

THE EXPERIENCES OF HIGH SCHOOL PRINCIPALS WITH THE  
IMPLEMENTATION OF NATIONAL CURRICULUM STATEMENT IN THE  
MAFIKENG AREA OFFICE

BY

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Dissertation submitted in fulfilment of the requirements for the degree of Masters in  
Education (Management) at the Mafikeng Campus of the North West University



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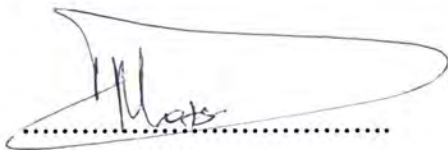
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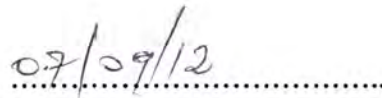


## DECLARATION

I, Iponeng Doreen Motsatsi, hereby declare that this dissertation for a Masters degree in Educational Management in the Faculty of Education, School of Postgraduate Studies, at the North West University, Mafikeng Campus, is my original work and has never been submitted before. All the sources used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'I.D. Motsatsi', is written over a horizontal dotted line.

I.D MOTSATSI

A handwritten date '07/09/12' is written in black ink over a horizontal dotted line.

Date:

## **DEDICATION**

This work is dedicated to my late father, Tefo Masumu, my late mother, Dikeledi Masumu, and my beloved late husband, Shane Motsatsi. My success in life rests on the firm foundation they built for me.

## ACKNOWLEDGEMENTS

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## **ABSTRACT**

This study was prompted by the findings of a preliminary visit by this investigator to selected schools in the Mafikeng Area Office (AO) which revealed that some principals are overwhelmed by the work facing them in implementing policies. This study therefore seeks to understand, in an in-depth way, how principals respond to, react to and are affected by policy change both personally and professionally. The central question investigated in this study is: What are the experiences of high school principals regarding the implementation of the National Curriculum Statement?

Two methods of investigation were used in this study. The first was a review of related literature on the topic and the second was an empirical investigation. This was an exploratory study undertaken within the qualitative research tradition and using the social constructivist framework. The information was gathered from high school principals from different geographical areas in urban and rural schools regarding the implementation of the National Curriculum Statement. The interview method was chosen by the researcher in order to obtain in-depth information from well experienced high school principals.

The participants in this study consisted of six principals of high schools in the Mafikeng Area Office, three from rural area schools and three from urban area schools. These participants were purposefully sampled because of their experience and familiarity with the process of policy change in schools. Responses from each participant were analyzed for key themes and then summarized and patterns sought according to questions posed during the interview.

Findings from the study revealed that principals have encountered challenges in the implementation of curriculum changes in general as teachers are frustrated by not being considered when changing curriculum. The manner in which curriculum is implemented in schools confuses principals, teachers, parents and the learners. It is recommended that high school principals as head of schools be trained and guided on matters related to curriculum implementation so that they assist teachers and learners. Curriculum planners need to involve principals as key agents of change in the school system.

## **KEY WORDS**

Principals

Education policies

National Curriculum Statement

Implementation challenges

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## LIST OF ACRONYMS

- ANA – Annual National Assessment
- ANC – African National Congress
- AO- Admin Officer
- AO – Area Office
- Ass – Assessment Standards
- C2005 – Curriculum 2005
- CAPS – Curriculum and Assessment Policy Statements
- CASS – Continuous Assessment Standards
- CD – Compact Disc
- DOE – Department of Education
- EMS – Economic Management Studies
- FET – Further Education and Training
- HIV/AIDS – Human Immune Virus/Acquired Immune Deficiency Syndrome
- HOD – Head of Department
- IRBS – Institutional Review Boards
- Los – Learning outcomes
- MST- Maths Science and Technology
- NCS – National Curriculum Statement
- OBE – Outcomes - Based Education
- PSFS- Professional Support Forums

RNCS – Revised National Curriculum Statement

SFECC – Schools Facing Extremely Challenging Circumstance

SMT – School Management Team

UK – United Kingdom



## CHAPTER 1: ORIENTATION

### 1.1 INTRODUCTION

The new political dispensation of 1994 introduced a host of changes in the educational system of South Africa. These changes emanated from the need to restructure the entire educational system in order to democratize it. As a result, a spate of rapid educational policy changes followed, which were “aimed at redressing the legacy of a racially and ethnically fragmented, dysfunctional and unequal education system inherited from apartheid” (Cross, Mungadi & Rouhani, 2002: 171). But no sooner had schools begun to familiarize themselves with one policy, than another was introduced. This rapid process of policy change and implementation in schools may be a source of demotivation and demoralization for principals, teachers and students alike. Rapid policy changes since 1994 may have left principals, in particular, feeling helpless and unable to cope with the demands of implementation.

A preliminary visit to selected schools in the Mafikeng Area Project Office (APO) revealed that some principals are overwhelmed by the work facing them in implementing policies. Others feel that teachers are not really contributing to the success of the implementation process, while others again feel that their schools are under-resourced and therefore are unable to cope with the demands of policy implementation. Most of the principals singled out the National Curriculum Statement (NCS) as one of the most challenging to implement.

As a result of these preliminary findings, this researcher decided to embark on a study to explore, in more depth, how principals in the Mafikeng APO experience the implementation of the NCS. By its very nature, change is bound to have consequences on the recipients, and implementation of change brings about various reactions. It is these reactions, responses, feelings, emotions and tensions that sum up the totality of the “experience” of principals, of the implementation of the NCS. Some studies, such as Smit (2001); Carl (2005); Mcness, Broadfoot, & Osborn(2003); Ransford, Greenberg, Domitrovich, Small, & Jacobson (2009); and Ayers, Quinn, Stovall,& Scheiern (2008) have explored how teachers experience education policy change; how teachers’

“voice” is excluded in curriculum development and change; how externally imposed change has created tension between teachers’ philosophy of education and government imperatives; how teachers perceive the relationships between their efficacy and behaviour and implementation, dosage and quality. But none of these studies has given much attention to how principals experience the implementation of policy, and to the psychological and emotional demands placed upon them as the primary agents of change in their schools. This study therefore seeks to understand in an in-depth way, how principals respond to, react to, and are affected by, implementation of change both personally and professionally. The researcher acknowledges that this study examines a topic in which there has been little previous research, and it is hoped that the results obtained will lead to further inquiry (MacMillan & Schumacher, 1993:376).

## 1.2 BACKGROUND OF THE STUDY

In order to understand the context of the current research problem, it is necessary to provide a background to the source of the post 1994 education policy changes.

Johnson (in Moloi, 2007:463) says:

In South Africa, history has itself always been a site of political struggle, an effect multiplied by the fact that the country has often seemed like a vast social science experiment.

Mattson and Harley (in Moloi 2007:463) explain that:

The struggle facing the new democratic South Africa was to overcome the legacy of the pre-apartheid and apartheid eras, segregationist, social and educational policies which over many decades had manifested themselves in discriminatory laws and practices. Most of today’s black teachers and school leaders began their teaching careers under the regime where they were required to practice in racially prescribed settings.

Johnson (in Moloi 2004:119) points out that “while many white minorities were able to choose to live in particular communities, blacks, Indian and coloured South Africans were required to live and work in areas prescribed by the government under the Native Land Act of 1914, the Native Affairs Act of 1920 and the Native Urban Areas Acts of 1923.”

Continuing with Johnson's (2004) argument, Moloï indicates that these three acts were the cornerstone of white supremacy and therefore black marginalization in South Africa and they have had lasting effects on both educational and social infrastructures. These effects include ineffective leadership and management practices in many of our public schools, especially those in historically black areas.

In South Africa, transformation has a special meaning linked to the need to convert the previous stratified system into a new framework stressing equity and redress. It was a case of a new government having to take on restructuring and redefining a whole system, to achieve the major aim of quality education for all. The initial way the task was addressed was positive, holistic and put up-front the value of equity access, transparency and democracy (Department of Education, 2007:1). However, there is a chasm between the rhetoric and the reality of the transformation. Lemoen (2004:269) is one of several writers who claim that National Policies have been rich in the political symbolism of equity and redress but with very limited implementation of change on the ground.

Between 1994-1997, the then Minister of Education, Kader Asmal, confronted three inter-related tasks: dismantling apartheid structures and creating a unified education system, creating a more equitable system of financing in a context of huge demands on our limited financial resources, and creating a policy framework which gave concrete expression to the value that underpinned the post apartheid state (DoE, 1996:3).

The energies of the Ministry of Education during the first period of democratic rule were applied to creating a sound legislative policy framework for educational transformation. Key policies and legislation in this phase included: the South African Constitution of 1996 which required that education be transformed and democratized in accordance with the values of human rights and freedom, non racism and non sexism. The constitution guarantees access to a basic education for all through the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education set out in the ministry's first White Paper, Education and Training in a Democratic South Africa: First Steps to

Develop a New System, February 1995. This document (NEPA) took as its starting point the 1994 education policy framework of the African National Congress. After extensive consultation, negotiation and revision, it was approved by the cabinet and has served as the principal reference point for subsequent policy and legislative development.

The vision of Curriculum 2005 which embodies the vision for general education to move away from rote model of learning and teaching to a liberating, nation building and learner-centred outcomes based initiative (Department of Education, 2003:2). Hence policy implementation and policy analysis are central to any change of a country's system of education.

In this regard, the South African challenge concerned the poor quality of education derived from the implementation of educational transformation policies. To address these ills, a need was felt for an outcome based education policy and its subsequent improvements. The key philosophy of OBE is that: it stands with the philosophy that all learners can learn. From this starting point, OBE clearly defines the knowledge, understanding, skills, attitudes and values that learners are to learn (Department of Education, 2003:2). The end products of learning process are called outcomes. If we decide what the end products of the learning process must be, before learning takes place, we say a system is outcomes based.

The subsequent improvements to OBE include the introduction of the Revised National Curriculum Statement (RNCS), and the subsequent NCS which is the focus of this study. Schools have been implementing curriculum 2005 since 1998 and this has led to the introduction of far-reaching changes that may have affected school principals personally, professionally, psychologically and emotionally. Understanding the professional, affective and personal experiences of such changes by those involved, may be crucial for the smooth functioning of schools in general and specifically for educational management. In sum, curriculum 2005 is was enormous ambitious task which aims, amongst many other things to eliminate rote learning and to promote critical thinking and innovative teaching Coombe (in Smit, 2001:80). It is against this background that the problem is stated.

### 1.3 STATEMENT OF THE PROBLEM

School principals are willing to manage curriculum change in their institutions but are faced with numerous challenges as several educational policies have been introduced and modified from time to time since 1994. Principals are likely to have experienced profound positive and negative effects in their personal and professional lives as a result of the demands placed upon them to lead the implementation of change in their schools. Emotional feelings, such as “feelings of failure, depression and even explosions of anger (Gamage, Adams, & MacCormick, 2009:5) are often experienced by people undergoing change. Principals are overwhelmed by lack of understanding of what is expected of them as leaders of change in their schools. This role of leader as well as other management duties which a principal is expected to perform might constitute a burden on an already overburdened principal. Their self-efficacy is likened to be affected as they ‘compete’ with subordinates (teachers) in the (mis)interpretation and translation of educational policies. Principals and teachers are expected to translate government policies into practice, yet they hardly have a voice in the initiation and formulation of the policies they have to implement. Moreover, “teachers [and principals] are required to change themselves and what they do, to meet the specifications laid down by policy - makers who neither know them or the contexts in which they work.” (Sikes, in Smit, 2001: 68). Principals ought to be given an opportunity to participate fully in the process of curriculum [or policy] conceptualisation, formulation and adoption (Cross, Mungadi & Rouhani, 2002:181). However, since that opportunity has now passed, it may benefit future policy implementation endeavours to understand the views of those who are expected to implement and manage the curriculum. The problem is that the implementation of the National Curriculum Statement brought with it many challenges for high school principals. Therefore this study aims to uncover how the principals experienced these challenges.

It is with this intention in mind that the following questions are posed.

## **1.4 CENTRAL QUESTION**

The central question being investigated in this study is:

What are the experiences of high school principals regarding the implementation of the national curriculum statement?

To explore this question further, the following sub-questions are posed:

- What challenges have been encountered by high school principals in the implementation of curriculum changes in general and in the implementation of the National Curriculum Statement in particular?
- What support systems are available to assist principals cope with the challenges of curriculum implementation?
- How have high school principals been affected personally and professionally by the challenges of implementation of curriculum changes in general and by the national curriculum statement in particular?
- What recommendations can be made to policy makers and principals on how to manage the future educational changes?

## **1.5 SIGNIFICANCE OF THE STUDY**

The study is significant in that it will afford school principals an opportunity to express their “voice” concerning their experience of issues related to the implementation of the NCS. Their experience will provide a basis for policy-makers to ensure better planning in future so as to involve implementers of change fully in the initiation and formulation of the policies they are expected to implement. An understanding of school principals’ experience with curriculum change implementation will enable stakeholders to identify better ways for managing the process particularly because principals are the ones at the forefront of policy implementation in their schools. It is hoped that the findings of this study will contribute to knowledge about the effects that rapid educational policy changes can have upon those whose responsibility it is to implement them, so that future attempts at policy change and implementation should take into account the “voices” of those who are supposed to translate policy into practice.

## 1.6 DEFINITION OF TERMS

**National Curriculum Statement:** This is a policy that forms the foundation for ongoing curriculum development, delivery and assessment in South African Schools (D0E, 2001:5).

**Implementation:** The actual use of an innovation or what an innovation consists of in practice Fullan & Pomfret (in Connelly, He & Phillion 2008:113). Briefly, implementation involves translating policy into practice.

**Principal:** A member of the governing body in his or her official capacity and who is responsible for the management of the school (DoE, 1997:17).

**Experience:** Experience is any event through which an individual has lived, has gained knowledge from such participation in that event and the sum total of knowledge he or she has accumulated. Experience involves personal knowledge, personal involvement and first hand knowledge and exposure Johnson (in Myburg & Poggenpoel 2009:448).

**Professional experience:** this refers to the day-to-day experience [related to the job] of school principals in an organization concerned with teaching and learning and the performance of departmental responsibilities that are prescribed by the law (DoE, 1997:11).

### **Personal experience**

It refers to the individual experience of school principals and the powers to organize and control teaching and learning at the school effectively (DoE, 1997:12).

## 1.7 METHODS OF RESEARCH

Two methods of investigation are used in this study. The first is a review of the literature and the second is an empirical investigation. This is an exploratory study undertaken within the qualitative research tradition and using the social constructivist framework.

### **1.7.1 Review of the literature**

The following aspects are addressed in the review of the literature:

- The National Curriculum Statement
- General information on how principals experience changes in the curriculum
- Educational changes in general.
- Problems that principals experience in schools.
- The role of principals regarding the implementation of the NCS in schools.
- Strategies to deal with problems associated with the implementation of the NCS.

The purpose of the review was to identify gaps in the research on curriculum implementation with the aid of primary and secondary sources, journal articles, relevant books and government reports.

### **1.7.2 Empirical investigation**

The information for this study was gathered from high school principals from different geographical areas (urban and rural). The interview method was selected for this study as it is suitable for collecting in-depth information from well-experienced high school principals.

#### **1.7.2.1 Selection of participants**

The participants for this study consisted of six principals of high schools in the Mafikeng Area Project Office, three from rural area schools and three from urban area schools. These participants were purposefully sampled because of their experience and familiarity with the process of policy change in schools. Purposeful sampling involves selection of information-rich cases. In this study, the principals were considered informative about the issues under examination. Purposeful sampling is a qualitative sampling strategy whereby the researcher “selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007:125).



### **1.7.2.2 Data collection**

Data was collected from school principals by means of a semi-structured interview. The data was captured by means of an audiotape supplemented by extensive notes during the interviews. The interviewees comprised purposefully selected school principals in the Mafikeng Area Project Office. The interview schedule was developed by the researcher using the research questions as a guide. A semi-structured interview schedule was used to collect in-depth information from the principals regarding their experiences of the implementation of the NCS.

### **1.7.2.3 Data analysis**

Data were analysed using qualitative analysis strategies which included identifying categories and themes and grouping responses under those themes and categories. Patterns in the responses of participants to each question were identified and similarities and differences noted. Details are given in chapter 3.

## **1.8 DELIMITATIONS OF THE STUDY**

The study is delimited to rural and urban high school principals in the Mafikeng Area Project Office and the focus is on their experiences of the implementation of the National Curriculum Statement.

## **1.9 LIMITATIONS OF THE STUDY**

This study is exploratory in nature and involves a few participants, and this may limit the generalizability of its findings. However, the selection of participants from different geographical areas, that is, from rural and urban schools will at least ensure transferability of the findings to similar contexts. In addition, the use of one method of data collection may limit the credibility of the findings. However the detailed description given by the participant may be sufficient to offset this limitation.

## 1.10 CHAPTER DIVISION

### **Chapter one: Orientation**

This chapter focuses on the orientation to the study, statement of the problem, central question, sub-questions, significance of the study, definition of terms, delimitation and limitations of the study.

### **Chapter two: Literature review**

The review of literature in this chapter is related to the implementation of change in general and the National Curriculum Statement in particular. The chapter seeks to provide insight into what the literature says about the implementation of the NCS.

### **Chapter three: Research design and methodology**

The qualitative research design of the study and methods used to collect and analyse data are described in this chapter. Participants and site selection are discussed and issues of trustworthiness and ethical measures are outlined.

### **Chapter four: Data presentation and analysis**

This chapter presents the data, the interpretation of the data and discussion of findings.

### **Chapter five: Summary, findings, recommendations and conclusions**

This chapter presents the summary, recommendations and conclusions based on the findings.

## 1.11 SUMMARY

This chapter has presented the background and orientation of the study, as well as a brief overview of the method of investigation, measures to ensure trustworthiness and the delimitation and limitations of the study. The next chapter presents a review of the literature related to the implementation of change in general and the National Curriculum Statement in particular.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The aim of this chapter is to present the views of different authors on the implementation of the National Curriculum Statement. The focus is on explaining curriculum change in the Outcomes - Based Education.

The chapter further discusses the role of principals as change agents and as people responsible for leading change in schools both personally and professionally. It further provides detailed information regarding the problems associated with the implementation of change in schools and factors which are necessary for successful implementation of change.

#### **2.2 CONCEPTUAL FRAMEWORK**

The logical method followed in this chapter was to start by indicating why the curriculum had to undergo change, including the different stages of change up to the National Curriculum Statement. The next step was to discuss the current state of the NCS and the role of principals in its implementation, including challenges faced by principals. Finally a vision for the future of schooling concludes the chapter.

##### **2.2.1 Introducing the National Curriculum Statement**

The general changes in schools with regard to the implementation of the National Curriculum Statement and general information on curriculum changes experienced by principals is discussed as part of the conceptual framework.

According to DoE (2002:1), the constitution of the Republic of South Africa provides the basis for curriculum transformation and states that the aims of the constitution are to: heal the division of the past and establish society based on democratic values, social justice and fundamental human rights; improve the quality of the life of all citizens and free the potential of each person;

lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law, and build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations. Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

### **2.2.2 The National Curriculum Statement**

In 1995, the South African Government began the process of developing a new curriculum for the school system. There are two reasons for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21<sup>st</sup> Century required learners to be exposed to different and higher level skills and knowledge than those required by the then existing South African Curricula.

Second, South Africa had changed the curriculum for schools, which therefore required revision, to reflect the new values and principles, especially those of the Constitution of South Africa (DOE, 2008:2).

Furthermore, DOE (2008:2) adds that the National Curriculum Statement consists of 29 Subjects. Subject specialists developed the subject statements which were published for comment in 2001 and then re-worked to take account of the comments received. In 2002, 24 subject statements and an overview document were declared policy through Government Gazette. In 2004, five subjects were added to the National Curriculum Statement. The National Curriculum Statement according to DOE (2008:2) now consists of the Subject Statement for the following subjects.

Language – 1 official languages (each counted as three subjects to cater for the three levels; Home Language, first Additional Language and Second Additional Language); 13 non-official languages.

Mathematics; Mathematical Literacy; Physical Sciences, Life Sciences; Computer Applications Technology; Information Technology

Accounting; Business Studies; Economics

Geography; History; Life Orientation; Religion Studies

Consumer Studies; Hospitality Studies; Tourism

Dramatic Arts; Dance Studies; Design; Visual Arts

Agricultural Sciences; Agricultural Management Practices; Agricultural Technology

Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design.

The Subject Assessment Guidelines set out the internal or School-Based Assessment requirements for each subject and the external assessment requirement.

### **2.2.3 The National Curriculum Statement Context**

Guidelines were developed to assist the smooth implementation of the NCS. These Learning Programme Guidelines aimed to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines were expected to be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statement. Section 2 of the learning Programme Guidelines suggested how the teaching of a particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggested how schools and teachers should plan for the introduction of the National Curriculum Statement. The Department of Education encouraged careful planning to ensure that the high skills, knowledge and goals of the National Curriculum Statement were attained (DOE, 2008:3).

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (subject Framework) for the first three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades. This would assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule.

The work schedule should indicate the sequence in which the content and the context would be presented for the subject in that particular grade. Finally, individual teachers should design lessons as the starting point. The lesson plans should include learning, teaching and assessment activities that reflect the learning outcomes and Assessment Standards set out in the subject Statement. Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum (DOE, 2008:4).

#### **2.2.4 Why Curriculum has undergone change**

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research – based programmes and policy driven, large-scale transformation. Teachers are now challenged to exert their professional judgement, curriculum expertise, teaching process and management skills in the interest of learners, schools, communities and the nation (DOE, 2003:1).

#### **2.2.5 Outcomes - Based Education (OBE)**

Outcomes - Based Education can be described as an approach which requires educators and learners to focus their attention on two things:

Firstly, the focus is on the desired end results of each learning process. These desired end results are called the outcomes of learning and learners need to demonstrate that they have attained them. They will therefore continuously be assessed to ascertain whether they are making any progress.

Secondly, the focus is on the instructive and learning processes that guide the learners to these end results. Educators are required to use the learning outcomes as a focus when they make instructional decisions and plan their lessons. It is the learner-centred, results-oriented approach

to learning which is based on all individual learners to be allowed to learn to their full potential. This means that both educators and learners must have high expectations for successful learning on the part of all learners regardless of background, previous achievement, age, sex and learning style or other factors (DOE, 2003:1)..

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage the learner-centered and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to: identify and solve problems and make decisions using critical and creative thinking work effectively with others as members of a team, group organisation and community organise and manage themselves and their activities responsibly and effectively collect, analyse, organise and critically evaluate information communicate effectively using visual, symbolic and/or language skills in various modes use science and technology effectively and critically, showing responsibility towards the environment and the health of others and demonstrate an understanding of the world as a set of related systems by recognising that problems-solving context do not exist in isolation.

According to DoE (2002:2), the developmental outcomes envisage learners who are also able to: “reflect on and explore a variety of strategies to learn more effectively participate as responsible citizens in life of local, national and global communities be culturally and aesthetically sensitive across a range of social context explore education and career opportunities and develop entrepreneurial opportunities”

Issues regarding poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS, influence the degree and way in which learners can participate in the approach by specifying minimum requirements for all learners (DoE, 2002:2). All the Learning Area

Statements try to create awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of the diversity.

### **2.2.6 Revised National Curriculum Statement (RNCS)**

The RNCS attempts to uphold a democratic vision of the society and the citizens that should emerge from the South African school system. The RNCS identifies the goals, expectations and outcomes to be achieved through related learning outcomes and assessment standards.

The outcomes and assessment standards emphasize participatory, learner-centred and activity-based education. They leave considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach. In the RNCS, the assessment standards in each learning area statement, provides the conceptual progression in each Learning Area from grade to grade.

At the same time, learners were not allowed to deal with assessment standards in isolation. Links must be made within and across learning outcomes and learning Areas. The achievements of an optimal relationship between integration across learning areas and conceptual progression from grade to grade are central to this curriculum (DOE, 2003:1).

The National Curriculum Statement forms the foundation for ongoing curriculum development, delivery and assessment in South African Schools. It states that the performance of learners should be measured against the Assessment Standards of the Learning Outcomes in a grade.

Assessment is a continuous and planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence against the outcomes, recording the findings of these evaluations and using this information to understand and thereby assist the learner's development and improve the process of learning and teaching (DOE, 2001:5).



