MANAGING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN MORETELE SECONDARY SCHOOLS

by

THABO ANDRIES PHORABATHO

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DECLARATION

I, Thabo Andries Phorabatho, declare that “MANAGING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN MORETELE SECONDARY SCHOOLS” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

______________________  __________________
Signature                Date

(MR. T.A PHORABATHO)

Student No. 30655196
I would like to express my heartfelt thanks to the following for their invaluable contributions in this study:

- Dr. Pat Mafora, the supervisor of this work, for his inspirational guidance and support. I continue to remain indebted to him for the scholarly skills and knowledge he imparted to me throughout this study.

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- Special words of gratitude to the participants in this study for their sacrifices, willingness and providing such invaluable data, and

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DEDICATION

I dedicate this dissertation posthumously to my late father, Peter Matome Sehambane-Phorabatho, my beloved late grandmother, MmaMoyahabo wa Sehambane, and my paternal aunt, Maria S'kaebha Moyahabo Phorabatho for their inspirational parenthood during my formative years in education and most sincerely for building in me the values of humility and lifelong learning.
ABSTRACT

The study investigates how the school management teams (SMTs) manage the implementation of the National Curriculum Statement (NCS). The NCS has been incrementally implemented as a curriculum change in the South African secondary schools’ Grades 10-12 from 2006.

In addition to literature review, this study employed empirical investigation based on qualitative research approach which involved three semi-structured focus group interviews to gather data from the six sampled schools in Moretele Area Project Office, North West Province.

The review of related literature reflected that SMTs are responsible for the successful implementation of curriculum change in schools.

The empirical findings revealed that SMTs experience challenges that overwhelm their function of managing the implementation of the NCS effectively. These challenges involve, poor training of SMTs, resources constraints, poor stakeholder involvement, policy overload, and lack of APO administrative support. Finally, the study elicited some strategies that can be applied to overcome certain challenges.

Key terms:

School management team, curriculum, change, curriculum change, curriculum implementation, National Curriculum Statement, and role of school management team in managing the implementation curriculum.
TABLE OF CONTENTS

DECLARATION ii
ACKNOWLEDGEMENTS iii
DEDICATION iv
ABSTRACT v
TABLE OF ACRONYMS xiv

CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND 1
1.2 PROBLEM STATEMENT 2
1.2.1 Main research question 3
1.2.2 Sub-questions 3
1.3 RESEARCH AIM AND OBJECTIVES 3
1.4 RESEARCH DESIGN AND METHODOLOGY 4
1.4.1 Data collection methods and tools 5
1.4.1.1 Focus group interview 5
1.4.2 Sampling 5
1.4.2.1 Site selection 6
1.4.2.2 Participant selection 6
1.4.3 Data analysis 7
1.5 ETHICAL CONSIDERATIONS 7
1.6 DELIMITATION AND SCOPE OF THE STUDY 8
1.7 DEFINITION OF KEY THEORETICAL CONCEPTS 8
1.7.1 Management 8
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

2.2 DEFINITION OF CURRICULUM

2.3 CURRICULUM CHANGE

2.4 THE RATIONALE FOR CURRICULUM CHANGE

2.5 THE REASONS FOR CURRICULUM CHANGE IN SOUTH AFRICA

2.5.1 The socio-political imperatives

2.5.2 The economic imperatives

2.6 THE CURRICULUM CHANGE INTRODUCED IN SOUTH AFRICA

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

2.6.2 The new curriculum: National Curriculum Statement

2.6.2.1 Combination of subjects

2.6.2.2 A method of teaching and learning

2.6.2.3 The notional instructional time for school subjects

2.6.2.4 The curriculum implementation documents

2.6.2.5 The type of qualification and promotion requirements

2.6.2.6 The selection of textbooks
### 2.7 THE ROLE OF SMTs IN MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGE

#### 2.7.1 The role of Principal
- **2.7.1.1 General/Administrative**
- **2.7.1.2 Personnel**
- **2.7.1.3 Communication**

