with your consent, I would highly appreciate to use the tape recorder. The success of this endeavour is dependent on your honest responses and comments. There is no right or wrong answer. Please feel free to submit any view related to how you manage curriculum implementation, challenges that you experience, and some strategies that you apply.

2. HEADS OF DEPARTMENT'S INTERVIEW QUESTIONS

- 2.1 In your opinion what is the role of the School Management Team in managing the implementation of the National Curriculum Statement (NCS)?
- 2.2 Can you please share your views on any training you received regarding the management of the implementation of the NCS?
- 2.3 What challenges regarding the management of the implementation of the NCS are experienced in your school?
- 2.4 What strategies do you apply to overcome the management challenges encountered in the implementation of the NCS in your schools?
- 2.5 How does the APO provide support to SMTs regarding the management of the implementation of the NCS?

2.6 How do you perceive the effectiveness of your SMT in managing the implementation of the NCS?

2.7 How can the management of the implementation of the NCS be enhanced in secondary schools?

Thank you for your time and contributions. It was an informative experience interviewing you.

APPENDIX G

INTERVIEW SCHEDULE WITH TEACHERS ON THEIR PERCEPTIONS REGARDING THE EFFECTIVENESS OF THE SMTs IN MANAGING THE IMPLEMENTATION OF THE NCS IN SECONDARY SCHOOL

Good day, ladies and gentlemen. Thank you for granting me permission to interview you. The aim of this interview session is to get your feelings and thoughts about your experiences and perceptions regarding how your school management teams manage the implementation of the National Curriculum Statement (NCS) as curriculum change in your respective secondary schools. The objective of this study is to describe how school management teams manage the implementation of the NCS, and examine some management challenges experienced in the process with a view of establishing guidelines for the effective implementation of the NCS as curriculum change.

I prefer to tape-record our interview so that I do not miss any part of our deliberations. I avoid relying solely on my notes. I might miss something valuable or even somehow change your words unintentionally. Therefore, with your consent, I would highly appreciate to use the tape recorder. The success of this endeavour is dependent on your honest responses and comments. There is no right or wrong answer. Please feel free to submit any view related to how your SMTs manage the implementation of the NCS as curriculum change, the challenges that you experience, and some strategies that they apply in order to implement the NCS effectively.

3. TEACHER'S INTERVIEW QUESTIONS

- 3.1 In your opinion what is the role of the School Management Team in managing the implementation of the National Curriculum Statement (NCS)?
- 3.2 Can you please share your views on any training you received regarding the implementation of the NCS?
- 3.3 What challenges regarding the management of the implementation of the NCS are experienced in your school?
- 3.4 How does your SMT deal with challenges encountered in the implementation of the NCS in your schools?
- 3.5 How does the APO provide support regarding the implementation of the NCS?

- 3.6 How do you perceive the effectiveness of your SMTs in managing the implementation of the NCS?
- 3.7 How can the management of the implementation of the NCS be enhanced in secondary schools?

Thank you for your time and contributions. It was an informative experience interviewing you.