Having described the National Curriculum Statement, the discussion now moves to implementation issues.

### **2.2.7 National Curriculum Statement Implementation Issues**

According to DOE (2010:2), the Minister of Education echoed in the Curriculum News that the quality of learning and teaching should be improved. She established three committees of highly respected experts led by three able bodied people with the requisite experience and qualifications to enable the smooth implementation of the Streamlining of the Curriculum. The committees are; The Curriculum and Assessment Policy Statements Ministerial Project Committee; The Committee for the Reduction of Learning Areas in the General Education and Training Band; and the Learning and Teaching Support Materials Committee.

Curriculum reform is not something that the system takes lightly. There is a need to work against change and fatigue in order to restore confidence and enthusiasm amongst all stakeholders. There is need also for a deliberate and decisive proceeding to effect the broad recommendations of the Ministerial Committees. There is the provision to make changes on an on-going basis where they can be made with minimal disruption.

### **2.2.8 Task of the Curriculum and Assessments Ministerial Project Committee**

The task of the Ministerial Project Committee is to oversee the development of the Curriculum and Assessment Policy Statement; Appoint writing and reference teams for the development of the Curriculum and Assessment Policy Statements; Rectify the Curriculum and Assessment Policy Statement; Oversee the editing of the document; Provide guidance on methodologies and guidelines on text books, and advise the Minister on any Strategic matters to Strengthen Curriculum implementation.

The subject Learning Area by Grade guidelines will be known as the Curriculum and Assessment Policy Statements (CAPS). The intention is to streamline the curricular documents

into single documents for each Grade and each subject in which content and assessment are specified (DOE, 2010:6).

### **2.2.9 Priority of the National Curriculum Statement**

In the state of the Nation Address presented to the Joint Sitting of Parliament in Cape Town on 03 June 2009, the President of the Republic of South Africa, Mr. J.G Zuma, stated that: “Education will be a key priority for the next five years. Teachers, learners and parents need to work together with government to turn the schools into thriving centres of excellence” (DOE, 2010:2). The Minister of Basic Education, Mrs Angie Motshekga, added that she has taken steps as a matter of priority to investigate the challenges experienced in the implementation of the National Curriculum Statement (NCS). A task team of stake holders handed a report on how to relieve teachers and schools of some of the challenges experienced as a result of the current curriculum and assessment policies and leave more time for teaching and learning. The report also recommends targeted support for teachers and schools.

The purpose of the curriculum news letter in improving the quality of learning and teaching according to (DOE, 2010:2) was to inform all role players in education and in particular, principals and teachers, of the changes that were to take place from January 2010. This is part of a five year plan for the improvement of learning and teaching as one of the government’s key priorities. The vision of the curriculum transformation process that started after 1994 was not changed, but implementing changes in order to strengthen curriculum implementation. The government was striving to achieve quality education for all, inclusive of learners who are vulnerable and experience barriers to learning (DOE, 2010:2).

### **2.2.10 Assessment guidelines in the NCS**

The Ministerial Committee which reviewed C2005 and its implementation in 2000 recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement.

It further recommended that this Revised National Curriculum Statement should reduce the curriculum design features from eight to three (DOE, 2000:4).

The NCS places a new focus on assessment when it states that the main purpose of assessing learners is to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning (Vandeyar & Killen, 2008:131; DOE, 2000:94).

In addition, the DOE (2000:93) highlighted that the specific assessment guidelines provided for teachers at the end of each learning Area Statement explicitly attempt to link assessment practices to the principles of Outcomes - Based Education. When defining the characteristics of continuous assessment, the NCS claims this approach to assessment, "Covers all the outcomes - based education principles" and although these principles have not been enunciated in the NCS, it is reasonable to assume that they are the principles outlined by Spady (1994), that is, the principles of clarity of focus, designing down, high expectation and expanded opportunity.

The NCS places strong emphasis on the administrative aspects of assessment. Whereas (2005) had assumed that administrative aspects are in all institutions, the NCS prescribes minimum requirements in assessment that are necessary for all schools to function. For example, the NCS specifies the essential details that must be included on report forms. While this information will be useful, particularly the requirement that each learners' "strengths and needs" should be reported, there are no guidelines that would enhance the validity or reliability of the information that will be reported (DOE, 2000:94).

Vanderyar & Killen (2003:132) believe that, the information provided above brings us to a consideration of whether or not the principles of assessment outlined in the NCS have a solid foundation in the basic principles of assessment outlined.

It can certainly be argued that the NCS incorporates most of the principles of assessment embedded in the principles of OBE, to the extent that these principles account for the fundamental issues involved in assessment.

Issues of reliability, validity and fairness can imply that these principles are embedded in the NCS. However, the NCS makes no direct reference to the foundations of sound assessment practices, other than the statement that assessment should be valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities. This is a major weakness of the NCS guidelines on assessment because past experience has shown that teachers do not necessarily understand how to build these characteristics into their assessment practices (DOE, 2000:94).

Vandeyar & Killen (2003:133) argue that teachers cannot be expected to apply assessment principles that they do not understand. Therefore, those who propose curriculum change have the obligation to ensure that the principles driving those reforms are explicit and that they are explained clearly. By removing much of the jargon that characterised Curriculum 2005, and by making the links to OBE more explicit, the NCS has taken two important steps in helping teachers to use more appropriate assessment practices. Unfortunately, the NCS falls short of providing information and explicit guidelines that can help teachers to focus specifically on the fundamental principles of high quality assessment practices.

This shortcoming reduces parts of the NCS to “recipe” for assessment – a set of administrative requirements that must be followed without understanding the principles on which those procedures are based. Such an approach in the NCS perpetuates the perception held by many teachers that assessment is a matter of technical procedure, rather than a matter of professional judgment (something that should be done to help students learn). This approach also perpetuates the view that teaching is a technology rather than a complex social process.

### **2.2.11 General aims of the South African Curriculum**

The researcher, in reviewing the literature sources, has realized that the National Curriculum Statement brought many changes within the educational system. It improved the learning conditions in schools which aimed at assisting the learners to apply more efforts in reaching their goals. The Department of Education (2011:3) supports this statement that the general aims of the South African Curriculum give expression to what is regarded to be knowledge, skills and values worth learning. It ensures that learners acquire and apply knowledge and skills in ways that are

meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts while being sensitive to global imperatives.

The National Curriculum Statement Grade R-12 serves the purpose of: equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability with the knowledge, skills and values necessary for self-fulfillment and meaningful participation in society and being citizens of a free country; providing access to higher education; facilitating the transition of learners from education institutions to the workplace; and providing employers with a sufficient profile of a learner's competencies (DoE, 2011:3).

The researcher realized that there were some rural schools which were in need and the government was providing them with food, regarded as feeding schemes. The learners are classified according to their geographical areas. There are other village schools in which learners are provided with learning materials and are not paying school fees. There are situations whereby principals, teachers and school governing bodies are addressing the poor performance of learners who have psychological problems and cannot cope or attend the same schools with those who are healthy and quick in thinking, reading and writing. Those learners are referred to other relevant schools which are suitable and can cater for their needs and expected education.

The National Curriculum Statement Grade R-12<sup>\*</sup> according Department of Education (2011:3) is based on the following principles:

Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population through

Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths. High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects.

Progression: content and context of each grade shows progression from simple to complex

Human rights, inclusivity, environmental and social justice, including the principles and practices of social and environmental justice and human rights as defined in the Constitution of

the Republic of South Africa. The National Curriculum Statement Grade 10-12 (general) is sensitive to the issue of diversity such as poverty, inequality, race, gender, language, age, disability and other factors

Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributions to nurturing the values contained in the Constitution and Credibility, equality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

The National Curriculum Statement Grade R-12 aims to produce learners that are able to: Identify and solve problems and make decisions using critical and creative thinking, work effectively as individuals and with others as members of a team, organise and manage themselves and their activities responsibly and effectively, collect, analyse, organize and critically evaluate information; Communicate effectively using visual, symbolic and/or language skills in various modes; Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation. Inclusively should become a central part of the organization, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning and how to plan for diversity.

### **2.2.12 Assessment guidelines**

DOE (2011:34) describe Assessment measures as individual learners' attainment of knowledge (content, concepts and skills) in a subject. The information obtained from this process should: inform learners about their strength, weakness and progress; Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners. Assessment should be both formal and informal. In both cases, regular feedback should be provided to learners to enhance the learning experience.

### **2.2.12.1 Informal daily assessment**

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson. Daily assessment occurs in every lesson and it can take the form of informal assessment tasks at any stage of the lesson. This assessment can take the form of questions and answers, class work such as short pieces of written work completed during the lesson, open book test of home work exercises. This type of assessment should not be seen as separate from the learning activities in the classroom and should be used by learners and to enhance learning and teaching. Learners or teachers can mark these assessment tasks. Self assessment and peer assessment actively involves learners in assessment and allows learners to learn from and reflect on their own performance (DoE, 2011:34).

Daily assessment tasks should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones to the formal tasks in the Programme of Assessment. These informal daily tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record these assessments and to provide feedback. The results of the daily assessment tasks are not taken into account for promotion or certification purposes (DoE, 2011:34).

### **2.2.12.2 Formal Assessment**

DOE (2011:34) regards formal assessment as providing teachers with a systemic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, research assignment, oral presentation, demonstration, performances, examinations, practical tasks and fieldwork activities. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade. The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade. The teacher must plan and submit the annual formal Programme of Assessment to the school Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

### **2.2.12.3 Recording learner performance**

Recording is a process in which the teacher documents the level of the learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead (DoE, 2011:34).

### **2.2.12.4 Reporting learner performance**

Reporting is a process of communicating learner performance to learners, parents, schools, districts and the other stakeholders such as the employers, tertiary institutions, etc. According to the researcher's view, principals need to exercise their professional experiences in managing their schools through a proper control of teachers, learners and the overall duties assigned to them. With regard to the implementation of the National Curriculum Statement, they should be the leading examples to their subordinates in order to reach the expected requirements of department of education. The curriculum is drastically changing from time to time and thus compels all stakeholders to implement what is required of it. Before South Africa came under the rule of the African National Congress, many black teachers, and learners did not enjoy their education. They were oppressed by the then ruling parties which denied them their right to have access to education. Black learners were compelled to practice languages which were not in their favour to exercise their rights in schools, e.g. they were forced to speak and study Afrikaans which was difficult for them to either express themselves or write it (DoE, 2011:34).

## **2.3 THE APARTHEID EDUCATION SYSTEM AND ITS REPLACEMENT**

Dean (1998:1) outlines the educational background of South Africa that, in 1994, South Africa's first democratically-elected government inherited all the problems bequeathed by the divisive, unequal and fragmented education system that for the past half century had failed adequately to educate the majority of the country's people. There was a high dropout rate among black schools children linked to widespread poverty and social alienation, coupled with a lack of provision for



over a high dropout rate among black schools children linked to widespread poverty and social alienation, coupled with a lack of provision for over a million children. The education problems faced by the emerging nation in 1994 included: An adequate teacher education problems system, particularly in black colleges of education; Disaffected and under qualified black teachers; the destructive influence on schools of the power struggle; Chronic underfunding of black schools

The aims of the democratic government's education initiative (e.g. African National Congress' policy papers, 1994a; 1994b; Department of Education's White Papers, 1995, 1996; the schools Act, 1996; Department of Education Curriculum (2005, 1997), have been to redress the educational wrongs of the Apartheid years within a democratic framework of justice, civic responsibility, equality of opportunity, tolerance and stability. Indeed, over the past five years, the government has abolished the old racial divisions and put in place an integrated education system. Pupil- teacher ratios have been established on a basis of equity.

Tikly (1997) viewed the above information and complained that the, overall education expenditure is simply too low to deliver to the most disadvantaged schools. Schools in disadvantaged areas are still suffering from problems of acute resource shortage, overcrowded classrooms and demoralised and undertrained teachers. In contrast, the ex-white schools have an immeasurably superior capital resource based from the past to draw upon, and inherited racial and economic demographics enable these schools to charge high schools fees to pay for additional resources.

In Western Cape, ex-coloured (mixed race) schools have also historically been well funded in comparison with black township schools, though less than white schools. The black township schools can charge only minimal school fees: their communities simply cannot pay them. Wealthier blacks either move from the townships, or bus their children out to ex-coloured schools. In effect, previous patterns of differing opportunities for the majority of children in black, coloured and white communities have been accentuated.

### **2.3.1 The introduction of Curriculum 2005**

Attempts to change education have been philosophical as well as structural (Dean, 1998:2). The long term challenge is to change entrenched attitudes and values and educate all the country's citizens for a modern, democratic society. To this end, in 1996 the new government inaugurated a nationwide process to transform the country's curriculum, particularly its aims and methodology. They had to be seen to be delivering on their education promises, and thus needed a new curriculum to be published and at least partially implemented before the 1999 elections.

Over the course of 1996 and 1997, various curriculum committees representing a range of stakeholders were charged with producing the new curriculum. Its structure and framework were centrally predetermined and non-negotiable; the model was to be outcomes-based, and the traditional subjects were abolished in favour of "learning areas". A major problem was the time scale: 'from the start, participants were presented with deadlines which they knew were impossible to achieve and process was always constrained by severe time pressures and overly optimistic planning. 'Another difficulty faced by the curriculum committees was that they had no disciplinary context or content within which to develop the learning outcomes.

Sieborger (1998) further added that the curriculum that has emerged from this process is described in terms of outcomes, characterized by abstruse language and a host of new concepts for schools and teachers to digest: learning outcomes, assessment criteria, range statements, school and teachers with a radical departure from anything they had previously encountered. Two and a half years into implementation, the difficulties encountered have produced the national curriculum review as Sieborger (1998:1) predicted even before implementation had begun.

#### **2.3.1.1 Main elements of Curriculum 2005**

The introduction of C2005 gave rise to a period of vociferous debate and fierce contestation on the merits of outcomes-based education (Beets & Le Grange 2008:68) for example, when C2005

was launched in 1997, there was concern among geographers and geography teachers that the distinctive character of Geography could be lost since aspects of human geography were located in the Human and Social Sciences learning area and Physical Geography were located in the Natural Sciences learning area. The implementation of C2005 was based on the premise that teachers had the competence to design learning programmes that would help learners achieve nationally defined critical and specific outcomes. Furthermore C2005 distinguished between two types of outcomes: According to Moll (2009:41), many elements that remain the same, are based on the curriculum tools developed by the National Department of Education and they are as follows:

Critical Cross-field Outcomes (later known as critical and developmental outcomes)

Specific Outcomes

Range Statements

Assessment Criteria

Performance Indicators

National time and Flexi-time

Continuous assessment, recording and reporting

Phase organizers

Expected levels of performance

Learning programmes

Eight Learning Areas in the National Curriculum Statement

Languages

Mathematics

Natural sciences

Technology

Social sciences

Arts and culture

Life orientation

Economic and management sciences (Moll, 2009:41).

Within each of these, we find assessment standards and learning outcomes which are “design down from the critical and developmental outcomes” (Moll, 2009:41). These learning outcomes

and assessment standards are divided into requirements and expectations in three phases: Foundation Phase (Grade R-3), Intermediate Phase (Grade 4-6) and senior phase (Grade 7-9). The learning outcomes describe what the learners should know, be able to do and to demonstrate at the end of each appropriate period; the assessment standard describes the extent to which the learners should be able to do this, and in what way they can demonstrate this. This means that the learning outcomes can and will, in most cases remain (Moll, 2009:41).

### **2.3.1.2 Critical and developmental outcomes**

With all subject outcomes being derived from the critical and developmental outcomes, it is clear that they form the basis of the new curriculum; the critical outcomes are phrased in the type of abilities learners are expected to be able to demonstrate, so that learners should be able to, according to DOE, (in Moll, 2009:41); Identify and solve problems and make decisions using critical and creative thinking; Work effectively with others as members of a team, group, organization and community; Organise and manage themselves and their activities responsibly and effectively collect, analyse, organise and critically evaluate information; Communicate effectively using visual, symbolic and/or language skills in various modes; Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; Demonstrate and understanding of the words as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

### **2.3.1.3 The National Curriculum Statement Context**

Members of the educational policy group sometimes seemed to act as mediators between the curriculum and their less confident colleagues, creating a genuine departmental response to the National Curriculum Statement. This pattern of the departmental mediation, however, only took place within departments where heads or senior members of the department were both confident and enthusiastic in their response to the NCS, and imposed a strong leadership style. By and large, however, there was a positive response to the National Curriculum English, because it was often perceived by teachers to be associated with progressive practice in their subject. By contrast, history teachers had a less positive view of the NCS in their subject. Their major

complaints centered on what they saw as the excessive weight of content that the NCS required them to deliver to pupils. This concern led many of them to become preoccupied with the need to 'cover' the prescribed content at the expense of their preferred styles of teaching. For history teachers, then the NCS was often perceived to be at odds with their notions of effective teaching as added by (Cooper & McIntyre, 1998:51).

### **2.3.2 Curriculum change and the South African Primary History Programme**

Fullan and Dyer (in Dean, 1998:3), have made it clear, that the status quo is difficult to change if the designated change agent, overwhelmingly, the teachers, do not perceive themselves as having any stake in the process. Without such a stake, South African teachers are unlikely to undergo the radical changes in behaviour and beliefs that the new curriculum demands. Fullan's (in Dean, 1998:3) comments provide the rationale for South African Primary History Programme in relation to the new South African Curriculum. Curriculum 2005 left teachers stranded with their start from where teachers are, where they feel confident, and then to move forward through a long-term and diverse educational process.

The programme provides a context and domain-history-within which teachers and advisors alike can explore the underlying philosophy of Curriculum 2005, can think about what approaches will promote the development of the confident, competent, critical and into 'doing history' i.e. provided participants with procedural knowledge and skills, within the context of appropriate propositional knowledge, as the medium of fostering of changes in attitudes and detailed pedagogy so that they will be able to implement Curriculum 2005. This occurs within a profoundly unfavourable cultural, historical and social context. There is no culture of democracy in society at large or in school. Most teachers have neither the tradition nor the experience of professional autonomy and agency. In this context, the programme employs the dual strategies of: Extensive exposure to alternative working models, and Action research by team members to bring about changes in culture, perceptions and practice.

### **2.3.3 Change to Democratic Education**

According to DOE (1999:103) the change to democratic dispensation made imperative a paradigm shift in the system of education. This also made imperative a paradigm shift in the roles that teachers have to play. Sometimes it is necessary to change the changes that have already been made.

In 1994 education was also made universal and compulsory in South Africa and followed a new programme (called Outcomes based education, curriculum 2005) from 1998. Since then, education experts have been tasked with transforming the pre-1994 curriculum into a more inclusive way. The global trend of the curriculum of South Africa was given some serious attention at national conferences and in a wide range of publications. This trend had received some consideration in the revised curriculum for South Africa (Van Eden, 2010:111).

According to the Mantney (in Edwards & Smith, 2008:113), the principal's role is to assure the role of instructional leader as well as empowering teachers to be and become collaborative leaders themselves. Instructional leadership is distributed and disseminated to teachers who are empowered to be instructional leaders in their own right. The task of instructional leadership and curriculum implementation is therefore a shared one that can develop sustainability in instructional leadership. Principals need to empower teachers to develop themselves in knowing how to run the school's administration in his/her absence. Teachers need to work together and share ideas in implementing curriculum.

According to Edwards & Smit (2008:113), the current focus on leadership systems has developed from the need to cope with discontinuous and accelerating change. This is particularly relevant within the current South African educational system which could be regarded as a society in which the virtues of democracy, transparency, openness, participation and consultation are placed in high regard. Principals who are able to manage change in their schools effectively can be characterized as being transformative rather than transactional, invitational rather than autocratic and empowering rather than controlling.

Principals need to share information with teachers in order to enhance the positive practices of curriculum implementation in their school. Every single educational change has to be addressed and teachers have to attend workshops related to curriculum change for better understanding of its principles. The principal's role includes assuming the role of instructional leader as well as empowering teachers to be and become collaborative leaders themselves.

#### **2.3.4 The leadership issue in curriculum change**

In a report compiled by O'Brien, Murphy and Draper (in Edwards, 2008), leadership style gives rise to the creation of an environment which is conducive to successful curriculum implementation, whereas the leadership approach is that which creates a climate, ideally and collaborative culture that facilitate successful curriculum implementation and school improvement. Bearing in mind that curriculum implementation and school is essentially associated with educational change, the value of the creation of school climate and school culture that is conducive for the successful implementation of curriculum and the ability to deal with change cannot be over emphasised. Collaborative cultures are characterized by their ability to overcome the failures and pitfalls associated with the process of change.

In the event of absenting principals, the approach towards change and the ability to cope with change is often attributed to the attitude and personally of the individual person. These attitudes are often shaped by the approach to leadership and the creation of a school culture that facilitates and supports the process of change. Collaborative cultures are characterized by inclusiveness in the value of relationships, the role regarded as being central to collaborative cultures as referred by Rubbin ( in Edwards, 2008:114) who refers to them as "relationships that bind".

The concepts of collaborative leadership and the creation of collaborative culture are presented as a leadership approach that will most likely support and facilitate curricula. Collaborative leadership creates a climate that serves as a platform for successful curriculum implementation. According to Sergiovanni (in Edwards, 2008:114), this approach leads to the formation of "collaborative cultures" where each person must view their specific role as part of "reciprocal

relationship that spells out mutual obligations” (Ibid, 49). In such a relationship a balance between individual autonomy and collaborative work is achieved.

Raffoni (in Edwards, 2005:136), explains that issues such as resources, teachers training and competency, socio-economic factors and the prevailing political climate are just some aspects of the successful implementation of new policies and curricula.

### **2.3.5 Implication for policy and practice**

According to Edwards (2008:117), the findings of his survey give rise to four possible implications and suggestions for educational policy and practice. The first implication concerns suitable school leadership which ought to become an important consideration at the micro as well as the macro levels. In schools, principals are required to consider succession planning both in matters of school leadership and in matters of curriculum implementation. Continuity and smooth transition are also important components of successful implementation.

In effect, they serve to reduce the debilitating effects of anxiety and uncertainty that are often associated with change. Therefore, it is essential that policy makers introduce purposeful programmes that seek to train and develop future school leaders. Not only will this serve as training for future leaders in education, but it will assist to retain suitable teachers in the profession. The second implication concerns the link between policy and practice or implemented policy. With regard to the implementation of curriculum (text to practice), the disjuncture between policy and practice is possibly the most significant hindrance to success. In order to bridge the gap between the two, it is important that, policy writers and policy makers pay attention to proficiency and curriculum literacy of principals and teachers who are required to implement policy. Also the amount of support that is required for the development of teacher’s guides and learner materials ought to be thought about. This implies that practising teachers and school principals must be made part of the process of implementation if success is to be achieved.



Edwards (2008) continues with the implication of policy that policy implementers in school governance should therefore consider and promote leadership styles that embrace the principles of participative leadership and the development of collaborative culture in schools. At the same time, education department must delegate sufficient power and authority to school principals so that they are able to manage their schools efficiently and successfully to implement change in conjunction with delegated power and authority through the leadership practices and approaches they employ. The above source is particularly true for matters of curriculum implementation and development. Such practices do enhance relationship which is essential for the successful functioning of schools; encourage sound interpersonal relationship that exists amongst the stakeholders as well as interdependent relations in schools in time of change and curriculum implementation.

It is very important for principals and teachers to work collaboratively in order to learn to be productive and have self independence. These will assist in bringing the positive results of the new curriculum change required in schools. Furthermore, they will produce better results which will motivate learners to have more interest in building their future. Lastly, the principals, teachers and learners are regarded as educational tools to uplift the standard of the teaching and learning process. This will give positive support to policy makers to encourage more workshops and seminars for both principals and teachers regarding curriculum change.

#### **2.4 An extensive in-service and investigative two-week visit to the United Kingdom**

Dean (1998:4) explains that, the benefits of experiencing different models of education have been discussed elsewhere. Prime importance is that the experience occurred among members of a team living for a fortnight. This provided shared experiences to discuss and reflect upon. The UK study has enabled each year's programme team to see working models that demonstrate the meaning of much of the new language they are hearing in South Africa, but which they have no life experienced of. In the United Kingdom they see pupils being active critical enquirers practising democracy through class and school councils, working collaboratively and 'doing history'. They view outcomes-based education in operation in primary and intermediate schools.