#### 2.7.2 The roles of Heads of Department
- **2.7.2.1 General/Administrative**
- **2.7.2.2 Extra- and co-curricular**
- **2.7.2.3 Communication**
- **2.7.2.4 Assist principals with instructional programme management**
- **2.7.2.5 Act as role models**

#### 2.7.3 The role of SMT as a collective
- **2.7.3.1 Creating an environment that promotes effective teaching and learning**
- **2.7.3.2 Providing sound planning and time management**
- **2.7.3.3 Organising workload and suitable resources**
- **2.7.3.4 Enhancing the professional competence of teachers through supervising their work**
- **2.7.3.5 Promoting professional growth of teachers through providing on-going professional development**
- **2.7.3.6 Developing cooperative relations with stakeholders**
- **2.7.3.7 Evaluating the process of curriculum change implementation**

### 2.8 CHALLENGES FACING SMTs IN MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGE AND APPROPRIATE STRATEGIES TO DEAL WITH THEM
2.8.1 Poor teacher training 50
2.8.2 Shortages of resources 51
2.8.2.1 Inadequate teaching and learning space 52
2.8.2.2 Insufficient learning and teaching support materials 52
2.8.2.3 Shortage of teachers 53
2.8.3 Resistance to change 53
2.8.3.1 Unwillingness to part with existing benefits and practices 53
2.8.3.2 Fears of the unknown 54
2.8.3.3 Lack of incentives 54
2.8.3.4 The rapidity of change 54
2.8.4 Policy overload and contradictions 57
2.8.4.1 The ELRC Collective Agreement No. 2 of 2003 57
2.8.4.2 “No fee Schools” policy 58
2.8.5 Lack of administrative support 60
2.9 CONCLUSION 61

CHAPTER THREE: RESEARCH METHODOLOGY
3.1 INTRODUCTION 62
3.2 RESEARCH DESIGN 62
3.3 DATA COLLECTION METHODS 64
3.3.1 Focus group interviews 64
3.3.1.1 The interview schedule 66
3.4 SAMPLING 67
3.4.1 Site selection 68
3.4.2 Participant selection 68
3.5 DATA PROCESSING AND ANALYSIS 69
3.6 TRUSTWORTHINESS