## **2.5 Selective Practice within Action Research**

Dean (in Ghaye and Ghaye, 1998:66) echoed that the framework for reflective operation within action research operate well with the diploma's requirements. Problematising teaching and learning; confronting ourselves and the teaching context; Observation; Refocusing and active action.

### **2.5.1 Refocusing and or active action**

Ghaye and Ghaye (1998:68) argue that critical reflection is a creative process, driven by the reflective teacher's interests. They assert that reflection can serve personal interest, learning-through-experience interest, competency-based interest and transformatory interest.

The South African Primary History Programme's strategy for teachers, lecturers and advisors working closely together has fostered change at both individuals and group level through time. A dynamic to sustain change has been built up underpinned by a shared alternative world picture to the one existing in schools. Each group has brought different perspectives and priorities to the programme. The interaction between these perspectives has proved particularly fruitful. In brief, the teachers have ensured that classroom realities are acknowledged. Lecturers and advisors are able to support and inform the teachers regarding policy, planning and curriculum development. In this review, it is clear that South African teachers are using the learners as yardsticks especially in results comparison. There are some stages where teachers are holding morning and afternoon class studies in order to feed learners with more learning practices so that they can obtain the highest marks. As one can see, schools are competing with the use of learners to produce talented representatives of the country and teachers of those particular schools are regarded as hard workers.

Ghaye and Ghaye (1998) believe that the team as a whole has gained curriculum understanding grounded in an interactive relationship between policy and practice. The programme has provided team teachers and advisors with alternative models, a focused-test-bed, structured academic programme and supportive environment in which to work out in detail the implications

and practicalities involved in major curriculum change. Team teachers are now in a position to influence change within their own schools through the confidence to alternative approach that demonstrably succeeds.

In support of the above practice, rural and urban area schools teachers are motivated by policy makers in allowing them to attend workshops regarding the implementation of curriculum change. The change gives learners the opportunity to study and learn extensively in order to obtain their expected goals which will assist them in future. The computer system which has been introduced in schools is broadening the knowledge and skills of both learners and teachers so that they become computer literate and self dependants. Principals are also able to do their administration duties by using computers without any hazels as they are regarded as change agents in schools. Teachers are able to insert learners' marks easily using the computer and that is why curriculum implementation has become useful and has brought many positive and general changes in the entire educational institutions in favour of learners, teachers and principals.

## **2.6 LINGUISTIC ISSUES**

Dean (1998:7) tells us that these is a particular concern of black township teachers in the programme. During the apartheid years, black children were educated in their home language for the first three years of school. Thereafter, all teaching and learning was officially done through the medium of one of the two official languages, i.e. English or Afrikaans. Children were thus expected suddenly to start learning and operating in a second or, indeed a foreign language. Since the arrival of Democracy, African languages have been recognised: the country now has eleven official languages. Parents now have the right to vote for the language of instruction in their children's schools. They have overwhelmingly voted for English as the medium of instruction in township schools, from Grade 4.

## **2.7 FOUR COMPULSORY SUBJECTS AS REQUIRED**

According to Philani (2010:2), the National Curriculum Statement requires all learners in Grade 10 to 12 to study seven subjects. Two of these subjects must be South African Languages and

one of these must be the language of teaching and learning. In most schools, this is English or Afrikaans. In addition to the two languages, all learners must offer either Mathematics or Mathematical Literacy and all learners must offer Life Orientation.

The proposed 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. Life Orientation aims at building civic participation and understanding.

### **2.7.1 Three further subjects**

In addition to the four compulsory subjects noted above, learners must choose three more subjects from a list of approved subjects. It is also important to note that learners can offer up to four languages as part of their seven – subject package (Philani, 2010:3).

## **2.8 NCS SUBJECT LIST**

An interesting part about the NCS subject list is that the subjects in the National Curriculum Statement are updated and expanded versions of subjects currently offered in South African Schools. In many cases, the names of the subjects have not changed, however, the cognitive demand of all subjects such as Physical Science, History, Geography, Music and Dance, has increased. There is also an increased emphasis on Africa, its history, dance, music etc.

The names of some subjects have changed to reflect international trends and also to reflect the new content of the subjects. For example: computer application. Technology replaces Typing and Comp typing; Information Technology replaces Computer Studies; Life Sciences replaces Biology and Consumer Studies replaces Home Economics (Philani, 2010:30).

## **2.9 NATIONAL CURRICULUM STATEMENT REQUIREMENTS**

The NCS requires of learners to: think carefully about what they learn; have strong conceptual knowledge and to be able to apply this; be critical and curious; Be aware of the social, moral, economic and ethical issues which face South Africans and people around the world.

The above description of the intended Curriculum sets out our national vision for high school graduates. However, whether this vision will be realised depends on the careful planning and hard work of all those involved in education: Department of Education, higher education institutions, teachers, schools management teams, school governing bodies, parents and of course learners (Philani, 2010:4).

### **2.9.1 Improving Curriculum Implementation**

According to DOE (2010: 3 & 4), the Department of Education is in the process of developing and distributing workbooks to schools in order to provide support for the curriculum. The committees of highly trained experts are also focusing on strengthening teaching and learning in all grades by distributing learning and teaching support packs for all the grades and teachers in all schools. These packs have proved very popular amongst Grade R teachers. They use them during their teaching of literacy and numeracy to improve, enrich and build on what they are already doing.

The Minister has announced the development of National Basic Education Action Plan. This long term plan for the basic education sector will be known as Schooling 2025: the Department of Basic Education's plan. The committees hope to circulate it to all the principals and teachers for their comments and contributions. In order to keep all the teachers and principals informed of the progress the committees are making, the department will develop and distribute a quarterly edition of the Curriculum News to all the teachers and principals. This is to ensure that they are kept informed of the developments around Curriculum reform.

## 2.9.2 Curriculum and assessment ministerial project committee

In addition to improving curriculum implementation, the Minister has approved a two-year time frame for the implementation of the Curriculum and Assessment Policy Statement (CAPS). The intention is to streamline the Curriculum documents for each Grade and each subject in which content and assessment are specified and she has approved that in place of the one year time-frame that the Review Committee is required the provinces to ensure that they consult widely and test the statements with teachers.

The writing and reference teams appointed by the Committee will effect this task. Criteria for the appointment of writers include proven ability to write as well as knowledge, understanding and experience of the subject classroom. Schools are to be informed in good time when the Curriculum and Assessment Policy Statements are already for implementation. The new policy developed in consultation with all role players, is to establish clear guidelines on the implementation of new progression and promotion requirements, how they will be implemented in schools and at Provincial level, and how assessment practices generally will be improved upon (DOE,2010:6).

The DOE (2010:8) added that, to assist schools, the Department will make available quality exemplar assessment tasks in order to assist teachers in their preparation. Clear targets have been set for improvement in learner achievement by 2014. The Minister has set a target for improving numeracy and literacy attainment levels of all Grades from the current average attainment levels of between 27% and 38% to at least 60% by 2014. The Annual National Assessment (ANA) will focus on the critical foundational skills of literacy and numeracy fundamental to all learning. The ANA is geared towards improving the quality of education and the results will inform many of the decisions that the Department must take regarding tracking and improving the quality of learning and teaching in the system.

### **2.9.2.1 Assessment in the curriculum**

DOE (2010:4 & 5) considers, Assessment in the National Curriculum Statement (Grade-12) as an integral part of teaching and learning. There are several types of assessment including: Formal Assessment: Formal Assessment tasks are marked and formally recorded by the teacher. The number of tasks required and to be recorded by the teacher is specified in the National Protocol on Assessment, Recording and reporting. The tasks make up the programme of Assessment. They are a core part of the teacher's planning. Teachers should factor into their planning any additional support needed by learners who experience learning difficulties. Formal Assessment is an essential part of teaching and learning. The evidence of learner performance in formal tasks provides feedback with regard to the content, concepts and skills that have been acquired by the learner in the specific learning area or subject.

The marks of those tasks will be used for promotion and progression of learners to the next grade and to give feedback to the parents and various stake holders in these regard. The feedback will also indicate the support that is planned for learners who are not able to master all the content, concepts and skills and need more time or reinforcement.

Informal or daily Assessment is made up of those tasks that are regarded as stepping stones to monitor or assess the progress of the learner in the subject classroom and to prepare them for the formal tasks. Examples of these tasks include class-work, home work and its process. Teachers may let learners assess their own work to further reinforce learning. The teacher then ensures that corrections are done. These assessments also indicate what is learnt and what can be done. Most critically, they inform the teacher on where learners should be taken to assist them to overcome these challenges.

### **2.9.2.2 The continuation and progression of assessment with regard to the NCS**

The Curriculum change process in South Africa gained further momentum with the phasing in of the National Curriculum Statement for Further Education and Training Schools (General) in the year 2006. According to Le Grange (2005:190 - 192) assessment is one of the key areas of

curriculum transformation since successful implementation of any new curriculum largely hinges on it. Post apartheid assessment policy mirrors contemporary international trends in more authentic and continuous approaches to assessment.

Current curriculum reforms also encompass a new assessment framework based on achieving learning outcomes (Los) for a particular band and achieving assessment standards (ASs) for each grade inviting a shift from a summative and norm – referenced approach to a formative and criterion – referenced approach. In the assessment of the learning outcomes, the assessment standards capture what learners are expected to know and what they are able to do as a result of appropriate teaching and learning in a particular grade and subject.

There are a number of problems related to the 13-level progression scale within the assessment standards. Levels are aligned with a grade, creating the danger that teachers may hold on to the traditional pass/fail mindset, perceiving the assessment standards as merely a grade requirement and not as part of a progression continuing. There is a danger that teachers will see the assessment standards as describing skills, knowledge, concepts, and values to be continually repeated in a grade instead of seeing them as levels within a band (Bennets, 2002:83).

## **2.10 TEACHERS' EXPECTATIONS OF PLANNING**

According to DOE (2010:11), teachers should use the materials during their normal teaching time for literacy and numeracy to improve, enrich and build on what they are already doing. Their files are where records of their planning, including their annual work schedule and their assessment plan are. It should also include formal assessment tasks and memoranda, textbooks to be used and a record of each learner's marks per formal assessment task. They should also have mark sheets for every class.

They may choose to use the lesson plans provided by the Department but may also choose to construct their own lesson plans or base their own plans on those provided by the Department. Teachers do not have to keep separate, formal compilations of learners assessment task in portfolios, but learner's work including assessment task, must be kept in the books and files that



they use for ordinary class work. These must be at school for moderation purposes when required. They must also assess tasks and keep a record of formal assessment tasks on class lists in their teacher file. The requirements for school projects will vary from subject to subject and teacher to teacher. It is best for teachers to learn from and share information with one another in a school or cluster and teacher unions and/or associations on projects.

#### 2.10.1 The essential requirements of a teacher file

According to DOE (2010:3), explanations will be given of the following: Annual work schedule; Formal assessment tasks and memoranda; Indication of textbooks and any other resources to be used; Record sheets containing learners' marks for each formal assessment task; Any intervention that is planned by the teacher to assist learners, especially those who are experiencing barriers to learning.

#### 2.10.2 Annual work schedule

A teacher is expected to have a work schedule for each learning area or subject for the year for each grade. The content to be taught and learned should be organised into terms and weeks and be based on the content as listed in the content or core knowledge and concept. Frameworks presented in the annual work schedule should indicate weeks, content, assessment activities, date completed and comments. It should ensure that the content for one academic year is sufficiently covered in the time allocated for learning areas or subjects. Any support in response to a learner who experiences barriers to learning must be included in the planning. All the necessary resources that the teacher identifies should be recorded as part of the lesson plan including adapted resources.

#### 2.10.3 How should evidence of learner performance be collected and recorded?

The DOE (2010:7) expects both formal and informal assessment tasks to be kept in work books, exercise books or other relevant subject – specific formats. (For example, ledgers, cash and journal books for EMS and Accounting, as well as folders on servers or CD's for Computer

Application Technology and Information Technology.) Selected tasks will also be used to inform and track individual performance in order to provide support to individual learners. The evidence should be made available by teachers and/ or learners (whenever needed) to the Head of Department (HOD), School Management Teams (SMT's), Curriculum advisors, teaching and learning Support Staff and other education officials or parents.

## **2.11 THE NATIONAL CATALOGUE OF TEXTBOOKS**

In order to compile a National Catalogue of textbooks for schools, the Department of Basic Education invites publishers to submit a list of their textbooks. The Department scrutinizes the list of text books through a screening and quality assurance process. The Department recommends changes to be made where necessary to ensure that the text books cover the Curriculum. It is important that the text books engage learners in quality learning activities in order to master the subject knowledge (content and concepts) and skills. Only textbooks that meet the criteria for good textbooks are selected and placed in the catalogue.

The screening process is repeated in cycles to ensure that the textbooks are regularly updated in terms of new technology and trend as well as current content. A National Catalogue of Textbooks for Grades 10-12 has been in use in schools for a number of years. Schools and teachers of Grades 10-12 will continue to use the Catalogue to make known their selection of textbooks each year. A National Catalogue of approved textbooks for Grade R – 9 was supposed to be finalized in 2010 for implementation in 2011. Textbook orders for 2011 for Grade -9 were supposed to be based on the National Catalogue (DOE, 2010:7).

According to DOE (2010:20), the Department of Basic Education (DBE) was to inform all principals, teachers and School Governing Body members that in February 2011 all learners in Grade 2-9 in public schools would participate in nationally set tests in literacy and numeracy. These tests would be known as the Annual National Assessments (ANA).

The ANA was to be used for teachers and at individual learner level to provide teacher s with empirical l evidence on what the leaner could or could not do at a particular stage or Grade and

do so at the beginning of the school year. ANA results would not be used for school-based assessments or (CASS) Continuous Assessment Standard for the purposes of promotion and progression. The ANA results would be used for diagnostic beginning of Grades and help teachers mount appropriate teaching strategies. ANA tests would serve as an important indicator of the critical foundational skills that learners would need in order to be able to learn in other subjects as well.

Furthermore, for the system at systemic level, ANA provides reliable data for policy decision and support required at various levels of the system. The National and Provincial departments will use the ANA results to prioritise appropriate support for teachers and schools. Marking of all ANA tests will be done by the teachers at school level and Districts, in collaboration with SMT's will moderate samples of school-marked papers. At the National level, Department of Basic Education (DBE) will also sample scripts for moderation to check if marking was done consistently across districts and provinces. Guidance will be given to teachers to prepare learners for ANA. The DBE will disseminate exemplars of ANA literacy and numeracy items so that schools and parents can assist learners in their preparation for taking the tests in February 2011. The exemplars illustrate various questioning styles, specific competencies and cognitive levels which will be include in the final tests.

It is important that the exemplars can never be exhaustive in testing everything that learners are expected to have learnt by the end of Grades. They can only serve as a guide. As added by the Educational News Paper called *The Teacher* (2010:11&12 dated November) the following captures where the DBE would like to be in 2025;

- LEARNERS

Learners will have to attend school on time, everyday, and take their school work seriously. They will have access to computers, a good meal, sporting and cultural activities. They will have to keep respectful relationships with their friends and dependents.

- **TEACHERS**

Teachers are to be confident, well – trained and continually improving their capabilities. They need to be committed to giving learners the best possible education, thereby contributing to the development of the nation. They need to enjoy job satisfaction because their conditions of service are decent and their pay comparable to that of other professions.

- **SCHOOL PRINCIPALS**

School principals need to ensure that teaching takes place as it should, and according to the National Curriculum. Through responsible leadership, they need to promote harmony, creativity and a sound work ethic within the school community and beyond.

- **PARENTS**

Parents have to be well informed about what happens in the school and receive regular reports about how well their children perform against clear standards that are shared by all schools. They need to listen and be listened to, and they need to make sure that any concerns be dealt with by education authorities at all levels.

- **SCHOOL BUILDINGS AND FACILITIES**

School buildings and facilities have to be spacious, functional, safe and well maintained. Learners and teachers are to look after their buildings and facilities because they take pride in their school.

## **2.12 THE ROLE OF THE PRINCIPAL IN POLICY IMPLEMENTATION**

Principals are regarded as people responsible for leading change in their schools with the implementation of the NCS. This is indicated by the way the school leadership interacts with learners and teachers in terms of school policies, programmes and procedures. According to DOE (2000:13), the principal is responsible for the professional management of the school and so has delegated powers to organise and control teaching and learning at the school effectively.

However, the HOD has the power to expect co-operation and compliance from the principal in matters of school management.

### 2.12.1 The professional role of the principal

The professional role of the principal in management under the authority of the Head Of Department in school (DOE, 2000:13) is as follows: to perform and carry out professional management functions; to perform the day-to-day administration and organisation of teaching and learning at school; to perform the departmental responsibilities prescribed by law; to organise all the activities which support teaching and learning; to manage personnel and finances to decide on the intra-mural curriculum, that is, all the activities to assist with teaching and learning during school hours; to decide on text books, educational materials and equipment to be bought; to serve as a member of the governing body in his or her official capacity, and to help the governing body to perform its functions.

### 2.12.2 Implementation of educational change by principals as leaders in schools

A concern about the role of the principal as the leading agent of change is echoed in the work of Fullan (2001:20). According to Fullan (2001:20), when the goal is sustainable change in a knowledge society, business and education increasingly have more in common like the business leader, the principal of the future, cultural change and the principal must be attuned to the big picture, as a sophisticated conceptual thinker who transforms the organization through people and team.

Some core strategies for developing the role of the principal as an instructional leader are activities such as leadership for instruction/peer learning in which the principal's central role is a valuable first step in increasing student learning, but it does not go far enough. Literacy and Mathematics improvements are only beginning to ensure deeper learning, to encourage problem solving and thinking skills, and to develop and nurture highly motivated learners.

In addition to mobilize teachers, working conditions and morale need to be improved. Thus, teachers need to create a fundamental transformation in the learning cultures of schools and the teaching profession itself. The role of the principal as an instructional leader is to narrow the concept and carry the weight of the kind of reform that will create the school that is needed for the future. Fullan (2001:2) also believes that cultural change principals display palpable energy, enthusiasm and hope. Five essential component characteristics of leaders are knowledge, moral purpose and understanding of the change process, the ability to improve relationship, knowledge creation, sharing and coherence making.

School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high performing schools and raising the achievement of and closing the gap between high and lower performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools.

The other characteristics of a change leader include high moral purpose and understanding of the change process, the ability to build relationships and the creation and sharing of knowledge. All these help in forging coherence through the checks embedded in the interaction of leaders with deep morale and purpose and also provide guidance. They however, have blunders if their ideas are not challenged through the dynamics of change, the give and take of the relationships and the ideas generated by the new knowledge. Principals not attuned to leading in the culture of change make the mistake of seeking external innovations and taking in too many projects. Cultural change principals by contrast concentrate on student learning as the central focus of reform and keep an eye out for external ideas that further the thinking and vision of the school.

DOE (2004:4) has identified a number of key principles that should inform a national professional qualification for existing and aspiring principals. These key principles make it clear that the South Africa National Professional Qualification for principals should:

- be rooted in schools improvement and that it should draw on the best leadership and management practice inside and outside education and should

- provide a baseline from which newly appointed principals can continue to develop their leadership and management competencies within the context of their own school environment

### **2.12.3 Challenges associated with the implementation of change**

The implementation of the National Curriculum Statement has brought many educational challenges for principals as leaders of schools. It has affected them both personally and professionally. Their morale is affected to the extent that they lose focus as a result of lack of mastery of what is expected to plan for educators and learners while on the other hand administration duties are expected of them. They are overloaded by the new policies which are introduced by the government and which compel them to allow teachers and principals to adhere to change even though those policies are changing from time to time.

As Sikes (1992:36) says, “teachers are required to change themselves and what they do to meet the specifications laid down by the policy makers who neither know them or the context in which they work”. Perhaps teachers are called upon to participate fully in the educational policy change process.

### **2.13 RAPID EDUCATIONAL POLICY CHANGES**

Clarke (2005:132) has drawn attention to the rapid educational policy change that is creating an open atmosphere in which school policies are designed and discussed. This change often engenders active participation by the school teachers, learners as well as principals whereas a tense environment brings fear, cohesion and misunderstanding in school matters. Clarke added that improving schools in difficulty demands new policies being introduced, such as those to do with attendance, behaviour and homework and then, most significantly, persistent and instant measures taken to ensure that these policies are consistently implemented throughout the school. Second, considerable efforts are often made to raise expectations among the staff. In particular, attention is given to ensuring that all staff members feel that they always have support available as they deal with difficulties in their lessons and around the school. Where necessary, in-service training is often provided to support them in responding to new requirements. All of this can be

carried out within what can only be described as an upbeat atmosphere where success is constantly recognised and celebrated.

Under certain conditions, a school to school co-operation offers a promising strategy for bringing about educational improvements in contexts that are facing difficulties. Indeed, it can be argued that points to a possible new direction for school improvement policy and practice more generally (Clarke, 2005:35).

#### **2.14 SUCCESSFUL IMPLEMENTATION OF CHANGE**

Certain shortcomings in schools need to be redressed and educators are to be well prepared for their daily professional work in the classroom. Guidance must be provided to them in order to explain and clarify the assessment criteria and their requirements to all learners. All these are necessary in order to enhance the successful implementation of change in schools.

#### **2.15. SCHOOL AND PERSONAL DEVELOPMENT**

Sterling (2000:53) argues that the process of whole school development is closely related to the principals' process of personal development. The principal as the leader of the school has to decide to try a more positive way of encouraging his/her staff members in every leadership intervention to be made. He/she has to focus on the strength of his/her staff, to find opportunities to draw on this strength and develop them further within the life of the school and to provide affirmation and positive feedback as he/she sees staff members fulfilling their potential. As expanding creative leadership abilities and self confidence increase, he/she becomes more confident to take on new leadership challenges. The staff will respond to the principal's new way for leading by showing respect and giving him/her support.

Sterling (2000:69) further argues that leading others is not always an easy task, people can be destructive at times. They can be fixed in their ideas, intolerant, full of blame and grievance towards others. They can think and act in negative ways and bring negative feelings into the school. This often happens because people are caught in self-limiting patterns and do not know



how to free themselves. They probably don't think of themselves as feeling negative or limited or destructive. They just feel that they are being themselves, responding to their school situation in normal and natural ways. As a leader, the principal needs to develop the educators' skills so as to encourage them to let go such negative patterns and become creative and positive within the school.

In his final analysis, Sterling (2000:68) stated that learning to work effectively with others is an ability acquired and deepened over time. As the leader practises his/her leadership in the school, his/her classroom and community, he/she will identify other people's skills which he/she would like to develop and deepen. As the principal's leadership ability develops, he/she will be able to take more responsibility for his/her own learning by seeking out the information or training needed. This is part of empowering him/herself as a leader to change, to grow and to develop in an ongoing way.

### **2.15.1 Creating a vision for the school**

The principal needs to create a vision for his/her school in order to reach the expected goal of the Department of Education so that the implementation of change could be successful. Sterling (2000:89) echoed a similar concern regarding the process of building a vision for one's school. As it is the principal's responsibility as a leader to use his/her leadership abilities to make a difference to the school, to help to move it from where it is now to where he/she wants it to be. In order to do this, the principal will need to draw on many of the resources he/she has already learnt about.

The principal will need to use his/her leadership qualities to facilitate a collective process of vision building in his schools in which every one's ideas, opinions and feelings are heard. He/she will also need to direct the process effectively and strongly, to ensure that the vision he/she develops is an authentic and meaningful one. He/she will discover his/her earlier work in analysing the school holistically is of great value. When the vision is developed, this understanding will help to minimize problem areas and maximize strength. However, if the principal's vision is both inspirational and realistic, people are motivated to achieve it. They feel

excited by it and they are encouraged in an ongoing way as they experience progress towards an achievable goal. This builds confidence and frees further energy that the vision quests.

A similar concern by Smith & Regan (2005:45) is that the innovation model examines changes or innovations in the education system or organisation or in the environment outside the organization and determines whether new learning goals should be added to the curriculum to accommodate these changes or in the organisation. Stakeholders such as students, teachers, trainers, managers/administrators, parents, and clients should be carefully involved.

### **2.15.2 Change and instructional design**

Smith & Regan (2005:217; 304) believe that the result of engaging in an instructional design is typically an innovation, something new, a new way to solve a learning problem. They agree that it involves new materials, new insights and new ways of engaging learners. These are the products of instructional design efforts. If the results of the design are to be used by people other than the designers themselves, implementation becomes a more difficult and extensive process, often involving organizational change. Potential users must be aware of the problem that the innovation can solve, be aware of the innovation itself, believe that the innovation can solve the problem, be in favour of the innovation, see a role for themselves in using or adopting the innovation. The key concepts in implementation, in addition to the concept of innovation include:

- Stakeholders: People such as the learners themselves, teachers and trainers, administrators and managers, Support personnel, designers, other impacted people who have vested interest in the innovation.
- Adoption: a decision to make full use of the new idea as the best course of action available.

Besides the above factors of implementing change, any strategic plan for educational polices should be led by principals who are the direct people to experience challenges of the implementation of the National Curriculum Statement in their schools. As a result, they need to take the initiative of seeing to it that educators are well trained with regard to the new education policy changes for the better teaching and learning process of the schools.

The quality of education, learner performance, teacher support systems and development are raised within the South African department of education. These improvements can only be implemented through the leadership of the school principals as the central figure in leading and supporting change. All these are in line with the idea of how the principals are challenged professionally and personally. According to the message of the Minister of Education, Professor Kader Asmal, (Department of Education, 2002:2), as South Africans reach the turn of the century, they have the enormous responsibility of providing an educational system which will not only lead to the development of the country and its people, but also one which will allow them to take their place amongst the world's nations as a country which has managed to recover from the depth of despair and depravity.

The experience of the South Africans of the 20<sup>th</sup> century has been one of negotiating a high mountain, fraught with enormous difficulties. From the pain and triumph of struggle, their battle culminated in the extraordinary settlement of 1994, and the victory of their liberation movement, together with the development of a social contract embodied in the new constitution. This ranges from providing a good quality of accessible education from childhood right through adulthood, to ensure the preparation of citizens to be part of a multicultural society with a common set of values of which they can all be proud.

DoE (2000:3) further informs about the message that, people of South Africa have repeatedly demonstrated their belief that education is one of the most important national priorities. In response, the government has since 1994 begun constructing and redefining the education and training system in order that it satisfies the aspirations of all South Africans. The system has undergone significant and extensive restructuring.

This is reflected in the new policy and legislative framework that has been established to give effect to the goals and values of the democratic Government, and in the major changes implemented to achieve greater equity in the distribution of resources within education. This has led to significantly positive changes occurring within education institutions. Despite the many changes however, the challenges to make a significant impact on the quality and extent of learning attainment for the majority of our people remains elusive.

## 2.16 ANNUAL NATIONAL ASSESSMENT (ANA)

According to DoE (2011:17), teachers in England and Australia have expressed justified reservations about standardised tests. However this is applied in other parts of the world, it has wisely let to the implementation of the annual national assessment tests which has a huge potential for South Africa. The first Annual National Assessment (ANAs) for learners across South Africa in Grades 2 to 7 and 10 are over. In a letter to parents, the Department of Basic Education gave the following reasons for ANAs:

- the test will set a benchmark on how to improve the children's literacy and numeracy in the year ahead
- teachers will be able to find out whether children need academic support and
- the result will assist the department in finding out where it should intervene if a particular class or school does not perform to the national level.

In principle, it is a good quality assurance practice to see whether standards have been achieved. So, for an example, the teacher in Grade 3 classroom needs to know whether his or her learners are at an age-appropriate reading level. If need be, corrective action can be taken. The teachers can also be motivated to raise the achievement. Quality teaching is always in a state of never-ending improvement. However, there is much debate worldwide about standardised tests. Australia and England have them and their teachers are angry. In 2010 there were nationwide threats in both countries. In England, the test is done in years 2, 6 and 9. The Australian tests are done in years 3, 5, 7 and 9. The Australian Education Minister at the time, Ms Julia Gillard (now the Prime Minister), threatened teachers with fines if they boycotted the tests.

- Naming and shaming: Results are published in the National Media and on educational websites. The Australian newspaper published a list of the top 100 primary and secondary schools. One of the findings was that top 10 in each category were exclusively wealthy private or selective government schools. Schools with poor results were "named and shamed" in the media. Children and staff were humiliated by the negative publicity.
- Teaching to the test: Teachers became too focused on preparing learners for the tests. The good name of each school became too dependent on results. Truly rounded education is published into the wings while "schooling to achieve superb scores" takes center stage.

- Learners and teachers became stressed: It is stressful preparing for any test. One can think of stress levels in homes and Grade 12 class rooms when matric exams are looming. Frequent standardised tests can create an almost never-ending stressful atmosphere for both learners and teachers.
- Inspectors prejudging schools on the basis of their results: In England, it was found that certain inspectors assessing schools were biased towards or against them on the basis of standardised test achievements. This resulted in some schools having an unfair advantage because their learners performed well in their tests. The converse applied when the learners did poorly.
- Lack of recognition for disadvantaged schools: There are schools with huge challenges. Their learners come from disadvantaged backgrounds. When the learners performed well at school, they've often faced barriers to learning such as being desperately poor or from dysfunctional home backgrounds. These disadvantaged schools are often extremely poorly resourced. Dedicated teachers have achieved much in spite of the daily hurdles that confront them. Quality learners and teachers should not be unfairly penalised on the basis of raw scores in such tests.

Parents want the best for their children. They want to be able to assess the schools their children attend. Standardised tests have schools on their toes to achieve certain levels. When parents make choices about preferred schools, they look at past scholastic results. Matric results, for example, have been seen as good barometers of the academic potential of schools. Will the ANA results guide parents in this way too?

Matric results have been used by schools to promote themselves and encourage new enrollment. It's likely that ANA results will be used in similar ways. Parents are entitled to know these results and could request to see them. How will schools, education departments and media make the results available? Will there be a "naming and shaming" of underachieving schools? It is already being done with matric results. Will they be sensitive to those schools that are tireless in their commitment and sense of dedication but have far to travel in terms of quality education? ANA should be used sensitively and sensibly. Results should be available in a manner that ensures that no child or teacher of a school is humiliated in the process. Wisely implemented, ANA has huge potential to help turn "Quality Education for All" slogan into a reality.

## **2.17 THE ROLE OF PRINCIPALS**

Principals of schools are allocated the following roles:

### **2.17.1 Monitoring learner well-being and academic performance**

The role of the teacher, as outlined by Alan Clarke, is that, schools need to be caring institutions and this is particularly true for schools operating in areas where there are high levels of poverty and social ills (Teacher, March 2011:16). This is because teachers may be the only significant adults in the lives of the learners who attend these schools. For children who are struggling to make sense of their lives in challenging circumstances, a caring teacher can provide them with an alternative role model to those they experience in their homes and communities. The concern and support of a caring teacher and a basic education of reasonable quality are for many children the sole means of escape from what would otherwise be a future of grinding poverty and possibly of substance abuse and crime.

### **2.17.2 The roles and responsibilities of a class teacher**

A class teacher is responsible for monitoring the wellbeing and academic progress of the learners in a class group and for providing them with appropriate guidance and support as and when the need arises. His or her duties and responsibilities include the following key elements:

A teacher needs to:

- Have a good understanding of the home background of each child in his/her class as well as his/her outside interests
- Provide support for and guidance to learners who may be lonely, teased, harassed or bullied. These are all matters that may have serious consequences and should be referred to a senior member of staff or the school counsellor
- Ensure that the dress, appearance and behaviour of learners in your class group are consistent with the code of conduct of the school. A teacher is responsible for ensuring that appropriate guidance or sanction is used to deal with those whose dress appearance or behaviour is in conflict with the code
- Ensure that all members of the class group participate actively in all aspects of school life
- Follow up on absentee anomalies and patterns

- Follow up and provide appropriate support, including contacting the family on crises, serious illness or bereavement, which are having a negative effect on a learner's behaviour or academic performance, and
- Liaise with your grade head and the teacher counsellor in instances where inappropriate behaviour and/or poor academic performance persist or are sufficiently serious to warrant intervention outside the scope of your authority or competence.

### **2.17.3 Monitoring the academic performance and progress of learners**

While it is the responsibility of the subject teacher to monitor the subject-based performance of his or her learners, class teachers are expected to monitor the overall performance of individual overall performance of learners across all subjects and to report on this performance. This involves:

- Preparing a quarterly class mark schedule and using these to identify learners who have performed well, who have not met the requirements for a pass, or whose marks in one or more subjects have improved or declined by more than 10% since the last quarter
- Reporting on the performance of the identified learners at the quarterly mark discussion meeting
- Ensuring that learners whose marks have declined are provided with support and additional help by their subject teacher, and
- Preparing and writing an appropriate comment, addressed to the parents of the learner, on the learner's quarterly report based on the school's policy guidelines document.

### **2.17.4 Managing and monitoring key data related to the wellbeing and academic progress of learners**

It is the responsibility of a class teacher to ensure that the following data for the learners in his/her class are recorded on the school's administrative system and kept up to date:

- Daily school attendance
- Late coming
- Any absence from examinations, tests and other formal assessment tasks
- Address and contact details of parents/ guardian
- Reasons for prolonged absence from school (such as illness), and
- Incident of serious misconduct or other factors which may affect the welfare and/or academic performance of the learner.

### **2.17.5 Providing initial basic counseling for learners with unsatisfactory behaviour and/or academic progress**

A class teacher is expected to provide basic guidance and support (or sanction) in all instances where a learner's behaviour and /or academic performance is inappropriate or a cause for concern. Part of the counselling process should involve one or more of the following:

- One-on-one discussion with the learner concerned
- Contact with the parents (telephone call, letter on meeting) and
- The referral of the learner to the grade head or the teacher counselor.

To support the above source's information, the introduction of the National Curriculum Statement has created many binding responsibilities of teachers and parents to work hand in hand for the better performance and the ability to cope, to learn and teach the learner (Teacher, 2011). Ninety percent of the school work should be on the learner's side and ten percent should be on the teachers' side with the assistance of parents or guardians at home. It is therefore important to see to it that all the stake holders implement all the necessary rules and regulations of the amendment of educational policies which favour learners' interests. The principal who is regarded as the change agent of curriculum in general, is therefore supposed to play the most important leading role for the proper functioning of the school administration and all other related duties. There should be the balance of teaching and learning among principals, teachers, parents and learners with the assistance of all departmental heads and school governing bodies.

### **2.18 THE VISION FOR SCHOOLING IN 2025**

Important steps towards a better schooling system were made in 2008 in Kliptown (the birth place of 1956 Freedom Charter), with the adoption by various stakeholders of the code for quality education (Government Gazette, 2010:7). The vision is making sure that every young South African receives quality schooling is an urgent need. By 2025 the following have to be seen in every South African school:

- Learners: The school is accessible to learners who attend school every day and are on time because they want to come to school. They know that if they miss school when they should not, some action is taken. These learners understand the importance of doing their



school work, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and from Grade 3 onwards all learners are computer literate. Part of the reason why learners want to come to school is that they get to meet friends in an environment where everyone is respected, they will have a good meal, they know they can depend on their teachers for advice and guidance, and they are able to participate in sporting and cultural activities organised at school after school hours

- Teachers: Teachers, who received the training they require, are continuously improving their capabilities and are confident in their profession. These teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are, on the whole, satisfied with their jobs because their pay and conditions of service in general are decent and similar to what one would find in other professions.
- A school principal: A Principal ensures that teaching in the schools takes place as it should, according to the national curriculum, and also understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond
- Parents: Parents are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards that are shared by all schools. These parents know that if something is not happening as it should in the school, the principal or someone in the Department will listen to them and take steps to deal with any problems.
- Learning and teaching materials in abundance and of a high quality: The national minimum Schoolbag policy, which is widely understood, describes the minimum quantity and quality of materials that every learner must have access to.
- School buildings and facilities that are spacious, functional, safe and well maintained. Learners and teachers look after their buildings and facilities because they take pride in their schools.

The government has, over the years, introduced many factors that contribute to learners' better performance, knowledge and skills. Learners are actively involved in many activities in schools, e.g. extramural activities which are performed after school, like music, soccer, different cultural dances etc. The feeding scheme has also been introduced in schools, especially schools in rural areas for the learners to eat healthy food and maintain a well balanced diet. The feeding scheme assists in regular school attendance of learners and active participation in classes. Learners are now able to attend to their class activities and home work. There are learners who are from poor family background and needy. The problem of sickness and tiredness of learners is also reduced through the introduction of the feeding scheme in schools. Teachers are also relieved from poor performance of learners as they may be held as countable for poor results.

### **2.18.1 The Annual National Assessment and how it works**

The Government Gazette (2010:10) informs us that in 2009 in every year and after, all Grades 1 to 6 learners will write national tests in languages and mathematics at the end of the year. The language test will cover the learners' home language and the first additional language, which is English, for most South African learners. Teachers will mark the tests according to instruction provided by the Department of Education. These instructions also indicate how the school principal and specialists from the district office should check that the tests are properly marked. Parents will receive Annual National Assessment (ANA) results together with results in the annual report card for each learner at the end of the year. The school governing body (SGB) will receive, at the beginning of the year, report from the district office that will look more or less the same across all districts in South Africa. This report, the district-wide ANA report, will allow each school to compare its ANA results with those of other schools in the district. It will also indicate what the results are for in different quintiles in the district; in other words, schools with more or less the same level of poverty amongst learners. Parents on the SGB will be asked to share the district-wide ANA report with other parents at the schools and to discuss ways in which parents and the school can work together to improve results. All the district-wide ANA reports from across the country will also be available on the internet.

What the district-wide ANA reports will not contain are the so-called league tables, or a list of every school in the district and its average scores. Each school will know its own average scores and will be able to compare these to the average of the district, of each quintile. However, in a system such as ANA, where schools themselves do the marking, research has shown that if the system becomes too competitive, this just encourages cheating when tests are marked. The main objectives of ANA is not to make public "winners" and "losers" but rather to let schools and parents have a better idea of how well they are doing in comparison to schools around them and schools across the country.

In 2011, ANA tests for Grade 9 learners will be introduced also in languages and mathematics. How is ANA different from what happened before ANA? The difference is that ANA tests are standardised across schools; it will be possible to compare results from one school to the results

of any other school in South Africa. This will make it easier to know when there are serious problems in schools.

What has just been described is **universal** ANA. Apart from universal ANA, there will be **verification** ANA. Verification ANA will be run directly by the national department and is a bit like the old systemic evaluation, but better. As part of the verification of ANA, the national department will send people to some, but not all, schools to run tests that are almost the same as the universal ANA tests. Learners will be tested to show how far the national and provincial results are improving, and will indicate how accurate the results obtained from universal ANA are. The national report will also explain what the national and provincial targets are.

### **2.18.2 The output goals to be reached in 2025**

According to Government Gazette (2010:9; 9- 12), the output goals are:

- Goal 1: increase the number of learners in Grade 3 who by the end of the year have mastered minimum language and numeracy competencies for Grade 3
- Goal 2: increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6
- Goal 3: increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9
- Goal 4: increase the number of learners in Grade 12 who become eligible for a Bachelor programme at a university
- Goal 5: increase the number of Grade 12 learners who pass mathematics
- Goal 6: increase the number of Grade 12 learners who pass science
- Goal 7: improve the average performance in languages of Grade 6 learners
- Goal 8: improve the average performance in mathematics of Grade 6 learners
- Goal 9: improve the average performance in mathematics of Grade 8 learners
- Goal 10: ensure that all children remain effectively enrolled in schools up to the year in which they turn 15
- Goal 11: improve the access of children to qualify early childhood development (EDC) below Grade 1
- Goal 12: improve the grade promotion of learners through the Grade 1 to 9 phases of school
- Goal 13: attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession
- Goal 14: ensure that the availability and utilisation of teachers in such that excessively large classes are avoided

- Goal 15: improve the professionalism, teaching skills, subject knowledge and computer knowledge and computer literacy of teacher throughout their entire careers
- Goal 16: strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction
- Goal 17: ensure that learners cover all the topic and skill areas that they should cover within their current school year
- Goal 18: ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy
- Goal 19: increase access amongst learners to wide range of media, including computers which enrich their education
- Goal 20: ensure that the basic annual management processes occur across all schools in a country in a way that contributes towards a functional school environment
- Goal 21: improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy
- Goal 22: ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively
- Goal 23: ensure that the physical infrastructure and environment of every school inspires learners to want to come to schools and learn, and teachers to teach.

All these goals to be reached in 2025, will impact positively with regard to the role played by principals. Based on this statement, the supportive factors are as follows:

- Workload of paper work on teachers will be reduced
- The means of technology will assist in capturing of learners' marks
- Allocation of textbooks will assist learners to read on their own and learn to have self independence
- Principals and teachers will have the opportunity to attend workshops on curriculum change in general
- Supply of necessary resources to schools will minimize problems facing principals as they are the engines of reliabilities with regard to learner performance
- Necessary information will be cascaded to teachers as the people on the ground and responsible for learners' teaching and learning in schools
- To enhance team spirit amongst teachers
- To attend workshops on computers for the principals and teachers to be computer literate
- Learners will also have the opportunities to have access to libraries, laboratories etc
- District officials will monitor each school to check if there is a problem in implementing curriculum as they are conducting workshops and seminars for both principals and teachers (Government Gazette, 2010:9-12).

However, principals will not have the opportunity to attend such workshops as they have to monitor the management and administration of the schools. The other barriers which may be caused by curriculum change are that, officials are changing curriculum regularly and thus creating problems to teachers and principals. It creates a problem in the sense that teachers have

to grasp every single change quickly and implement it while the previous knowledge has not been applied as required. Textbooks will be piled in schools because of being changed every year by rapid curriculum change. As a result, this frequent curriculum change will have both negative and positive impact in schools.

## **2.19 SUMMARY**

The chapter presented Curriculum review involving Outcomes-Based Education and National Curriculum Statement including detailed information about what the National Curriculum Statement is all about. The role played by the principals, problems associated with implementation of change and factors necessary for successful implementation of change have been provided. The design and methodology is described in the next chapter.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter presented Curriculum review involving Outcomes- Based Education and the National Curriculum Statement which detailed information about the role played by the High school principals, teachers, learners and parents. The implementation of change and the factors necessary for successful implementation of change were also outlined.

The aim of this chapter is to give an overview of the qualitative method of research that was used in this study. Qualitative research was viewed as the best approach for this research as the study is exploratory in nature and therefore using the qualitative approach provided the researcher with an opportunity to understand the natural social phenomenon of high school principals' experience with the implementation of the National Curriculum Statement. Understanding required was achieved by analyzing specific contexts of participants such as their geographical location and by narrating the challenges the participants encountered with implementation of NCS, how they were affected personally and professionally, how they dealt with the challenges, and what support systems were available to them. Participants' meanings in the study included their feelings, ideas, beliefs, thoughts and actions regarding their experience with the implementation of the National Curriculum Statement.

The advantage of using qualitative methods was to permit the researcher to carry out an in-depth study of the phenomenon of interest without being constrained by pre-determined categories of analysis as would be the case of questionnaires with pre-determined questions in a quantitative study.

#### **3.2 RESEARCH QUESTIONS**

The central question investigated in this study was: what are the experiences of High School Principals regarding the implementation of the National Curriculum Statement?

To explore this question further, the following sub-questions were posed:

- What challenges have been encountered by high school principals in the implementation of curriculum changes in general and in the implementation of the National Curriculum Statement in particular?
- What support systems are available to assist principals cope with the challenges of curriculum implementation?
- How have high school principals been affected personally and professionally by the challenges of implementation of curriculum changes in general and by the national curriculum statement in particular?
- What recommendations can be made to policy makers and principals on how to manage the future educational changes?

### **3.3 RESEARCH PARADIGM**

A paradigm or worldview is “a basic set of beliefs that guide action” Guba (in Creswell, 2007:19), or “a set of basic beliefs that deals with ultimates or first principles” (Guba & Lincoln, 1994:107). A paradigm represents a worldview that defines, for its holder, the nature of the “world”, the individual’s place in it, and the range of possible relationships to that world and its parts. The beliefs are basic in the sense that they must be accepted simply on faith; there is no way to establish their ultimate truthfulness (Guba & Lincoln, 1994:107). Paradigms used by qualitative researchers vary with the set of beliefs they bring to research. There are four worldviews that inform qualitative research: postpositivism, constructivism, advocacy/participatory and pragmatism (Creswell, 2007, 2009). This study is informed by the social constructivist worldview.

#### **3.3.1 Social constructivism**

The research paradigm chosen for this study was the social constructivist paradigm. Social constructivism is one of four worldviews in qualitative research. Creswell (2007:21) explains that it is a worldview in which individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences- -meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas. The goal of research then is to rely as much as possible on the participants; views of the situation.

Often these subjective meanings are negotiated socially and historically. In other words, they are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives. Rather than starting with a theory, inquirers generate or inductively develop a theory or pattern of meaning.

Research was conducted by making use of a suitable approach for the research problem. According to Creswell (2009:27) qualitative researchers make use of emerging qualitative approach to inquiry, the collection of data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants. The reflexivity of the research and the complex description and interpretation of the problem signals a call for action.

Macmillan (1994:34) explains that interactive qualitative method is an in-depth study using face-to-face techniques to collect data from people in their natural settings. The researcher interprets phenomena in terms of the meaning people bring to them. Qualitative research builds a complex, holistic picture with detailed description from informants' perspective. Some qualitative researchers openly discuss the values that shape the narrative.

### **3.4 SELECTION OF RESEARCH SAMPLE**

The general population of this study was all principals of high schools in the Mafikeng Area Project Office. Since every member of the study could not be included in the research in collecting data, sampling was used to select some members. Purposeful sampling was used to select six (6) high school principals from their different geographical areas in rural and urban schools. Purposeful sampling is a qualitative sampling strategy whereby the researcher selects individuals and sites for study because they can purposefully inform the researcher about their understanding of the research problems and central phenomenon in the study" (Creswell, 2007:125). Five of the principals were males and one was female. These principals had sufficient work experience of about five years and more. Qualitative research has massive potential and its practitioners face some major challenges. It deserves to be done well so that it can make fully



justified claims for its own significance, effectiveness and meaning. Yet it requires a highly active engagement from its practitioners, and a great deal of effort intellectual, practical, physical and emotional.

### **3.4.1 Research Site**

The researcher conducted the study in Mafikeng Area Project Office. The six schools were classified according to their geographical areas i.e. 3 rural and 3 urban high schools. The researcher noted some barriers in one of the three rural schools which impacted negatively on the proper implementation of the National Curriculum Statement. Facilities like chalkboards were not in good condition. Teachers were struggling to write clearly on the chalkboard. As a result, learners found it very difficult to cope in the school. The other two rural high schools were good as far as the surroundings and the interior part of the classrooms were concerned.

Two urban high schools attracted the eyes of the researcher as their yards had gardens, green grass and flowers. The buildings gave an impression that indeed the principal as the manager of such a school was uplifting the low morale of teachers to perform their duties accurately in spite of the challenges they are experiencing. There was one urban high school which was using a tennis court as a playground as there is no playground for the learners' extra mural activities and facilities were not even supplied to them. That barrier is affecting proper implementation of the NCS in that school.

## **3.5 GAINING ACCESS**

Before gaining access to the research sites:

- The researcher had to make an appointment to visit the six chosen high schools
- Feedback was given during the next visit to agree on the set date for the interview.

The researcher explained the purpose of the interview for the principals to feel free in providing the relevant information about the implementation of the National Curriculum Statement (NCS).

The researcher was granted permission through a letter from the Area Project Office to gain access to selected high schools. According to Creswell & Clarke (2007: 113 & 114) researchers

require permission to collect data from individuals and sites. This permission can be gained at three levels: from individuals who are in charge of sites, from people providing the data and their representatives, such as principals and from campus-based Institutional Review Boards (IRBS). Obtaining access to people and sites requires obtaining permission from individuals in charge of sites. The levels of permissions are regardless of whether the study is qualitative or quantitative. However, because qualitative data collection involves spending time at sites, and sites may be places not typically visited by the public, the researcher needs to find a gate keeper, an individual in the organization supportive of the proposed research that will essentially, “open up the organization. In qualitative research, procedures need to be stated in detail, because the research often involves asking personal questions and collecting data in places where individuals live or work. The information collected from observing participants may place individuals at particular risk.