3.6.1 Inaccuracy or incompleteness of data

3.6.2 Misinterpretation of data

3.6.3 Researcher’s bias

3.7 ETHICAL CONSIDERATIONS

3.8 CONCLUSION

CHAPTER FOUR: ANALYSIS OF FINDINGS

4.1 INTRODUCTION

4.2 BRIEF SYNOPSIS OF METHODOLOGY

4.3 DATA ANALYSIS PROCESS

4.4 RESEARCH FINDINGS

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

4.4.1.1 Creating a favourable school environment

4.4.1.2 Planning for the implementation of the NCS

4.4.1.3 Organising workloads and resources

4.4.1.4 Supervising and guiding the process of the implementing the NCS

4.4.1.4.1 Monitoring the implementation of the NCS through compliance checks

4.4.1.4.2 Monitoring curriculum change implementation through class visits

4.4.1.4.3 Monitoring effective time management

4.4.1.4.4 Providing curriculum support, guidance and follow up

4.4.1.5 Managing supportive relationships with stakeholders

4.4.1.6 Providing opportunities for teacher development

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

4.4.2.1 Inadequate training of SMTs and teachers

4.4.2.2 Lack of resources

4.4.2.2.1 Staff shortages

4.4.2.2.2 Lack of teaching and learning space

4.4.2.2.3 Insufficient learning and teaching support materials

4.4.2.3 Poor parental involvement

4.4.2.4 The implementation of the ELRC Resolution 2 of 2003

4.4.2.5 The unreasonable workload for SMTs

4.4.2.6 Lack of administrative support

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

4.5 SUMMARY OF THE FINDINGS

4.6 CONCLUSION

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND ECOMENDATIONS

5.1 INTRODUCTION

5.2 SUMMARY

5.3 SUMMARY OF IMPORTANT FINDINGS

5.3.1 Findings from Literature

5.3.1.1 The National Curriculum Statement improves Curriculum 2005

5.3.1.2 The implications of the implementation of the NCS on SMTs

5.3.1.3 The effectiveness of SMTs needs team work ethics

5.3.1.4 Managing curriculum implementation is integral to SMT management roles
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1.5</td>
<td>Managing the implementation of the NCS is fraught with challenges</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Poor teacher in-service training</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Paucity of resources</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Policy overload and contradictions</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Lack of administrative support</td>
<td>120</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Conclusions from the empirical investigation</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>Functions of the SMTs in managing of the implementation of the NCS</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>The challenges experienced by SMTs in managing the implementation of</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>the NCS and related strategies they apply</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate of training for SMTs and teachers</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Lack of relevant resources</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Poor parental involvement</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>The concurrent implementation of the ELRC Resolution 2 of 2003</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Unreasonable workloads for the SMTs</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Inadequate administrative support from APO</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>The effectiveness of SMTs in managing the implementation of the NCS</td>
<td>125</td>
</tr>
<tr>
<td>5.4</td>
<td>RECOMMENDATIONS</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Training and support service for the SMTs</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Provision of resources</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Mobilisation of stakeholder participation</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Prioritisation in policy implementation</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Reducing the administrative and teaching workloads for the SMTs</td>
<td>127</td>
</tr>
</tbody>
</table>
5.4.6 Enhancing the protection of teaching time 128
5.4.7 Organisation of the NCS training workshops for relevant APO personnel 128

5.5 LIMITATIONS OF THE STUDY 128

5.6 FURTHER RESEARCH 129

5.7 CONCLUSION 130

BIBLIOGRAPHY 131

APPENDICES:

APPENDIX A APPLICATION TO CONDUCT RESEARCH: APO MANAGER 139
APPENDIX B PERMISSION TO CONDUCT RESEARCH: APO MANAGER 140
APPENDIX C APPLICATION TO CONDUCT RESEARCH: PRINCIPALS 141
APPENDIX D PERMISSION TO CONDUCT RESEARCH: PRINCIPALS 142
APPENDIX E INTERVIEW SCHEDULE WITH THE PRINCIPALS 143
APPENDIX F INTERVIEW SCHEDULE WITH THE HoDs 145
APPENDIX G INTERVIEW SCHEDULE WITH THE EDUCATORS 147

LIST OF TABLES:

TABLE 2.1 NCS LEARNING FIELDS AND COGNATE SUBJECTS 26
<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA:</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>ANC:</td>
<td>African National Congress</td>
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<td>APO:</td>
<td>Area Project Office</td>
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<tr>
<td>CASS:</td>
<td>Continuous Assessment</td>
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<td>C2005:</td>
<td>Curriculum 2005</td>
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<td>ELSEN:</td>
<td>Education of Learners with Special Educational Needs</td>
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<td>FET:</td>
<td>Further Education and Training</td>
</tr>
<tr>
<td>HoD:</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HSRC:</td>
<td>Human Science Research Council</td>
</tr>
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<td>IQMS:</td>
<td>Integrated Quality Management System</td>
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<tr>
<td>LOLT:</td>
<td>Language of Learning and Teaching</td>
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<td>NCS:</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
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<td>National Protocol on Assessment</td>
</tr>
<tr>
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<td>Outcomes-Based Education</td>
</tr>
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<td>Representative Council for Learners</td>
</tr>
<tr>
<td>RNCS:</td>
<td>Revised National Curriculum Statement</td>
</tr>
<tr>
<td>SAG:</td>
<td>Subject Assessment Guidelines</td>
</tr>
<tr>
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<td>School-Based Assessment</td>
</tr>
<tr>
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<tr>
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<td>School Governing Body</td>
</tr>
<tr>
<td>SMT:</td>
<td>School Management Team</td>
</tr>
</tbody>
</table>