### **3.6 THE CHALLENGE OF QUALITATIVE RESEARCH**

Mason (2007:1) describes qualitative research as exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter. Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and wave of everyday life. The understanding, experiences and imaginings of our research participants, three ways that social processes, institutions, discourse or relationship work, and the significance of the meanings that they generate.

### **3.7 DEVELOPMENT OF INSTRUMENTS**

In the exploratory design with intent of developing and testing an instrument, there are three aspects that need to be kept in mind. First, qualitative data analysis yields specific quotes from individuals, codes that the researcher generates and themes that consists of groups of codes. Each of these aspects can play a role in the design of an instrument (Creswell, 2007: 123-124).

Research questions would be piloted to ensure good practice before the actual data collection.

Mason (2007:68) indicates that a great deal of intellectual preparation is required for qualitative interviews and for planning and handling the social dynamics. Therefore careful and appropriate

piloting of research instruments is important as it will weed out inappropriate, poorly worded or irrelevant items and highlight problems. Although students on research methods courses are routinely reminded of the need to pilot whatever research instruments they choose to use, too often neglected is the equally important need to pilot administrative procedures and guidance to participants to ensure that these too work efficiently and in the way intended by the researcher, a failure to trial such processes may lead to extra work for the researcher, uncertainty and possible non- response) on the part of the participants or both (Briggs & Coleman, 2007:130). In this study, the interview schedule was developed, refined and piloted before final administration.

### **3.8 DATA COLLECTION**

Data was collected from the selected urban and rural high school principals by means of a semi structured interview. Data was captured by using an audiotape and writing extensive notes during the interview. The interviewees were purposefully selected high school principals in the Mafikeng Area Project Office. The interview schedule was developed by the researcher using the research questions as a guide. The semi-structured interview was used to collect in-depth information from the principals regarding their experiences of the implementation of the National Curriculum Statement and curriculum changes in general. The researcher took notes without annoying the interviewees during the interview process and the audiotape was used to capture the information obtained from the participants.

#### **3.8.1 In-depth interviews**

According to Mason (2007:62) qualitative interviews may involve one-to-one interactions and may take place face-to-face. Most qualitative research operates from the perspective that knowledge is situated and contextual, and therefore the job of the interview is to ensure that relevant contexts are brought into focus so that situated knowledge can be produced (Manson, 2007:62). In – depth interview involves open-ended questions, listing and recording answers and following up the answers with additional relevant questions (Bless & Smith, 2000: 1). With this kind of interviewing, the questions are not formulated or themes rigidly identified before the interview takes place. In this study, the researcher met and conducted the interview with

principals in their offices and each interview session with a principal lasted for about two and half hours. The study made use of in-depth individual interviews with principals. Using semi-structured questions to guide the interviewee to explore other topics related to the question. The interviewer would from time to time steer the conversation back to the question at hand.

In-depth individual interviews to this study involved asking open-ended questions, listening to and recording answers with an audiotape and field notes, and following up answers with additional relevant questions (Bless and Smith, 2000:1). In this interview, the researcher limited her contribution to an absolute research question as a starting point to gain an in-depth understanding of participant's experience and opinions on the implementation of the National Curriculum Statement. From the central research question, follow up questions were pursued and probing was used to gain further insight into the issue. When interviews deviated from the topic, the interviewer tactfully steered them back (Schulze, 2002:61).

Before each interview began, the researcher explained the procedures and conditions of the interviews to the principals. Procedures were explained as follows: The researcher informed the principals that there would be no remuneration for the interview; that no information would be divulged to any party, and that an audiotape would be used to capture the conversations and a field note book to write notes of the information from participants. Interviewees were informed that their information would be kept anonymous, and that they had the rights to withdraw from the interview, if they so wished. Those who were willing to proceed with the interview had to append their signatures on the consent form. The interviews were conducted in the principals' office and lasted for about two and half hours. The researcher reminded the principals about contacting her on the cell phone numbers provided in the consent form in case there was a need for clarity about the research (See Appendix E pg 115 for sample of interview schedule).

### **3.9 DATA ANALYSIS**

Data for the study was obtained from interviews with six high school principals: three principals from urban area schools and three principals in rural area schools. The data consisted of principals' views and experiences with regard to the implementation of the National Curriculum Statement.

After data had been collected from the field it was then analyzed. Mouton (2002:108) holds that analysis involves breaking up data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various constitutive elements of the data. And to do this, White (2002:82), suggests that since qualitative research requires logical reasoning, it makes considerable use of inductive reasoning, organizing the data into categories and identifying patterns and categories. Leedy & Ormrod (2001:150), suggest that after identifying a theme in data using an inductive process, a qualitative researcher has to move to a more deductive mode to verify or modify it with additional data.

Data analysis in this study is based on research questions and guided by the theoretical framework of the study. As such, the researcher used open coding to analyze data. Open coding is “a process of breaking down, examining, comparing, conceptualizing and categorizing data” (White, 2002:82). The procedure for data analysis in this study began with the naming and categorizing of phenomena through close examination of data from the interviews.

De Vos et al. (2005:333) believe that the purpose of conducting a qualitative study is to produce findings by transforming data into findings. This involves reducing the volume of raw information, shifting significance from trivia, identifying significant patterns and constructing a framework of communicating the essence of what the data reveal. They add that, data analysis is also the process of bringing order, structure and meaning to the mass collected data. Qualitative data analysis is a search for general statements about relationships among categories of data.

Thomas (2003:1) prefers the term “inductive approach” for qualitative data analysis and identifies the purpose for using the approach as: to condense extensive and varied raw text data into a brief summary format; to establish clear links between research objectives and the summary findings derived from raw data, to develop a model or theory about the underlying structure of experiences or processes which are evident in the raw data (see appendix F pg 117 for sample of code generated from interviews).

The inductive approach reflects frequently reported patterns used in qualitative data analysis. According to Thomas (2003:1), this research approach allows research findings to emerge from

frequent, dominant or significant themes in raw data, without the restriction imposed by structural methodologies.

### **3.9.1 Procedures for qualitative data analysis**

In qualitative research, the researcher is the instrument of data analysis. Analysis should begin at an early stage in data collection and be highly systematic. It is important for the researcher to identify issues that emerge during the data collection and analysis as well as those that the researcher may have anticipated (from reading or experience). There are strategies or procedures common among the various traditions in the qualitative research. Thomas (2003:4) prefers the following procedure to analyze qualitative data:

- **Preparation and organization of data**

In accord to the collection of data, in this study, the researcher began with transcribing data from tape recordings and complementing them with field notes made during the interviews with principals. Transcribing interviews or notes offers another point of transition between data collection and analysis, as part of the management and preparation process. De Vos et al. (2005:336) affirm that in the process of transcribing data, emergent insights are generated.

Transcription to this study was followed by typing and organizing the data. Three copies of transcripts were printed; one for colour coding, another for cutting and pasting and a third copy kept as a master copy.

- **Close reading of text**

Once text was prepared, the raw text was read in detail so that the researcher is familiar with the content and gains an understanding of the themes and details in the text. Creswell in De Vos et al. (2005:337) advises the researcher to read the transcript in their entirety several times. This was done to immerse the researcher in the details of the transcript and trying to get a sense of the interview as a whole before breaking them into parts. Marshall and Rossman in (De Vos et al 2005:337) add that the researcher has to become familiar with the data in intimate ways. They believe that the more the researcher interacts with the data, the more patterns and categories

begin to emerge and are noted in short phrases, ideas or key concepts. Thomas (2003:4) suggests close readings of the text with consideration of multiple meanings that are inherent in the text.

- **Creation of categories**

The next step was generating categories, themes and patterns. De Vos (2005:337) sees this step as representing the “heart” of qualitative data analysis. It is in this step that the heightened awareness of the data, a focused attention to the data, and openness to the subtle, tacit undercurrents of social life is demanded. In order to generate categories, the researcher noted regularities in the setting and the participants chosen for study. The categories that emerged were confirmed to be internally consistent but distinct from one another. Thomas (2003:4) describes the process as identifying text segments that contain meaning units, and creating a label for a new category into which the text segment is assigned.

Thomas (2003:4) differentiates between upper or more general and lower level and more specific categories. Upper level categories are likely to be derived from research aims while the lower level categories will be derived from multiple readings of the raw data. Categories that emerged in this study were created from meaning units and actual phrases used in specific text segment (see appendix F pg 117 for sample of codes generated from interviews).

- **Continuing revision and refinement of category system**

After transcribing data and identified sentences or paragraph from a transcribed interview that supported the story line (experiences of high school principals with implementation of NCS) were underlined, central facts supporting the central themes of challenges principals experience with the implementation of NCS, how principals deal with challenges and recommendation to be made to policy makers were identified and subcategorized. This enabled the researcher to realize the saturation of data when repetitive theme occurred. Thomas (2003:4) advises that researchers should search for subtopics within each category, including contradictory points of view and new insights. In such a case, I selected appropriate quotes that conveyed the core theme or essence of a category.

The participant's responses were analysed according to categories determined by the researcher from the way the questions were answered. Conclusions were drawn using the responses as the researcher's evidence.

The following table captures the procedure for analysis as follows;

**Table 3.1: The coding process in inductive qualitative analysis**

Initial reading and rereading of the transcript and text data	Identify specific segments of potential information	Label the segments of information to create categories	Reduce overlap and redundancy among the categories	Create a model incorporating most important categories
Many pages of text	Many segments of text	30-40 categories	15-20 categories	3-8 categories

**(Note: Adapted from Thomas, 2003:6)**

Qualitative researchers are exposed to many setbacks that may affect their efficiency. Froggat (in Thomas, 2003:7)) warns qualitative researchers against pitfalls of data analysis such as; inconsistency between methodology and methods, isolating data analysis from data collection and interpretation, presenting a descriptive account, and lack of information about processes undertaken. For this study, care was taken to avoid the setbacks identified above. The procedure used to analyze data in this study was the above procedure indicated by Thomas (2003:6).

In the researcher's study the responses of participants were compared according to similarities and differences. Responses were summarized according to themes and each theme was analysed according to the answers to the interview questions. Responses were analysed according to categories determined by the researcher from the way the questions were answered.

### **3.10 ETHICAL CONSIDERATIONS**

According to Briggs & Coleman (2007: 245) for both ethical and objectivity purposes, it is vital to ensure that those being interviewed are absolutely clear about their rights to an explanation of



aims, procedures purposes, the consequences of the research, publication possibilities and the right to refuse to take part or withdraw at any stage. Particularly because of the potential power relations, the researcher needs to be clear that subjects fully comprehend the nature and outcomes of the research and that they will be assured of anonymity and confidentiality.

Briggs & Coleman (2007:109) state that, researchers need to think about the implications of choices they make as part of their ethical practice and how that choice may impact on the ways in which researchers engage with other participants. Insufficient consideration is often given to the appropriateness of the context or site in which research is to be conducted, and often such context will be chosen because they are convenient to the researcher rather than thinking through the implications of such choices inviting individuals, whilst at the same time maintaining the integrity of the research and its ethical standards.

In this study, the researcher requested permission from the Area Project office Manager of Mafikeng to conduct the interviews to principals of the urban and rural area schools. The ethical consideration taken was to explain the procedure of the interview to the participants, to inform them about the purpose of the interview, to reassure them about their anonymity when collecting data. In order further protect the anonymity of the participants pseudonyms were used instead of their real names. The pseudonyms are reflected in Appendix F as LA, KB, BC, BD, RE and LF. They were also informed that the interview was voluntary and that they were free to withdraw at any time.

Assurance was given that their information would not be divulged to any other parties and would only be known by the researcher. Permission was sought for the use of an audiotape. The procedure of the interview was explained.

### **3.11 TRUSTWORTHINESS OF THE STUDY**

Trustworthiness of the study involves ensuring that the information collected is credible, transferable, dependable and confirmable. Shenton (2004:64, 69, 71 & 72) describes the above aspects of trustworthiness in the following way:

Credibility is an internal validity in which the researchers seek to ensure that their study measures or tests what is actually intended. Transferability refers to the determinations of readers on how far they can be confident in transferring to other situations the results and conclusions presented. Dependability involves enabling of the future researcher to repeat the work, if not necessary to gain the same results. Confirmability is the qualitative investigator's comparable concern about objectivity.

According to Shenton (2004:63) the trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Many naturalistic investigators have however preferred to use different terminology to distance themselves from the positivist paradigm. One such author is Guba's who proposes four criteria that should be considered by qualitative researchers in pursuit of a trustworthy study. By addressing similar issues, Guba's constructs correspond to the criteria employed by the positivist investigators.

### **3.11.1 Credibility**

Shenton (2004:66) describes several factors necessary for addressing credibility as one of the important aspects in the researcher's study.

There are tactics to help ensure honesty in participants when contributing data in particular. For instance, each person who is approached should be given an opportunity to refuse to participate in the project so as to ensure that the data collection sessions involve only those who are genuinely interested take part are prepared to offer data freely to the questions that will be asked. Where appropriate the independent status of the researcher should also be emphasized.

Another way to ensure credibility is to conduct peer scrutiny of the research project. Opportunities for scrutiny of the project by colleagues, peers and academics should be welcomed, as should feedback offered to the researcher at any presentations. Member checks are considered by Guba and Lincoln, (cited in Shenton, 2004:68) as the single most important

provision that can be made to bolster a study's credibility. Checks relating to the accuracy of the data may take place on the spot in the course, and at the end of the data collection dialogues in which they have participated. Here the emphasis should be on whether the informants consider that their words match what they should be or whether the informants consider that their words match what they actually intended, since, if a tape recorder has been used, the articulations themselves should at least have been accurately captured. In this regard, the researcher insured honesty in participants by making them aware that they are not compelled to take part in the interview process and the right to refuse. The participants were ensured that those who are willing to take part are free to offer data for the questions that will be asked. Member checks were conducted to allow the principals to check whether the information obtained from them was captured accurately.

### **3.11.2 Transferability**

As transferability has already been explained earlier on, the following facts are discussed here. Shenton (2004:69) explains how transferability is implemented that, since the findings of qualitative projects are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. After pursuing the description within the research report of the context in which the work was undertaken, readers must determine how far they can be confident in transferring to other situations the results and conclusions presented. It is also important that sufficient thick description of the phenomenon under investigation is provided to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations

Shenton (2004:70) added that it is easy for researchers to develop a preoccupation with transferability. Ultimately, the results of a qualitative study must be understood within the context of the particular characteristics of the organization or organizations and, perhaps, geographical area in which the fieldwork was carried out. In order to assess the extent to which findings may be true of people in other settings, similar projects employing the same methods but conducted in different environments could well be of great value. In this study, the researcher

was fortunate to have come across a study that was conducted on principals' experience with curriculum change in the Rustenburg setting and the findings to the study seem to correlate with the findings of this study. Using this as a measuring rod, the findings of this study can thus be said to be true of people in other setting. The researcher is confident enough to allow the chosen method of her study to be transferred to other situations for other researchers to compare their studies and find ways and means of analysing their studies in different environment.

### **3.11.3 Dependability**

In order to address the dependability issue more directly, the process within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. Thus, the research design may be viewed as a "prototype" model. Such in-depth coverage also enables the reader to assess the extent to which proper research practices have been followed. So as to enable the readers of the research report to develop a thorough understanding of the methods and their effectiveness, the text should include: the research design and its implementation, describing what was planned and executed on a strategic level, the operational detail on data gathering, addressing the minutiae of what was done in the field, reflective appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken (Shenton, 2004:71). The researcher did a thorough exploration from the rural and urban area high school principals with regard to the implementation of the National Curriculum Statement in the Mafikeng Area Project Office. The information regarding the latter was obtained from informative principals with the experience of 5 and more years in the teaching field and represented those who did not have the same experiences as theirs.

True reflections of relevant criterion of all the procedures that have been followed by the researcher portray a mutual understanding of the method being implemented in the study. In so doing, the reader has been given a mind map of the study as was taken by the researcher.

### **3.11.4 Confirmability**

According to Shenton (2004:72) however the difficulties of ensuring real objectivity, since, as even tests are designed. The concept of confirmability is the qualitative investigators'

comparable concern to objectivity. Here steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. Miles and Huberman (65) consider that a key criterion of confirmability is the extent to which the researcher admits his or her own predispositions. To this end, beliefs underpinning decisions made and methods adopted should be acknowledged within the research report, the reasons for favouring one approach when others could have been taken explained and weaknesses in the techniques actually employed admitted. In terms of results, preliminary theories that ultimately were not borne out by the data should also be discussed. Much of the content in relation to these areas may be derived from the ongoing "reflective commentary". Once more detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted. The methodology conducted in this study is the experience and idea of the researcher in exploring about the experiences of the high school principals with the implementation of the National Curriculum Statement in the Mafikeng Area Project Office and not of any pre-existing source.

### **3.12 SUMMARY**

This chapter presented detailed description of the research strategy, the research procedure as well as protocol for the interview when collecting data. The main objective of collecting data was based on the experiences of high school principals with the implementation of the National Curriculum Statement in the Mafikeng Area Project Office. The next chapter discusses the analysis of data and its presentation.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 INTRODUCTION**

The previous chapter gave an overview of the qualitative method of research that was used in this study. The researcher regarded qualitative approach as important to this study as most of the descriptions and interpretations are portrayed in words rather than numbers (Punch, 2009:3). According to Creswell (2009:27), qualitative research begins with assumptions, a worldview, the possible theoretical lens, and the study of research problems and inquiry into the meaning individuals and groups ascribe to social and human problems. To study this problem qualitative researchers make use of an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem and it will extend the literature and signals a call for action.

The advantage of using the qualitative method was to permit the researcher to study issues of high school principal experiences and challenges with the implementation of the NCS in depth and detailed without being constrained by pre-determined categories of analysis as would be the case of questionnaires with pre-determined questions in a quantitative study.

This chapter gives a description of the qualitative data collected and explains the method of collecting data (see Appendices A and B for more clarity). The qualitative data was collected by means of interview and captured through an audiotape and field notes. The data were transcribed, summarized, analysed, interpreted and discussed. Furthermore, this chapter provides an overview of the data collected, the presentation and the analysis thereof.

#### **4.2 OVERVIEW OF DATA COLLECTED**

The data for this study was collected by means of individual interviews of participants from different geographical areas. The interviews were conducted in the office of the participants.

Before the interview process could take place, permission from the Area Project Office Manager was requested. Appendices A and B contain information pertaining to the research topic which was given to the participants for more clarity and follow up on research related matters. The interview lasted for about +- two hours for each participant. Participants were interviewed on different days according to agreed dates. Pseudonyms were used to identify participants according to their schools.

The central question which was investigated was:

“What are the experiences of high school principals regarding the implementation of the National Curriculum Statement?”

The sub-questions were as follows:

- What challenges have been encountered by high school principals in the implementation of curriculum changes in general and in the implementation of the National Curriculum Statement in particular?
- What support systems are available to assist principals cope with the challenges of curriculum implementation?
- How have high school principals been affected personally and professionally by the challenges of implementation of curriculum changes in general and by the national curriculum statement in particular?
- What recommendations can be made to policy makers and principals on how to manage the future educational changes?

### **4.3 METHOD OF DATA ANALYSIS**

The method of the study was designed in a way that the process of collecting data was in line with the process of analysis. Analysis of qualitative data, according to Mc Millan & Schumacher (2001:461), is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories. Most categories and patterns emerge from the data, rather than being imposed on the data prior to the data collection. Analytic styles among researchers vary from structured ones to more emergent intuitive ones. There are, however, general processes and some techniques that are common. Most qualitative researchers employ an interpretative/subjectivist style rather than a technical /objectivist style. More specifically, the data was organised in interview responses, showing similarities and differences

of participants' responses, themes and categories. All these enhanced the researcher's knowledge and skills of interpreting, describing reflection and analysis that led to the findings of data collected (McMillan & Schumacher, 2001:461).

#### **4.3.1 Analysis of Individual Interviews**

In analysing data, the individual responses of participants were outlined according to the following steps: Verbatim responses to questions from each participant are presented in a tabular form. Next is a summary of the responses with details of areas of agreements and areas of differences in the responses of the participants from both the rural and urban schools. The effects of change on the principals are outlined (See Appendix F on responses from principals).

#### **4.3.2 Summary of responses**

**Question 1:** Can you tell me briefly what you feel about all the curriculum changes that have taken place and are still taking place?

##### **4.3.2.1 Agreements**

All participants seem to agree that curriculum change is, in this case, not good for both teachers and learners as it creates problems and negative effects on them. It created problems in the sense that there was no proper planning and teachers were not well trained with regard to the implementation and policy changes in general. On the part of learners, the principals complained that the current curriculum changes had a negative effect on learners as it is overloading and too demanding. Four of the principals (LA, KB, BD, RE and LF) responded that they had the opportunity to attend workshops on curriculum change. In other words, majority of the principals responded positively about the opportunity offered them to receive training through workshops. All the principals also responded that the curriculum brought many challenges to learners and educators e.g. too much paper work on educators and too demanding on learners. Principals LA, KB and LF thought there should be extensive retraining of teachers about curriculum implementation in order to minimise the effect of rapid curriculum changes.



All principals again responded that teachers and learners are complaining about curriculum change and cannot cope. Parents are uneducated and unable to assist learners with their home work at home; therefore teachers have problems with such practice whereby the department is not willing to agree that teachers are overloaded.

The Principals lament that teachers and managers are not trained as people on board and managers as change agents who are supposed to be leading and become exemplary to teachers in the schools. The department is turning them into people who do not understand their roles as managers.

All the principals agreed, for example, that in order to effect the policy changes in their schools, they had internal arrangements to workshops and inform each other about the NCS change and its implementation. Their recommendations include proper consultations with teachers and managers.

All the principals also responded the same regarding their schools as meeting the requirements of the curriculum changes and that they are doing well. They have attended workshops on curriculum issues. Support systems available to assist them in coping with curriculum change and implementation in their schools are workshops, Provisional Support Forums and education specialists sent regularly by the department to come for teachers' training. These have helped them in coping well with part of the curriculum changes particularly in their schools.

#### **4.3.2.2 Minor differences**

**Question 2:** To what extent are you conversant with the curriculum changes that have occurred over the last few years?

The responses of principals KB, BC, BD and LF regarding the questions differed from those of principal LA and RE. The first four principals responded that curriculum change is good but challenging to both teachers and learners as it means more work. Principal LA responded that curriculum changes are bad because there is more work for learners than teachers unlike before when they used to have more work for teachers than learners. In short, what the principals implied was that the current curriculum change is more learner-centred now than teacher-

centred. Principal RE equally responded that curriculum change is bad because the government has introduced more subjects but there are fewer teachers in schools to cater for the extra subjects. Majority responded that they are not conversant with curriculum change and as managers and teachers, they are confused and as a result they are left in the dark.

Only principal BC responded that as a manager he is not attending workshops but his subordinates do. Principal BD responded that curriculum should not be changed regularly because the schools are buying new text books every year and that confuses the learners. Principal RE responded that administration work should be minimized for educators and the Minister has to know what is happening on the ground. The criticism from principal BD was that people who are work-shopping others need to be trained first because they don't know what they are work-shopping about. Paper work should be done after classes.

One of the principals (KB) thinks that principals should be work-shopped before the teachers so that they catch up as well. He also lamented that principals raise money to train teachers but after training them, those teachers leave the school through promotional posts.

However, participants seem to agree that the abrupt changing of curriculum forces teachers to lose interest in performing their duties as they are trying to teach the learners who do not seem to take their school work seriously. Parents are also not assisting their children to do their home work because some of them cannot read nor write. Managers are also keeping their eyes on teachers to make sure that the teaching and learning processes are adhered to properly. Managers are also monitoring the administration duties which are their core function in schools. On the other hand the principals do not appear to be conversant with curriculum change. Principals in their respective schools were complaining about learners' poor performance which they think results from curriculum change from time to time. Their complaint is that government does not have proper planning regarding new curriculum Statement and this has resulted in confusion in schools.

On the issue of workshops, some of the principals explained that they use their vice principals to monitor school processes when they attend workshops. The implementation of curriculum change is challenging and teachers are complaining that the continuous assessment programme

compels them to have lots of paper work especially when marking, recording, reporting and analyzing of results. With regard to other problems of change, the principals believe that there should be extensive training of managers and teachers for a better curriculum implementation in schools. The current OBE is more learner-centered and learners have too much to do. Some are even from poor family backgrounds and cannot grasp concepts as quickly like others who are from rich family backgrounds.

#### **4.3.2.3 Effects of change**

The difficulties encountered seem to push the principals to want to see learners developed in totality. The government, they think, is not informing principals and teachers about any change about NCS. The government is not doing enough to workshop principals and educators about the curriculum change. Most of the principals have opted for internal arrangement and invite other teachers from other schools to workshop them in whatever is unclear to them. By so doing, principals wish to avoid too much confusion on both them and teachers. They are trying to have one common goal in implementing NCS in schools.

As change agents, principals complain that they are not consulted when necessary changes are to be made in policies. They also complain that the department is always informing them within a short space of time to attend workshops. The government is not doing its best to help principals as change agents in schools. Principals are not consulted on any change whereas the government is expecting them to perform their duties accordingly. But they are doing their utmost best in producing better results. In order to manage change, there should be agreement between the government and all the stakeholders when opting for policy change to avoid confusion in schools. The principals try to avoid confusion by organizing internal workshops and going the extra mile on internal arrangements to meet the NCS requirements.

In meeting change requirements, some even arrange meetings with their subordinates to workshop them about procedures on learning areas support available so as to keep the system going for the sake of innocent learners who are not part of curriculum change but only to learn for a better future. All the principals involved in this study seemed to be psychologically and

emotionally affected by curriculum change in many different ways. For instance, they were concerned about avoiding irregularities in implementing the NCS, at the same time they had to motivate teachers not to lose hope and do their best to provide learners with the relevant knowledge and skills of teaching and learning.

The change also seems to be affecting principals professionally because they are confused as to which direction to follow when implementing the NCS. They are confused as to whether what they are always implementing in schools is right or wrong because as leaders they are improvising to give learners the best knowledge and skills they can. One major effect of the change is that, as the department introduces more subjects and there are no teachers to teach those subjects, curriculum change becomes stressful and challenging to the few teachers and managers.

As enrollment in certain schools drops and as some teachers refuse to be deployed as demanded by the new enrollment figures, principals become frustrated and some do not attend workshops and resort to delegating their subordinates to attend. All these things happen through lack of communication and mutual respect in schools. Some of the managers only attend seminars when told to do so but in most cases they are monitoring the administration in schools. Another complaint resulting from the implementation of the NCS is that subject advisors are not properly trained on related matters to workshop principals and teachers. Participants have to be trained first and after work-shopping principals and teachers, subject advisers have to visit the schools to check whether the principals and the teachers are on the right track on what they have been work-shopped. Due to the stress emanating from curriculum change, principals are losing teachers who are quitting the teaching profession. It is therefore on the side of the department to agree with principals and teachers before policies are amended.

There seems to be uncertainties among principals as the government shows no sign of improvements in the curriculum change process in general. However, some principals still have hope that there will be some improvements in curriculum implementation. Fortunately, those who still have this hope are young and are encouraging their colleagues not to lose hope due to the present confusion in the curriculum. Rural schools are not supplied with relevant resources as compared to schools in urban areas. Learners in urban schools have access to resources like

internet and computers unlike those learners in rural schools who are struggling to do their research when requested to do their assignments. Transport is also a problem to them to go to town in order to access the internet. That is one of the major problems faced by rural school learners. Though there are principals who are complaining of lack of resources in their urban schools, their problems are slightly different from those in rural area schools. The government, in general, is extremely good in policy changes but ignoring the needs of learners who are expected to achieve their goals at the end.

#### **4.3.2.4 The Rural Schools**

Rural area school principals had similar concerns that teachers and all stakeholders were not well prepared about curriculum change in their schools and in general hence the confusions in schools. When addressing the implementation issues their concern was that curriculum change is good but the implementation is bad as it left many teachers in the dark, with more subjects but fewer teachers. The principals raised the point that they are not conversant with curriculum change. They raised the point that they attended some curriculum workshops but most of them are involved more in administration work.

In minimizing curriculum change challenges, the principals noted that there should be extensive training of teachers and curriculum change should not take place rapidly. They are disadvantaged and unable to assist learners as there are no resources like computers, libraries, laboratories and internet. What is worse is that most parents are semi literate and can not assist learners with home work at home. Therefore teachers are overburdened. What is mostly challenging to them as change agents is that the services rendered in school impact negatively on them as teachers and learners do not meet the requirements of the curriculum due to its regular changes.

The recommendations for policy makers are that people at the grassroots level, meaning teachers, should first be consulted whenever policy makers think about any curriculum change.

In meeting the specifications laid down by policy makers in schools, the principals and teachers need to be consulted when thinking of curriculum change. The support systems that are available in rural area schools are the circulars on curriculum sent by the department and training which is

provided where there is a problem regarding curriculum and subject advisors who visit the schools. Changes in the curriculum have resulted in increased number of subjects and less teachers in schools. The methodology or the approach to OBE is stressful to both teachers and principals. The principle of resolution,2 which compelled teachers to be deployed to other schools has impacted negatively on principals as they had to witness the frustration of teachers who were pushed out of the schools and deployed to other schools. In short, curriculum changes have affected principals professionally, as they were not prepared for the changes.

The study has been revealed that there are factors that are peculiar to rural schools and that depending on their geographical areas. Factors identified are that the schools are poorly resourced with reference to laboratories to perform scientific experiments, internet to research about assignments given to learners, text books, playgrounds for sports activities, cabinets to pack old and unused text books and lack of transport to assist learners to go to town to search for accessible resources in doing their assignments. Rural parents who are mainly illiterate are also unable to assist learners with home work and most learners are from very poor family backgrounds and are disadvantaged.

#### **4.3.2.5 The Urban Schools**

The researcher has been informed by the urban school principals about factors that are peculiar to their schools and which depend on their geographical areas. Factors identified included the fact that some schools do have resources but not all e.g. school KB does not have a hall for holding parental meetings, No stop watches for referees at the play grounds, the ground is not even there and instead the learners are using a tennis court for some activities. The principal is making the necessary arrangements with the church minister who is nearer the school for holding memorial services when a learner or a teacher has passed on. The same school is using a solar system for capturing of learners' marks and it sometimes gives them a problem of malfunctioning.

The urban schools enjoy many advantages compared to rural schools. The reason is that learners in urban schools have access to resources like computers in schools and internet cafes in towns,

libraries to search for relevant and reliable sources to do their assignments, they have laboratories to perform scientific experiments, transport is always available to transport them home, to school and to town. They have play grounds for extramural activities and sports. Urban school principals and teachers also have access to transport and all the available resources similar to what their learners mentioned above. Most of the learners and teachers arrive on time at school as they have transport and some stay not far from their schools.

Both the urban and rural school principals do help one another occasionally. For instance, one principal from the urban schools (BC) stated that he always assisted principals from rural areas on curriculum planning, learning and teaching and other problems that they would be present to him. Out of the six urban and rural high schools there was one rural area school principal (BD) who stated that he is fully prepared for curriculum change as he is still young and intending to further his studies. Principal (LF) in one rural school raised the point about support systems in their school that he requested an overhead projector from one university to assist in enhancing the teaching and learning of learners at his school.

#### **4.4 SUMMARY OF INFORMATION FROM INTERVIEW**

##### **Participants' perception of curriculum changes that have taken place**

In the view of the participants, the NCS has shifted from teacher-centred to learner-centred approach. Curriculum changes attempt to align old process with new but teachers were left out of the process. Curriculum changes have a negative effect on learners. NCS is a problem as teachers were not trained and this leads to a curriculum gap. There is an increase in the number of subjects and this affects staff as there are no additional educators or trained teachers.

According to the participants, Curriculum change and implementation was not good and not satisfactory. Educators were not well prepared before the change was implemented. The change basically shifted from an approach where teachers were oppressed to that where learners are involved throughout the activities. Principals are still trying to cope with changes. There is no proper planning as teachers and managers are not brought on board. Educators are not very



conversant with changes but aware of structure of changes and content, LO and assessment standards.

There have been lots of curriculum changes but the previous curriculum was better compared to the NCS and the results of learners and educators were better compared to the present. In the previous years, teachers were more involved in class and learner contact. But now, they are more occupied with paperwork than with teaching. The words of one principal capture the frustration brought about by the change in curriculum: *The curriculum changes that have been taking place are good but there are challenges for instance we start with OBE. They were trying to align the education with the democratic processes that have taken place, but they left out the teachers in a very broad gap in any transformation. Same with NCS; they were trying to undo all the mistakes that were done before; they are trying to reduce paper work, trying to realign the content with some of the NCS. So we cannot trust them.*

#### **Extent to which participants are conversant with curriculum changes that have occurred**

Some principals are not conversant with the changes. Although teachers are attending a series of workshops on curriculum implementation certain subjects still need more content training. Principals do not feel like attending workshops because of lack of trust in the curriculum changes which are challenging, one of which is excluding teachers from the transformation process. Some managers don't attend workshops as they are busy, but their subordinates do. Some principals do attend workshops but the evidence used in workshops is not implemented on curriculum. The following comments illustrate this point: *Not very conversant with the changes, eh... I know of the structure of the curriculum, but I am not conversant with the content. I am conversant with the LO, I am conversant with Assessment Standard. Eh..., Assessment I am talking about projects, assignments tasks and stuff like that. I am not conversant with curriculum contents.*



## **How participants were prepared to handle curriculum implementation**

In general, it seems that principals were not prepared to handle curriculum implementation. Although the department helps with workshops that inform principals of new policies and how to implement them, very limited workshops were organised and they were very superficial resulting in participants not being properly trained. Some of them did not even attend these workshops: *No, the reason being that I am a manager; I do not have time to attend such workshops because my subordinates are there to attend workshops.*

## **Challenges participants encountered with the implementation of curriculum changes**

In an analysis of the data collected, it seems teachers are not well conversant with the content. There is lot of administration and paper work. There is a knowledge gap both in learners and teachers. No willingness on the part of learners and the teachers to learn the new syllabus. Inconsistency, leaders are not sure of what they are supposed to do with regard to these curriculum changes. Lack of sufficient workshops to train teachers to familiarize themselves with the policies and the implementation of the NCS. Teachers are not conversant with changes, as such, they have to do cut and paste in many learning areas like maths literacy. There is lack of preparedness on the part of educators and lack of infrastructural resources like well equipped laboratories, library and internet connection. One principal put it this way: *One, we find that the teachers are not well conversant with the content. Two, lot of administration and paper work and it doesn't show that the children are instructed and also in other learning areas they introduce a large number of new topics which most of the teachers were not trained for. Therefore there is a knowledge gap both in learners and teachers; they are having that huge challenge. Another one we find that there is no willingness to learners and the teachers. They don't want to learn the new syllabus; they want to stick to old way. Also Assessment methods, they don't want to be in line with the new ones, the new template for lesson plan, they don't want to align with the new ones. Therefore there are big number of challenges on those.*

### **Participants' suggestion on how to minimize problems associated with curriculum change**

The participants felt that teachers should be taken on board when effecting changes. There should be retraining and consistency in training with teachers and principals on curriculum changes. If there is need to change a curriculum, there should be a thorough study. Change is really needed in much rural areas than urban areas. Parents need to provide motivation and assist learners in varying tasks. There is a need for consultation with stakeholders and provision of training before change is implemented. Teachers should try and cope with curriculum changes to expected standards. Parents have to come up to speed with expected changes. As one principal stated: *I think as the department, this thing of changing curriculum after a very short period does not help the country as such, because if ever there is a change in curriculum, there must be a thorough study eh...which is done by the department so that we don't change our curriculum regularly. It is very costly; number one, we have to buy new text books, what about those old ones? Where are we going to use them? And even if we don't use them, schools are supposed to find rooms to keep them. Eh..., there are lots of things which need to be considered. Now it is not eh... advisable to change curriculum within the recent years. The NCS for now, for our learners is not worthy particularly in these rural areas. In towns, well, it is better but in these deep rural areas, it is very bad. Example, learners don't have access to Internet (IT). In general, NCS is supposed to be transformed, but in deep rural areas, it is impossible for the curriculum to be transformed.*

### **Difficulties participants encountered with reference to teachers, learners and parents about the changes being implemented in the teaching process.**

The following are some of the difficulties experienced by the principals in this regard. The curriculum implementation process involves lots of paper work and additional administration on teachers. Learners are not able to cope because of too many tasks to be done and parents are not there to help the children with their school work. Parents and learners are also complaining that too many children are failing. Teachers also are stressed as learners don't do their work. There was no training on the new curriculum and parents are unable to help learners at home with homework. LO and maths Literacy educators are not even qualified to teach such subjects.

Teachers were not trained to handle this NCS. With learners, there is lack of facilities and the paper work in the new system is too much for teachers to handle. The new curriculum is confusing. In the words of one principal: *Eh... with the teachers, they are complaining about lots and lots of paper work, more administration and they are resisting the change because they are not part of the change. Therefore they resist the change. The learners are also not coping, for instance if you look at the Continuous Assessment Standards (CASS) requirements, there are so many tasks which the learners have to do during the course of the day for which most of the learners are not prepared. For instance, if you tell them to do the projects, they are expected to do investigations through the internet while the school itself does not meet the requirements and it is incompetent. Parents are not there to help their children. Children are on their own.*

### **Challenges principals encounter as they undertake their role as change agent**

Principals are concerned that, as agents of change, they don't have enough information about what they are supposed to. The change is very frustrating as schools do not have support systems for teachers and parents on how to go about the change. The frustration of principals is clear in the following comment: *Eh..., if you are an agent to change but you don't have enough information. It is a big challenge. What are you changing? What are you changing to? So that is a serious problem. You are not informed as you are supposed to. As principals we are the first to be informed. In some instances, you find teachers who are work-shopped before the principals could be work-shopped. Therefore it is very difficult for you to catch up. As the authority, it seems we are not informed of what is happening; therefore it is a big challenge. How do you monitor? How do you show quality when you yourself were not informed about anything that is happening in the department?*

### **Ways to effect policy change in schools**

It is interesting to note that some schools have found positive ways to deal with the problem of effecting policy change in schools. For instance, schools invited experts on curriculum change to workshop teachers. They provided in-service training to educators and developed systems for the implementation of curriculum change. Schools set up management structures that addressed

curriculum development and change. Teachers were trained through workshops and staff were informed of curriculum changes and implementation of the expected changes. One principal put it this way: *Well I have developed systems for implementations. I have the management structure that addresses curriculum development. I have got eh..., in addition to the core needs of the department which is an internal arrangement. In short, I have established a management team to deal with policy changes. I have got school management team to deal with policy changes in whatever is happening to notice if they are holding meetings*

### **Participants' recommendations to policy makers on how to manage future changes**

One of the main recommendations put forward was the need for training. Policy makers need to know whether what they propose on paper is viable. All changes must start with the participation of teachers and principals. Let the teachers be consulted because these changes affect them. Let there be sufficient research made to make sure that change is necessary before carrying out curriculum change. There should be proper in-depth training until the policy makers are convinced that the people on the ground are well prepared for change. There should be a balance in what the teachers are doing in classrooms. There has to be provision for teachers, textbooks and management needs. The Department of Education should provide resources to schools. One of the principals had this recommendation: *I..., I think I have only one recommendation, meaning that eh..., the issue of eh..., doing away with colleges because I think from colleges, technicons and universities, that's where we have to train people who have to come to do assessment. Eh..., at that point, you will be sure that those people were trained at colleges, universities and technicons on how to implement these policies and very easily but unfortunately that is not done.*

### **How schools meet the requirements for curriculum change**

Though it is challenging, schools still strive to meet the requirements for curriculum change by appointing teams of managers to manage the change. There is also monitoring by the DoE to find out if changes are implemented. There is constant organization and attending of workshops and holding of regular subject meetings to discuss challenges and problems that educators face in their teaching. There is constant encouragement of team teaching in schools. Schools sorted out

financial constraints through application of aid to support the school with certain resource. APO organizes subject meetings and Professional Support Forums (PSFS). APO arranges the Bosberaad and workshops for the principals or management generally. Department sends circulars to inform schools about professional support forums. Subject advisors also visit schools. The words of one principal capture it all: *Right, we attend workshops, we hold regular subject meetings to discuss challenges and problems that educators face in their teaching and we also encourage team teaching for example if you are more conversant with a certain section, you can help your colleague neh!. Eh..., or if you are more conversant with certain section then he/she can handle that topic and it does not necessarily mean that you have to teach Geography only. We are having problems with GIS, for example, and your colleague if he/she is teaching the same Grade, the same subject, you can just ask her/him to assist. Also during school\_holidays we tend to club with other schools. What happens is that eh..., if learners need something else and not you who normally teach them, he must understand him /her better than you.*

### **Support systems available in schools**

From the responses of the participants, it is evident that support systems from the DoE are available. For instance the Department sends subject advisers to check if curriculum is well implemented in schools. Problems are addressed and learners who are underperforming are referred to educational mediators to enhance their quality of learning. Circulars are also delivered to schools for the principals and teachers to have current NCS implementation information. As one participant said: *Right. What normally happens is that the department sends circulars to inform us about professional support forum, formally known as workshops where challenges and problems are addressed with regard to teaching and where possible training is also provided. In certain instances eh..., subject advisors visit schools to come and check whether we are on the right track. If we are experiencing problems, we address these problems on the spot.*

### **Psychological, professional and emotional effects of NCS change on participants**

It appears that principals are finding assessment very stressful. The stress of Curriculum change is even pushing out principals who don't understand the programme. Post Provisioning Model

(PPM) disadvantage small schools as teachers are overloaded. Few teachers have to carry the burden of the entire school. Curriculum change does not affect teachers professionally as the basic principles of teaching did not change, but educators are partly affected. Despite the problems, principals are trying their best to cope, as this principal stated: *It is hard Mam but we are trying. Eh..., we are..., are..., attending regular workshops, we are consulting with other schools which are doing well and eh..., other cases we find is the problem of resources but with the help that we are getting from AO and other schools which are doing well. We are coping.*

### **Participants' preparedness on implementing curriculum changes in schools**

It is clear that some educators are fully prepared to handle the demands of the curriculum change while others are not adequately prepared to implement the curriculum changes but might be after a series of workshops. Most educators are not prepared to meet the challenge of curriculum change by the department but personally. One principal said: *Eh..., for now we are coping(Follow up question by the researcher; how?) By looking at the performance. Teachers and learners are indicative of competency.*

### **4.5 SUMMARY**

This chapter has presented an overview of how data were collected and analysed. The qualitative data was collected through an in-depth interview method and captured by audiotape. This chapter has also presented verbatim data as well as a summary of all the information obtained from the high school principals of the urban and rural schools regarding the implementation of the National Curriculum Statement. The next chapter presents a summary of the findings and links them to the literature. Conclusions based on the findings are also presented on the basis of the conclusions.

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

This chapter presents a summary of the investigation undertaken to explore the experiences of high school principals with the implementation of NCS. Findings from the literature review and interviews are presented. Recommendations for practice and future research are made and the experiences of the high school principals with the implementation of the National Curriculum Statement in the Mafikeng Area Project Office are summarised.

#### **5.2 SUMMARY OF THE STUDY**

Chapter one focused on the background of the study, statement of the problem, central problem, sub-problem, aims and objectives of the study, significance of the study, delimitation and limitation of the study and definition of terms.

Chapter two presented the review of literature related to the implementation of change in general and the National Curriculum Statement made up of relevant sources of the research in particular. The chapter provided an insight into what the literature says about the experiences of principals with the implementation of the NCS, the educational policy changes and change in general. Attention was given to the implementation of the NCS and the improvement of teaching and learning in the school system.

Chapter three described the design and methodology as well as the data collection methods employed in the study, data analysis procedures and ethical considerations.

Chapter four presented the findings, discussion and interpretation of findings. The main findings were presented under themes set out in the interview schedules and other themes that emerged from the data.

The present chapter five presents the research findings from the literature review and the empirical study.

## **5.3 RESEARCH FINDINGS**

Findings from the study are presented in sub-topics related to the research questions as follows:

### **5.3.1 Findings from the literature**

#### **Roles of high school principals regarding the implementation of the National Curriculum Statement**

In addition to mobilizing teachers, working conditions and morale need to be improved. Thus, teachers need to create a fundamental transformation in the learning cultures of schools and the teaching profession itself. The role of the principal as an instructional leader is to narrow the concept and carry the weight of the kind of reform that will create the school that is needed for the future (cf 2.12.1).

School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high performing schools and raising the achievement of and closing the gap between high and lower performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools. The other characteristics of a change leader include high moral purpose and understanding of the change process, the ability to build relationships and the creation and sharing of knowledge (cf 2.12.1).

#### **Challenges associated with the implementation of change**

The implementation of the National Curriculum Statement has brought many educational challenges for principals as leaders of schools. It has affected them both personally and professionally. Their morale is affected to the extent that they lose focus as a result of lack of mastery of what is expected to plan for educators and learners while on the other hand



administration duties are expected of them. They are overloaded as a result of the new policies which are introduced by the government and which compel them to allow teachers and principals to adhere to change even though those policies are changing from time to time (cf 2.12.3).

### **Successful implementation of change**

Certain shortcomings in schools need to be redressed and educators are to be well prepared for their daily professional work in the classroom. Guidance must be provided to them in order to explain and clarify the assessment criteria and their requirements to all learners. All these are necessary in order to enhance the successful implementation of change in schools (cf 2.14).

## **5.3.2 FINDINGS FROM THE INTERVIEWS**

### **Experiences of high school principals regarding the implementation of the National Curriculum Statement**

The principals have the opportunity to express their views concerning their experiences of issues related to the implementation of the National Curriculum Statement. Much as they are regarded as people on the ground and enhancing the implementation of curriculum to the implementers (teachers), curriculum planners need to involve principals as keys to whatever happens in the school systems. In doing that goals of teaching and learning in schools will be positively reached especially by learners and this will reduce problems faced by principals as managers.

### **Challenges encountered by high school principals in the implementation of curriculum changes in general**

Participants have encountered challenges in the implementation of curriculum changes in general as teachers under their authority are frustrated by not being taken on board when changing curriculum. This result in the high failure rate of learners and the same teachers are held accountable for the poor performance of learners in schools. South Africa as a country is facing a

huge challenge with regard to the rapid curriculum changes as it impacts negatively on learners who are regarded as the future generation.

### **Principals' personal and professional challenges with the implementation of curriculum change in general**

The manner in which curriculum change is implemented in schools confuses principals, teachers, parents and the learners. Principals are blaming teachers that they are not doing their best in the teaching and learning processes hence the confused system. Teachers on the other hand are blaming the principals for not providing them with enough time to attend workshops on curriculum changes so that they know exactly what is expected of them. There is a high rate of dropout of learners in schools due to poor performance and too much work on. As a result, learners are getting old and lose hope for the future. The parents at home are blaming the teachers that they are not doing their duties and cause learners to fail, hence the high suicide rate of learners who fear having to repeat a class with a group of new learners (cf 4.3.2).

### **Specific NCS implementation challenges affecting principals professionally and personally**

The high school principals are affected personally and professionally by challenges of implementation of curriculum change in general and by the National Curriculum Statement in particular. The learners are confused due to the changing of text books every year. They cannot cope with the amount of work they have to do. The process of resolution 2 is frustrating teachers by redeploying them to other schools due to the Pupil Teacher Ratio experienced in schools. The principals are left with no option but to adhere to the rules and regulations stipulated by the department of Education. This situation is creating conflict between principals and the teachers who think that the principals are autocratic. The principals are expected to create a conducive teaching and learning climate within the school environment as the heads of schools (cf 4.3.2).

### **How principals dealt with challenges in the implementation of NCS**

The principals arranged internal workshops to inform educators with policy change and other learning area experts to assist other teachers on curriculum implementation. This was to enhance the smooth running of the teaching and learning in schools for the positive benefit of learners.

### **Support systems available to assist principals cope with the challenges of curriculum implementation**

The principals organize with subject advisors to make regular visits to schools to check if the teachers are in line with curriculum implementation as previously work-shopped. Subject teachers also assist other teachers who are lacking in the correct and expected method of teaching and learning in schools.

### **Principals' recommendations to policy makers**

Principals recommended that policy makers should involve both principals and teachers in issues dealing with changing curriculum, change in general to avoid confusion in the school system.

## **5.4 COMMON PATTERNS IN THE EXPERIENCES OF RURAL AND URBAN HIGH SCHOOL PRINCIPALS**

The urban and the rural area high school principals in the Mafikeng Area Project Office lacked adequate knowledge on the implementation of the NCS in schools.

## **5.5 DIFFERING PATTERNS IN THE EXPERIENCES OF RURAL AND URBAN HIGH SCHOOL PRINCIPALS**

The urban area high school principals and the rural high school principals differ according to their geographical areas. The principals of urban area schools have a common problem of provision of facilities in schools for example, libraries to do their research, equipped laboratories

for learners to perform their experiments to enhance the implementation of the National Curriculum Statement.

## **5.6 RECOMMENDATIONS**

In light of the findings of this study, the following recommendations are made.

The Department of Education should reduce the challenges that are faced by principals by introducing an induction programme on principalship and managerial skills. In doing that some huge gaps that are experienced by principals will be identified and dealt with for enhancing the proper implementation of the National Curriculum Statement in schools. The principals should also attend workshops on computer courses for recording of whatever managerial and administration duties that need urgent attention for the smooth running of services in schools.

The department should provide the necessary resources and facilities like libraries for learners to read on their own and to do their assignments, laboratorys facilities for performing experiments, sports facilities for extramural activities and music instruments for the learners to take parts in music competitions. Both the rural and urban area high schools should be catered for equally to promote better quality of learning and teaching and to reduce problems encountered by the principals.

### **5.6.1 Recommendation 1**

It is important for the high school principals as head of schools to be trained and guided on matters related to curriculum implementation so that they can promote a good culture of teaching and learning.

#### **5.6.1.1 Motivation**

The rapid curriculum changes impacted negatively on school principals as they have to be trained continuously on new educational policies that have been amended from time to time. The

management and leadership styles are therefore not properly practiced in schools as the principals are expected to see to it that the teaching and learning processes within the school systems are not hampered in any way whatsoever.

### 5.6.2 Recommendation 2

Apart from the managerial skills expected from school principals, there is also the need for them to see to it that teachers are monitored with regard to the teaching, learning and record keeping of learners' progress that is essential for the end of each quarter.

#### 5.6.2.1 Motivation

The examination committee which is taking care of all the processes that are needed for continuous assessment of learners has to work hand in hand with the school principal as head of school and responsible for managing the school.

There are tasks which need knowledgeable people to assist the principals for the smooth running of the school system e.g. funding of some school activities, planning of school trips and administration of resources. It is important for the principal to share ideas with those parties as it is essential for him/her to engage them in any improvement within the school premises.

As teachers are overloaded with too much paper work, they are giving many tasks to learners and the principal on the other hand needs to see all the teachers performing their duties. The principal is also offering certain lessons to learners and need someone to assist with capturing of learner's marks while concentrating on administration issues of the school. There are also meetings which need only principals to attend and therefore someone should be taking care of the administration duties to be done even in his/her absence.

The principal is the key to any change in school hence after the analysis and remarks on learners' reports; he/she has to sign the reports. If there are learners who have to repeat the standard, the principal is the last person to make the decision for that particular learner to progress to the next level as required by the education policy. Learners are not doing their school work, home work

with the hope that they will be promoted to the next level because of age which allows them not to repeat classes. Those learners are giving problems at high school levels and cannot progress to university levels due to poor results. Those learners end up committing suicide as they did not meet the requirements in schools. The principal is the one to blame by parents for their children to repeat the classes. That is one of the personal and professional challenges faced by the principals.

The principals and teachers have to be consulted as people on the ground and are faced with challenges with regard to curriculum implementation. Curriculum planners need to seek principals' and teachers' views if when an education policy is to be amended. The needs in schools are not the same. As a result, the government should see to it caters fairly for the needs of all schools regardless of their geographical areas. Necessary facilities should be equally provided in schools to enhance the quality of teaching and learning. The Department of Education should cater for learners as our future generations within the South African society.

### **5.7 SHORTCOMINGS OF THE STUDY**

In this study the researcher did not interview all the principals of the Mafikeng Area Project Office. The three high school principals from urban area and three principals from rural areas were interviewed to represent other principals. Moreover, because of time constraints, it was not possible to use multiple sources of data collection to strengthen the result of the study.

### **5.8 RECOMMENDATIONS FOR FUTURE RESEARCH**

It is recommended that any future research should focus on the problems that learners and teachers encounter with the NCS, in addition to the problems encountered by principals

### **5.9 CONCLUSION**

This chapter presented the summary of the research study with regard to the challenges faced by the high school principals with the implementation of the National Curriculum Statement.

In view of all the issues raised in this study, I would like to conclude by suggesting that the school governing body, teachers and parents who work together at all times with the principals, must always work hard to improve the quality of learning and performance of learners. It is my belief that challenges faced by high school principals in implementing the National Curriculum Statement (NCS) will be reduced through proper consultation of them and the teachers as the people on the ground. Their views and inputs are of great value as they are the ones to implement the National Curriculum Statement for the benefit of learners.

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**APPENDIX A**  
**LETTER OF PERMISSION FROM HIGHER DEGREE COMMITTEE CHAIR**

**APPENDIX B**  
**LETTER OF PERMISSION FROM APO**

**APPENDIX C**

**INFORMED CONSENT FORM**

**CONSENT TO PARTICIPATE IN RESEARCH**

You are hereby requested to participate in a research interview

Before you decide to take part, you are informed about the purpose, nature and expected time range for the research interview. Confidentiality through the interview process will also be maintained. You will also be informed of your right to discontinue your participation before the actual procedure of the interview.

If you decide to participate, you will be given a signed copy of this document and written summary of the research.

You may contact Iponeng Doreen Motsatsi at any time you have some questions regarding the research.

You may contact Professor C. Zulu at North West University, Faculty of Education, P. O.Box 2046, MMABATHO, 2735 if you have questions about your rights as an interviewee of the research.

Your participation in this research interview is voluntary and should you happen to refuse to participate or decide to stop, you will therefore not be penalized.

Signing this document means that the research interview, including the above information has been described to you.

.....  
**Signature of participant**                      **Date**

.....  
**Signature of witness**                      **Date**

## APPENDIX D

### INFORMED CONSENT FORM

#### CONSENT TO PARTICIPATE IN RESEARCH INTERVIEW

#### RESEARCH TOPIC: EXPERIENCES OF HIGH SCHOOL PRINCIPALS WITH THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN THE MAFIKENG AREA PROJECT OFFICE

**Researcher:** Iponeng Doreen Motsatsi. **Contact numbers:** 082 727 3537.

The Higher Degrees Committee of the Faculty of Education at the North West University has given approval for this research interview.

#### INTRODUCTION

You are hereby requested to take part in an interview for a research study based on your experiences as a high school principal with the implementation of the National Curriculum Statement. This form outlines exactly what the research entails and if you decide to take part, please append your signature and date in the space provided.

#### EXPLANATION OF THE STUDY

The research will focus on your experiences with the implementation of the National Curriculum Statement. Specifically it will focus on how the implementation affects you both professionally and personally. Each question and individual speaking activity will take a minimum of one and half hour. An audiotape will be used to record what you are saying and notes will be taken.

#### CONFIDENTIALITY

All the information gathered through this research interview will only be used for research purposes and will not be divulged to any other parties. Participants in this research interview will be kept anonymous and the information contained in the audiotape will only be accessed by the researcher.

#### YOUR PARTICIPATION

Participation in this interview is voluntary and will not affect you in any way. Should you, at any stage, decide to discontinue your participation, you are free to do so. However, you are requested to communicate your decision to the researcher in good time. Participation in this research interview is free and voluntary. All questions should be forwarded to the researcher on 082 727 3537.





**APPENDIX E**  
**INTERVIEW SCHEDULE**

**INTRODUCTORY QUESTIONS**

- Can you tell me briefly what you feel about all the curriculum changes that have taken place and are still taking place?
- To what extent are you conversant with the curriculum changes that have occurred over the last few years?
- Do you have the opportunity to attend workshops on curriculum implementation?

**CHALLENGES FACED BY HIGH SCHOOL PRINCIPALS**

- What challenges have you encountered in the implementation of curriculum changes in general?
- What do you think can be done to minimize problems associated with rapid curriculum changes?
- What difficulties do you encounter with reference to teachers, learners and parents about the changes being implemented in the teaching and learning processes?
- What do you find challenging for you in your role as a change agent as stated originally but with the new addition?

**IMPLEMENTATION ISSUES**

- What have you done to effect the policy changes in your school?
- What recommendations can be made to policy makers on how to manage future changes?
- What can be done to meet the specifications laid down by policy-makers in your work?
- How is your school meeting the requirements of curriculum changes?

**SUPPORT SYSTEMS**

- What support systems are available to assist you cope with the challenges of curriculum implementation? For example, training and other forms of support.

**PSYCHOLOGICAL EFFECTS ON CHANGES ON PRINCIPALS**

- How are you coping with curriculum changes in general and particularly in your school?
- How the specific changes of the National Curriculum Statement do affects you psychologically and emotionally? In other words, is there a specific area of curriculum change that you find most stressful to implement?

## **PROFESSIONAL EXPERIENCES OF PRINCIPALS**

Tell me in what ways the implementation of curriculum changes, have affected you professionally? In other words, do you feel you are adequately prepared for the role of implementing curriculum changes in your school?

## APPENDIX F

### Responses from principals

All the questions from the interview schedule were posed to the participants and their individual responses were as follows:

#### Questions and responses of participants

QUESTIONS	PRINCIPALS	RESPONSES	CODES
1.) Can you tell me briefly what you feel about all the curriculum changes that have taken place and are still taking place?	LA	Eh... generally the <u>NCS</u> has introduced a shift from the way teachers are approached; basically, it <u>shifted from teacher-centred approach to learner-centred approach</u> . Eh..., it was mainly trying to address the issue of more learner-centred approach in that it seeks to engage more learners throughout the activities.	NCS has shifted from teacher-centred to learner-centred approach.
	KB	Eh..., the <u>curriculum changes</u> that have been taking place are good but there are challenges for instance we start with OBE. They were trying to align the <u>education</u> with the democratic processes that have taken place, but they <u>left out the teachers</u> in a <u>very broad gap</u> in any transformation. Same with NCS; they were trying to undo all the mistakes that were done before; they are trying to reduce paper work, trying to <u>realign the content</u> with some of the <u>NCS</u> . So we cannot trust them.	Curriculum changes attempt to align old processes with new but teachers were left out of the process.
	BC	Well the changes that have taken place with the NCS are good but unfortunately my problem is that there are subjects which are marked externally while others are marked at school level. An example that I can quote is the LO which is marked at school level so that learners can pass it. To me it is an acceptance of teachers as it has a <u>negative effect on learners</u> . So why all the subjects can't be accredited at school level rather than externally. So the <u>changes</u> are bringing problems in schools.	Curriculum changes have a negative effect on learners and are bringing problems in schools
	BD	Well the changes are good but the implementation is not so much bad. Eh..., example, NCS is something that was not started in South Africa. It is something which was learnt from other countries, but the manner in which it is implemented, is a problem. Currently the <u>NCS is a problem</u> . It	NCS is a problem as teachers were not trained and this leads to a curriculum gap.

		has lots of problems. <u>Teachers were not trained</u> on how to implement this NCS that is number 1. Number 2 is that most of the teachers currently in this area are those who were trained by the former Bophuthatswana. They were from colleges of education which do no longer exist and the topics which are being introduced are not the similar topics which they were trained under. As a result, there is a lot of eh... <u>curriculum gap</u> .	
	RE	There is an <u>increase on the number of subjects</u> and as a result thereof eh...it <u>affects staffing</u> for example Maths and Life Orientation and Maths Literacy have been introduced but <u>no additional educators or trained teachers</u> have been provided in those, even though of late the government introduced...is providing officials of Advanced Certificate of teachers in education for those.	Increase in number of subjects. Few trained teachers
	LF	Eh..., <u>curriculum changes</u> are good, but in my personal opinion, the curriculum changes were implemented without eh..., they are good but the <u>implementation</u> part of it, was <u>not good, not satisfactory</u> . Curriculum was introduced without proper preparation. The <u>educators and all the stakeholders</u> were not well prepared before the introduction of the NCS in 2006. In fact, training started after the implementation. Now that 5 years have passed, department is trying to change the curriculum again without any preparations. We have to start the implementation at in 2012 but up to now, all the stakeholders and educators are still in the dark.	Curriculum change and implementation was not good and not satisfactory. Educators were not well prepared before the change was implemented.
ii.) To what extent are you conversant with curriculum changes that have	LA	Eh..., like I said, the curriculum basically tried to shift from the approach where <u>teachers were oppressed</u> , the approach where <u>learners are involved throughout certain activities</u> , meaning eh...,it also seeks to eh..., <u>shift from theoretical approach</u> where teachers are theoretically presenting or narrating stories throughout the activity to more of applications.	Shift from theoretical approach to practical approach
	KB	Eh..., I'm coping with this, because while we were still getting used to the new curriculum, there are the changes which were introduced in the curriculum. It also seems as if the <u>department is not sure of what direction to take</u> . It seems they are just doing whatever is coming into their minds, there is <u>no proper</u>	Principals still coping with changes. Department is not sure of change. There is no proper planning as

occurred over the last few years?		<u>planning</u> and also, we <u>managers</u> and the <u>teachers</u> are not brought on board for proper changes, but we are coping.	teachers and managers are not brought on board.
	BC	Not very conversant with the changes, eh... I know of the <u>structure of the curriculum</u> , but I am <u>not conversant with the content</u> . I am conversant with the LO, I am conversant with Assessment Standard. Eh..., Assessment I am talking about projects, assignments tasks and stuff like that. I am not conversant with curriculum contents.	Not very conversant with changes but aware of structure of changes and content, LO and assessment standards.
	BD	Eh..., I have been in the department for quite some time and I have seen <u>lot of changes in the curriculum</u> , eh..., even though eh...the <u>curriculum which was there before experience</u> , it was ok, as compared to the NCS because most of our educators, when they were at school, they were under the same curriculum. As a result, <u>the results thereof were better as compared to now</u> . The results of both either the teachers and also the learners. Because another thing with the NCS, this pass rate of 30% is a problem. We cannot expect learners from tertiary institutions when they got 30% of pass rate from school level.	There has been lots of curriculum changes but the previous curriculum was ok as compared to the NCS and the results of learners and educators were better compared to now.
	RE	Right, in the <u>previous years</u> , more <u>emphasis was placed on learner contact</u> but of late we are in undated with <u>too much of administration work</u> . We were more involved in classes, but of late we are more involved in administration.	In the previous years, teachers were more involved in class and learners contact but now, they are more involve in administrative work.
	LF	I am, eh..., well <u>very much conversant</u> with changes. (Follow up question from the researcher; are you saying you are not conversant?). Eh..., no, I am very well conversant, very well conversant about the <u>changes through my personal opinion</u> .	Some principals are very conversant about the changes.
	LA	J..., there are <u>series of workshops</u> that teachers are attending <u>regarding the curriculum implementation itself</u> . The more recent they have shifted to more of content training because as the curriculum changes, there is still <u>content learning involved</u> in the curriculum. <u>Certain subjects</u> for example <u>needed more content training on workshops</u> .	Teachers are attending series of workshops on curriculum implementation but certain subjects still need more content training on workshops.

iii) Do you have the opportunity to attend workshops on curriculum implementation?	KB	Eh..., the <u>curriculum changes that have been taking place</u> are good but there are challenges for instance we start with the OBE. They were trying to align the education with the democratic processes that have taken place, but <u>they left out the teachers in a very broad gap in any transformation</u> . Same with NCS, they were trying to undo all the mistakes that were done before; they are trying to reduce paper work, trying to realign the content with some of the NCS. So we cannot trust them.	Principal doesn't feel as to attend workshop because of lack of trust for the curriculum changes as it is full of challenges, one of which is leaving out teachers in a very broad gap of transformation.
	BC	<u>No, the reason being that I am a manager, I do not have time to attend such workshops because my subordinates are there to attend workshops.</u>	Some managers don't attend workshops as they are busy, but their subordinates do.
iv) What challenges have	BD	<u>Yes, I have attended most of the workshops as far as the curriculum issues are concerned. But you see the problem with eh..., some of these workshops, they are not used as evidence was done on curriculum.</u> It is very difficult to explain on that issue.	Some principals do attend workshops but the evidence used in workshops is not implemented on curriculum.
	RE	<u>Yes we do! Eh..., the department is doing everything in its power to help us in that regard. There are workshops that inform us about the new policies and how we should go about implementing these</u> so that we can be abreast of the new curriculum changes because we are brought on board.	The department helps with workshops that inform principals of new policies and how to implement them.
	LF	Eh..., in fact, the <u>well organised workshop</u> , it was <u>only one</u> , and it was <u>very much superficial</u> and I was <u>not trained before that workshop</u> .	Only one workshop was organised and it was very superficial and participants were not trained beforehand.
iv) What challenges have	LA	Eh..., the challenges encountered by educators are that, <u>learners were examined through one final examination</u> . The final examination was the single determinant factor as to whether the learners progress to the next standard. Now with the development in the new curriculum and the introduction of the continuous assessment, all the tasks from the 1 <sup>st</sup> term to the last terms are necessary for the compilation of entire Continuous Assessment Standards (CASS). For example tests, practicals, research projects, assignments and examinations. Now the recording of such tasks meaning teachers ought to keep the learners	Learners were examined through one final examination which is the single determinant factor as to whether the learners progress to the next standard. Teachers have to keep learners portfolios and teacher portfolio. That spells lot of

you encountered in the implementation of curriculum changes in general?		<u>portfolios and teacher portfolio. That spells lot of paper work for teachers.</u>	paper work for teachers
	KB	One, we find that the <u>teachers are not well conversant with the content.</u> Two, <u>lot of administration and paper work and it doesn't show that the children are instructed</u> and also in other learning areas they introduce a large number of new topics which most of the teachers were not trained for. Therefore <u>there is a knowledge gap both in learners and teachers;</u> they are having that huge challenge. Another one we find that there is <u>no willingness to learners and the teachers.</u> They don't want to <u>learn the new syllabus;</u> they want to stick to old way. Also Assessment methods, they don't want to be in line with the new ones, the new template for lesson plan, they don't want to align with the new ones. Therefore there is a big number of challenges on those.	Teachers are not well conversant with the content. There is lot of administration and paper work and it doesn't show that the children are instructed. There is a knowledge gap both in learners and teachers. No willingness to learners and the teachers to learn the new syllabus.
	BC	Eh..., the challenges. One, <u>inconsistency.</u> This year we do this, the next year we do something else. Such inconsistencies eh..., changes are too frequent and to me, that create lack of stability, so, as a result <u>leaders are not sure of what they are supposed to do with regard to these curriculum changes.</u> There are no projects anymore. Assignments, next time we don't want assignments anymore, we want this. Next year there are three tasks, so, this is tedious.	Inconsistency, leaders are not sure of what they are supposed to do with regard to these curriculum change.
	BD	Eh..., normally with regard to policies, <u>we do have workshops by training teachers on what is supposed to be done.</u> To familiarize themselves with the policies and the implementation of the NCS.	Lack of workshops to train teachers to familiarize themselves with the policies and the implementation of the NCS.
	RE	Like I said, eh..., there are new subjects that have been introduced and teachers have been through in the deep and <u>some of them are not conversant,</u> for example in the case of Maths literacy <u>we have to do cut and paste.</u> In the case of LO we have to do cut and paste. Eh..., we are still waiting for the department to...because at the beginning of the year, they circulated forms about educators who are interested in pursuing an advanced certificate	Teachers are not conversant with changes, as such, they have to do cut and paste in many learning areas like maths literacy.

		in education on those subjects and with regard to learners, learners are not eh..., this curriculum is above their level in terms of eh..., requires analytical mind and critical thinking. The parents, this type of curriculum, it requires parental involvement and most of them, parents in rural areas, do not show any interest in the education of their children. For example, we call meetings, they won't come, you would issue reports, and they won't come, so the reports will just be gathering dust.	
	LF	Eh..., in general, eh..., the <u>lack of preparedness on the part of educators and lack of infrastructural resources</u> . The infrastructure I am talking about, the <u>NCS demands extensive research on the part of the learners</u> which intend to have eh..., well equipped laboratory. We need to have <u>well equipped laboratories, library and internet connection</u> .	Lack of preparedness on the part of educators and lack of infrastructural resources like well equipped laboratories, library and internet connection.
v) What do you think can be done to minimize problems associate with rapid curriculum changes?	LA	Eh..., the curriculum developers <u>should take teachers on board when effecting changes</u> because teachers are hands on, on what actually happens on the ground. Now there will be the positions to know how actually the success and the failures of the implementation.	Teachers should be taken on board when effecting changes.
	KB	Eh..., the <u>retraining of teachers</u> , that is the main issue. Let the <u>teachers and principals be retrained</u> . Whether it is done in the holidays or in the afternoons or weekends. There should be <u>consistency in training with regard to any curriculum changes</u> otherwise there won't be any success.	There should be retraining and consistency in training with teachers and principals on curriculum changes
	BC	Eh..., I am not sure because there <u>won't be such changes</u> . We are not certain about what we want because there is something wrong with the curriculum, so <u>I am not sure of whether our changes would be accepted</u> .	There is no need to suggest changes because they won't be accepted.
	BD	I think as the department, this thing of changing curriculum after a very short period does not help the country as such, because if ever there is a <u>change in curriculum, there must be a thorough study</u> eh...which is done by the department so that we don't change our curriculum regularly. <u>It is very costly</u> ; number one, we have to buy new text books, what about those old ones? Where are we going to use them? And even if we don't use them, schools are supposed to find rooms to keep	If there is need to change a curriculum, there should be a thorough study. Change is really needed in much rural areas than urban areas.



		<p>them. Eh..., there are lots of things which need to be considered. Now it is not eh... advisable to change curriculum within the recent years. The NCS for now, for our learners is not worthy particularly in these rural areas. In towns, well, it is better but in these deep rural areas, it is very bad. Example, learners don't have access to Internet (IT). In general, <u>NCS is supposed to be transformed, but in deep rural areas</u>, it is impossible for the curriculum to be transformed.</p>	
	RE	<p>Eh..., like is said, eh..., the new subjects such as LO and maths literacy have been introduced and even though educators have been given supporters, some are not even qualified to teach such subjects. Also learners, I think this curriculum needs learners who are critical thinkers with analytical minds. <u>Some of the tasks require assistance from the parents</u> and this is a challenge for us who are in the rural areas. You will be giving a learner a task that will require him or her to go and look for information for example at the internet café they do not have simple resources for example just like taxi fare to travel to town to access the information or to go to the libraries. So it is very challenging to the learners. Some are staying with their grandparents who do not know anything about education. When learners are given work, the poor old woman and man do not understand how they can help learners. It is a real challenge and the socio-economic condition especially the rural areas is a disadvantage.</p>	<p>Parents need to provide motivation and assist learners in varying tasks.</p>
	LF	<p>Eh..., any change in the curriculum has been done after <u>thorough consultation with the stakeholders and extensive training and provision of resources</u>.</p>	<p>There is a need for consultation with stakeholders and provision of training before change is implemented.</p>
	LA	<p>Eh..., <u>teachers are nevertheless expected to cope and need expected standard</u>. The problem regarding parents, schools are not similarly situated. Eh..., what I want to imply on that is that, there are school communities that are made up of parents from disadvantaged background and the difficulty regarding their participation in their children's education and</p>	<p>Teachers should try and cope with curriculum changes to expected standards. Parents have to come up to speed with expected changes.</p>

<p>vi) What difficulties do you encounter with reference to teachers, learners and parents about the changes being implemented in the teaching and learning processes?</p>		<p>is grossly unsatisfactory.</p>	
	<p>KB</p>	<p>Eh..., with the teachers, they are complaining about <u>lots and lots of paper work, more administration and they are resisting the change because they are not part of the change.</u> Therefore they resist the change. The <u>learners are also not coping</u>, for instance if you look at the Continuous Assessment Standards (CASS) requirements, there are <u>so many tasks which the learners have to do</u> during the course of the day for which most of the learners are not prepared. For instance, if you tell them to do the projects, they are expected to do investigations through the internet while the school itself does not meet the requirements and it is incompetent. <u>Parents are not there to help their children.</u> Children are on their own.</p>	<p>It involves lots of paper work and more administration on teachers. Learners are not coping because of too many tasks to be done and parents are not there to help the children with their school work.</p>
	<p>BC</p>	<p>Eh..., number one; <u>there is no learner in South Africa that passes from Grade R to Grade 8.</u> <u>They are just pushed</u>, because <u>there are no promotion requirements</u>, they don't exist. Eh..., and as results, <u>learners are packed in Grade 9</u> because there are no serious promotion requirements. We call this <u>probation</u> because they are packed. So problem from parents, <u>parents are complaining that children are failing.</u> Problems from learners, <u>learners are complaining that they are failing.</u> They don't want to repeat. Those that repeat are old. <u>Teachers are also stressed because learners are not doing their work.</u> They are teaching learners in Grade 9 only to find that these learners cannot even write nor read. There are learners in Grade 9 who are reading at the level of Grade 1. I will show you after this interview. The principal showed me the reading levels of learners on the computer and indeed it is as disgusting. <u>Learners cannot read properly</u> according to their Grades levels in high schools.</p>	<p>Lack of promotion requirements. Parents and learners are also complaining that too many children are failing. Teachers also are stressed as learners don't do their work.</p>
<p>BD</p>	<p>Number one, with teachers, eh..., there were <u>no training on that curriculum</u>, that is number one. As far as learners and <u>parents are concerned</u>, our parents left the schools long time ago. They are not in need of some of the new curriculum activities, as results they are <u>unable to help learners at home with</u></p>	<p>There were no training on the new curriculum and parents are unable to help learners at home with homework.</p>	

		assignments, homework and staff like that. As a result there is a gap which has been opened by the new curriculum eh..., between the learners, parents and educators.	
	RE	Eh..., like is said, eh..., the new subjects such as <u>LO and maths Literacy</u> have been introduced and even though <u>educators</u> have been given support, some <u>are not even qualified to teach such subjects</u> . Also learners, I think this curriculum needs learners who are critical thinkers with analytical minds. Some of the tasks require assistance from the parents and this is a challenge for us who are in the rural areas. You will be giving a learner a task that will require him or her to go and look for information for example at the internet café <u>they do not have simple resources</u> for example just like <u>taxi fare</u> to travel to town to access the information or to go to the <u>libraries</u> . So it is very challenging to the learners. Some are staying with their grandparents who do not know anything about education. When learners are given work, <u>the poor old women and men do not understand how they can help learners</u> . It is a real challenge and the socio-economic condition especially the rural areas is a disadvantage.	LO and maths Literacy educators are not even qualified to teach such subjects. Schools do not have simple resources like taxi fare and libraries. Rural poor old women and men do not understand how they can help learners.
	LF	Most of the <u>teachers were not trained to handle this NCS</u> . I can elaborate that, most of the teachers are from colleges of education and the content was only up to Grade 12 but the NCS has new topics which they haven't given study. Topics which most of the educators were not trained for. <u>With learners the problem was that 1<sup>st</sup> one is; lack of facilities and second one was the paper work in the new system is too much for them to handle</u> . Parents you know... in our school situation most of the <u>parents were uneducated. They couldn't play a meaningful role to learners</u> .	Teachers were not trained to handle this NCS. With learners, there is lack of facilities and the paper work in the new system is too much for them to handle. Parents are uneducated. They couldn't play a meaningful role to learners.
	LA	Eh..., the predicament that we find ourselves in is that the ultimate recipient, which is the learner, should develop in totality despite the <u>confusion that we find ourselves in</u> . We need to produce quality learners who will take up responsible positions within the society.	The new curriculum is confusion.
vii) What do you		Eh..., if you are an <u>agent to change</u> but you <u>don't have enough information</u> . It is a big	Agents to change don't have enough

<p><b>find challenging for you in your role as a change agent as stated originally but with the new addition?</b></p>	KB	<p>challenge. <u>What are you changing? What are you changing to?</u> So that is a serious problem. You are <u>not informed as you are supposed to.</u> As principals we are the first to be informed. In some instances, you find <u>teachers who are work-shopped before the principals</u> could be work-shopped. Therefore it is very difficult for you to catch up. As the authority, it seems we are not informed of what is happening; therefore it is a big challenge. How do you monitor? How do you show quality when you yourself were not informed about anything that is happening in the department.</p>	<p>information. Principals are not informed as you are supposed to. Teachers who are work-shopped before the principals.</p>
	BC	<p>The department of education should employ clerks, which is one clerk per department for the record of marks, and all that has to do with <u>so much paper work.</u> Eh..., What is challenging, in other words, is <u>a lot of paper work, lot of work creates lot of stressed,</u> what is challenging is <u>frequent changes,</u> what is challenging is <u>lack of consultation.</u> Teachers are not consulted and it is a problem.</p>	<p>There is a lot of paper work which creates lot of stress. Teachers are not consulted about the frequent and it is a problem.</p>
	BD	<p>Eh..., number one; first challenge is with regard to teachers, because according to this new curriculum, the department, the manner in which they are determining this curriculum that is eh... <u>pupil teacher ratio is very bad,</u> because sometimes you will find that this year we do have a certain number of teachers. The following year the number goes down then <u>we lose and lose teachers</u> and so on and so on. Those are some of the things that are challenging by the department in particular the implementation of the NCS. Another thing is that <u>we cannot keep on training teachers,</u> there is a stage where we have to stop with our curriculum, the more they need changes, and the more they need to train teachers.</p>	<p>Pupil teacher ratio is very bad. Schools lose and lose teachers. Schools cannot keep on training teachers.</p>
	RE	<p>Right, it means that it is a challenge. That time as a principal, were faced with, were better. Eh..., change is something that is easily accepted. You need to put the mind set of people you are working with at ease, you need to ... also the learners and also the parents, you need also the parents, you need to educate them as to what is happening, you know and <u>it is very frustrating</u> because if we <u>do not have the support systems</u> for teachers and parents, then it means that your... your role as a change</p>	<p>The change is very frustrating as schools do not have support systems for teachers and parents on how to go about the change.</p>

		agent will be very difficult.	
	LF	You know my challenge is eh..., on the part of the human resources and physical resources e.g. Library, internet. You know <u>teachers who were employed were not well equipped</u> and the disturbance in the curriculum especially <u>not a single one of them were trained in the NCS methodology of teaching.</u> It is a totally different approach e.g. from the old system. There was <u>no proper training.</u> Actually I thought that even though it was implemented without thorough preparations, we thought that there would be in-depth in-service training for a month or something like that and take teachers to train them on how to deliver this NCS. It is a totally different approach of learning. In the olden days, it was learning process. We just assist learners. Teachers were not supposed to teach but to guide them. That was a formal approach. There is a lot of negativity in it. That is a reality.	Teachers are not well equipped and trained in the NCS methodology of teaching.
viii) What have you done to effect the policy changes in your school?	LA	Ja..., the shortcoming within the new curriculum statement, they turn to minimize the number of tasks that were formed by learners as a school, <u>we were forced to do some alterations within policies so as to increase the number of tasks.</u> Problem being that learners ought to be engaged on daily basis although, to some extent, the policy doesn't reflect that and certain lazy teachers want to limit themselves towards what the policy stipulates.	There were alterations of policies so as to increase the number of tasks.
	KB	We have tried to <u>invite some experts from the department for workshops.</u> We also tried to have <u>internal workshops.</u> We work-shopped each other. Other instances we have core teachers those who are having the content ideas. If we had money we would go for private sectors to <u>train the teachers</u> because people in the private sectors are all informed of what is happening.	Invitation of experts to workshop teachers. Provision of in-service training to educators.
	BC	Well I have <u>developed systems for implementations.</u> I have the <u>management structure that addresses curriculum development.</u> I have got eh..., in addition to the core needs of the department which is an internal arrangement. In short, I have established a management team to deal with policy changes. I have got school management	Developed systems for implementations. Set up management structure that addresses curriculum development.

		team to deal with policy changes in whatever is happening to notice if they are holding meetings.	
	BD	Eh..., normally with regard to policies, <u>we do have workshops by training teachers on what is supposed to be done.</u> To familiarize themselves with the policies and the implementation of the NCS.	Training of teachers through workshops.
	RE	Right, whenever there are principals' summits, whenever there are new policies that are implemented, I make it a point that <u>I inform the staff about them and try to implement whatever is expected</u> so that they should also know about these changes, so that they should not say they are left out. The information is..., so disseminating information is very important. I think that is a lot.	Inform staff about curriculum changes and implement what is expected of the change.
	LF	Eh..., actually we are trying to <u>simplify the whole process to teachers.</u> We also try to <u>engage other teachers from other schools to help</u> with other areas, especially the content part, because some of our educators are not actively involved with that at school. We had to bring other teachers to assist them, to see how to process these things. To a certain extent we manage to help the educators.	Simplify the whole process to teachers by engaging in community of practice.
ix) What recommendations can be made to policy makers on how to manage future changes?	LA	Like I initially said earlier on, consultation with people on the ground, meaning teachers, eh..., how to manage future changes eh..., <u>policy makers need to know the practicality of whether what they are putting on paper is viable.</u>	Policy makers need to know whether what they are putting on paper is viable.
	KB	Eh..., all the changes they are making, they <u>must start with the teachers to participate and the principal</u> to know the changes of the policy, to know what is coming. Let them make their inputs because they are the soldiers on the ground, because they will know what is changing and what is not changing. They will already know what the change is all about, and then it will be easier for the policy changes to come.	All changes must start with the teachers and principals to participate.  Teachers should participate fully in any change initiative.
	BC	Not surely by understanding this question. (The principal repeated the question posed to him and the researcher explained it in a way that is understandable). Ok, <u>let the teachers be consulted, let there be consultation, let there be sufficient research made to make sure that change is necessary.</u> (The researcher asked the principal if he is done and the principal	let the teachers be consulted, let there be consultation, let there be sufficient research made to make sure that change is necessary.

		responded by saying that's all).	
	BD	I..., I think I have only one recommendation, meaning that eh..., the issue of eh..., <u>doing away with colleges</u> because I think from colleges, technicians and universities, that's where we have to train people who have to come to do assessment. Eh..., at that point, you will be sure that those people were trained at colleges, universities and technicians on how to implement these policies and very easily but unfortunately that is not done.	Do away with colleges from training policy makers.
	RE	I think we as the <u>educators should be consulted</u> because these laws affected us. It seems as if these people who make the laws, they have never been educators so they only make laws that are not implementable that you find difficult to implement whereas if we were consulted, we would have given them..., people at the grassroots, we would have put the situation at risk. Some of the policies, some are just a duplication.	Educators should be consulted because these laws affected them.
	LF	No..., we would like to have eh..., <u>there should be proper consultation, in-depth training when the policy makers</u> are convinced that the people on the ground are well prepared. It is surely then that they start to implement and in my own opinion, the department is trying to make these changes next year. In my opinion the decision was hasty. Actually the money that the department is going to spend on the changes now, it means that the OBE was introduced in 2006. It is only 5 years now. Instead of addressing the problems of the OBE, now the department wants to change the curriculum policies and all these resources are wasted now. All the resources are going to be useless now.	There should be proper consultation, in-depth training when the policy makers are convinced that the people on the ground are well prepared.
	LA	There should be <u>a balance in what the teachers are doing</u> in classrooms and they do after classes or at their spare time in what they are presenting because teachers turned to be consumed in filing and not attending children remedially. Meaning, they are more consumed in paper work than the remedial work that must be conducted after classes.	There should be a balance in what the teachers are doing in classrooms
<b>x) What can be done to meet the specifications laid</b>		To be <u>informed as principals as head of schools</u> . You find that teachers are work shopped before principals. We are supposed to	Principals have to be informed of change as they

down by policy makers in your work?	KB	be obsessed as we are supposed be empowered but you find that teachers are work shopped in their PPS and that is a serious problem for us to catch up.	occurr.
	BC	Look here. Eh..., eh..., manpower has to be there, <u>provision of teachers, provision of resources, provision of text books. There should be the employment of talented people in management</u> provisions and no other requirements other that people with the capacity to do the work. Not comrades who will be just messing up the system.	There has to be provision of teachers, textbooks and talented management.
	BD	Eh..., I think what can be done is as we were saying when we were talking about the workshops. Eh..., I <u>think consultation must be done properly.</u> Eh..., we must not eh..., deviate from that because this short cut is a problem because as teachers we are going to run out of the system particularly eh..., maths, science and accounting. The country is going to run out of the system as we are struggling now.	Teachers have to be consulted before change is done.
	RE	Right. <u>Educators need to be consulted when implementing any change regarding curriculum.</u>	Educators have to be consulted before change is done
	LF	Ja you see that eh..., the problem is that <u>we are actually trying to get used to the new system as the OBE....</u> , we are almost left in the dark, now we learn that this is going to be introduced next year, now we will take another 5 years for us to understand the system. The schools are not even consulted, we are not given the guidelines, we don't know about the change, about what the department is going to do. It is a very complex issue. I don't know how to address it. My view is that instead of changing the curriculum now, <u>the department should use that money to support the OBE, to provide us with resources and see if that will help.</u> I am sure that will be a better option. Now 5 years for a complete change, 5 years is a short period.	Department should use money to provide resources to schools.
xi) How is your school meeting the requirements	LA	I can say excellently that <u>for now we are doing well using our matric results as a yardstick.</u> Meaning the percentage pass rate we were obtaining the previous year indicate that teachers are doing well.	The schools are doing well with the change.
		<u>It is hard Mam but we are trying.</u> Eh..., we are..., are..., <u>attending regular workshops, we are consulting with other schools which are</u>	Attending regular workshops and consulting with



of curriculum changes?	KB	<u>doing well</u> and eh..., other cases we find is the problem of resources but with the help that we are getting from AO and other schools which are doing well. We are coping.	other schools which are doing well.
	BC	Eh..., I believe the number of requirements for curriculum change is to meet the educational needs of learners. (The principal repeated the question by saying it) Ja... that is what I am saying and <u>I think we are meeting them</u> . Eh..., the requirements for curriculum change. What are they? <u>Resources, team of managers</u> and teachers with their responsibilities in learning areas. The other one is responsible technology, the other one is responsible for languages and they have clear cut roles they attend workshops, they report to me. Eh..., the expect to which they are meeting in such requirements is that they must have the evidence of what they have been work-shopping about and that is the right of them.	Though it is challenging, the schools are meeting the requirements for curriculum change by appointing team of managers to manage the change.
	BD	Eh..., in the case of the changes, there is the <u>monitoring which is regularly done by department to see if changes are implemented</u> . That is one of the guarantees that is made by the department that there is implementation of curriculum changes.	Monitoring by the DoE to find out if changes are implemented.
	RE	Right, we <u>attend workshops</u> , we <u>hold regular subject meetings</u> to discuss challenges and problems that educators face in their teaching and we also <u>encourage team teaching</u> for example if you are more conversant with a certain section, you can help your colleague neh!. Eh..., or if you are more conversant with certain section then he/she can handle that topic and it does not necessarily mean that you have to teach Geography only. We are having problems with GIS, for example, and your colleague if he/she is teaching the same Grade, the same subject, you can just ask her/him to assist. Also during school holidays we tend to <u>club with other schools</u> . What happens is that eh..., if learners need something else and not you who normally teach them, he must understand him /her better than you.	Attending of workshops and holding of regular subject meetings to discuss challenges and problems that educators face in their teaching. Encouragement of team teaching in schools.
	LF	Up to so far <u>with the matter of limited financial resources, we tried to eh..., bring in some changes</u> . We have financial constraints. We approached them to supply us with the overhead projector to use here in our school to present the lessons. The NCS demands lot of	Sought out financial constrains through application of aid to support the school of certain resource.

		exposure. We need lots of resources. There are too many complications in the text books. Let us stop there.	
<p>xii) What support systems are available to assist you cope with the challenges of curriculum implementation? For example, training and other forms of support.</p>	LA	Necessarily within the school we have <u>subject meetings</u> where teachers share knowledge and experience regarding the presentation but above all, the <u>APO provides Professional Support Forums (PSFS)</u> to support groups of people sharing along support materials to educators where often teachers group themselves and set common questions. They can set a team of three or four to set a common question paper for the area office like Mafikeng.	Organization of subject meetings and Professional Support Forums (PSFS).
	KB	Once a year the <u>APO arranges the Bosberaad</u> , they arrange workshops for the principals or <u>management generally</u> . They always have an item on curriculum management, and then in 2009 we once got training from national by a service provider and that was also trying to help us to cope with these, but there is always a problem when the service provider gives us training in the department, there is always a confusion. There is no consistency. We end up not knowing which one is correct.	APO arranges the Bosberaad, they arrange workshops for the principals or management generally.
	BC	We have got <u>subject advisors, PSF meetings, Dinaledi schools, equipment, science school, books and journals and three additional teachers</u> .	Use of subject advisors, PSF meetings.
	BD	Eh..., as a school, we try to <u>train our teachers</u> but unfortunately after training some of them, left the school. They got promotional posts therefore we need to have a continuous training, but we use certain amount of money. Eh..., which we raise as a school for training teachers.	Continuous training of teachers
	RE	Right. What normally happens is that the <u>department sends circulars to inform us about professional support forum</u> , formally known as workshops where challenges and problems are addressed with regard to teaching and where possible training is also provided. In certain instances eh..., <u>subject advisors visit schools</u> to come and check whether we are on the right track. If we are experiencing problems, we address these problems on the spot.	Department sends circulars to inform schools about professional support forums. Subject advisors also visit schools.
	LF	Ok, the support systems in theory..., <u>support systems are there in place</u> . For example the subject advisors, education specialists, subject advisory, Maths, Science and Technology	Through support systems like subject advisors, education

		(MST). The problem with that one is that is the recruitment of personnel. It was not done in a professional way. In theory support system is there and practicing it was minimal.	specialists, subject advisory.
xiii) How are you coping with curriculum changes in general and particularly in your school?	LA	Eh..., <u>for now we are coping</u> . (Follow up question by the researcher; how?) By looking at the performance. Teachers and learners are indicative of competency.	The schools are coping.
	KB	Eh..., I would say <u>I am doing well</u> . For now, especially after the new minister, there are other things which are no more there. Therefore <u>it is easier to manage curriculum compared to the then OBE</u> , but for now I think they are coping. OBE was problematic and also it seems at least a hand full number of educators are supporting the changes unlike the old OBE.	Schools are doing well
	BC	I think I <u>am coping well</u> especially curriculum changes. There are principals who are coming from as far as Deelpan, Madibogo etc. to copy the new ideas of curriculum in our school. All over the provinces are coming for assistance from our school.	They are coping with the curriculum changes.
	BD	Eh..., we invite experts to come and help us where we are unable to implement but <u>so far we never had major problems</u> . Eh..., but we do invite experts to come and assist us. Behaviour of children is also a problem. Well..., there are those who are behaving very well and there are those who do not.*	So far schools don't have major problems.
	RE	<u>Principals are having grey hair, grey beard because of how frustrating this profession is</u> . Eh..., we just have to accept things as they are and do your best otherwise you will crack.	It is very frustrating.
	LF	<u>We are trying to survive</u> . I wouldn't say we are coping. The whole system collapsed, so <u>this system has lot of stress</u> , but as leaders we have to overcome these difficulties to keep the system going.	Schools are just trying to survive.
xiv) How do the specific changes of the NCS affect you psychologically and emotionally? In other words is	LA	Eh..., the emotional and the psychological effects of this, <u>force other teachers to quit the system</u> . The changes of the NCS should not be studied alone, the law that came up after 1994. It is the combination of such factors that actually have an impact on teachers psychologically and emotionally, the law that came up after 1994. It is the combination of such factors that actually have an impact on teachers psychologically and emotionally. It is spiral to discipline of learners it spills over.	Teachers are quitting the profession

<p>there a specific area of curriculum change that you find most stressful to implement?</p>		<p>The presentation in class is no longer the same as the way it was. The traditional way where teachers should like to have the ultimate control of the situation in class. Here the NCS children ought to be groups in presentation in class and some in the process are ill disciplined and sound proper classroom management on teachers is sometimes a challenge.</p>	
	KB	<p>Hmm..., I think <u>assessment is the most stressful one</u> because as I have already indicated, we find that <u>there are tasks that are very impossible to achieve, the resources are not accessible e.g. internet and electric microscope</u>, therefore it is difficult to give marks. We are using solar microscope which is difficult sometimes to give marks.</p>	<p>Assessments are very stressful.</p>
	BC	<p><u>It is not stressful as it should</u>. I have a problem with LO which is not taken seriously. It is used as a spare wheel. A learner can fail certain subject but not LO which is marked at school level and not like other subject.</p>	<p>It is not stressful as it should.</p>
	BD	<p>Eh..., I think as other principals are concerned, psychologically and emotional effects on changes because you will find that they don't know much about the new programmes of resolution 2 and as a result, <u>the system is taking them out or is pushing them out, as a result it is stressful not only with the OBE.</u></p>	<p>It is stressful and pushing out principals who don't understand the programmes.</p>
	RE	<p>Ja..., as I have mentioned previously new subjects like LO and Maths Literacy have been introduced and as a result thereof, <u>it is so stressful when learners do not have an educator</u> and of late we cannot hire a teacher and then pay the teacher with money from the school coffers. We will be having a problem where learners will be having educator whereas the problem was created by the department for creating new subjects and they are not sending additional teachers. Other problem is that there is <u>Post Provisioning Model (PPM) it disadvantaged small schools</u>, for examples like ours. Our school has four streams. We have commerce, we have Maths and Science, we have humanities which have languages and if the roll declines, it means that eh..., teachers will be laid off or they will be seconded to other schools and it means <u>few that are remaining, have to carry the burden of the whole school</u>. So we end up having a lot of classes. That is resolution 2 where educators</p>	<p>It is so stressful. Post Provisioning Model (PPM) disadvantage small schools. Few teachers to carry the burden of the entire school.</p>

		are declared in addition.	
	LF	Eh..., the most difficult part is the methodology or the approach of the OBE and also the amount of paper work. We used to use about 50-60 boxes last, now 200 boxes are used for printing materials. The emphasis was more on written work. <u>It was stressful.</u>	It is very stressful.
<p>xv) Tell me in what ways the implementation of curriculum changes have affected you professionally? In other words, do you feel you are adequately prepared for implementing curriculum changes in your school?</p>	LA	Eh..., yes. Eh..., <u>the basic principles of teaching did not change much</u> because the lesson preparation principles are still the same. For example eh..., presentation part where a teacher has to bring the previous knowledge or link the lesson with the previous knowledge is still there. Again eh..., teachers still have to have objectives as to what they have achieved at the end of the lesson etc. because they are many.	It does not affect professionally as the basic principles of teaching did not change.
	KB	Eh..., <u>not fully, I will say partly.</u> Eh..., but if the same question is based to me as the teacher, <u>I would say I am fully prepared for my subjects but for management of the curriculum, honestly speaking it is 50-50, I am not 100% prepared</u> because there are so many uncertainties of issues which I am not sure about. There is a team which was on top of the situation, for example, in other learning areas, for instance there were new topics introduced. Therefore, nobody is in the knowledge of what is happening. Those are some of the frustrations so we cannot say we are 100% prepared. Internet problems as in urban areas. It is a challenge but not much because the teachers there are there to train learners. They are using a tennis courts as we don't have a ground. Teachers are well equipped because they were well trained. Issue of resources is also a problem because LO has physical education. It needs time keeper, stop watch, skeeping ropes, but generally they are trying.	Educators are partly affected.
	BC	Eh..., look here, I cannot know all the subjects. I can only know two or three subjects. I cannot know the details of all the subjects because as a manager, I am concentrating too much on administration work.	
	BD	Eh..., <u>I am 100% prepared.</u> I am still a young person who is prepared to learn and make means where they are required. As a result I don't have any problem with the implementation of the NCS.	Some educators are fully prepared.

	RE	<p>Professionally one tends to be frustrated, very <u>frustrating</u>. And then as I have mentioned previously, the government is trying to..., is keeping us abreast of development, there are workshops, there are seminars, and there are summits that they call. Hopefully, <u>at the end, there will be the adequate prepare a flow for the role of implementing these curriculum changes</u>. Remember you train for four years but certain things you have to grasp within a very short period of time. It is very difficult.</p>	<p>Not adequately prepare to implement the curriculum changes but might be after series of workshops.</p>
	LF	<p>Well, <u>I am not adequately prepared by the department</u>. We were able to acquire the necessary information. I personally gained a lot because I got the opportunity to gain a lot of knowledge on different techniques. To me OBE is a wonderful system.</p>	<p>Not prepared by the department but personally.</p>