

**AN INVESTIGATION OF THE EXTENT OF TEACHER PARTICIPATION IN  
CURRICULUM DEVELOPMENT FOR QUALITY TEACHING AND LEARNING**

By

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## ABSTRACT

Historically, South Africa followed a centralized form of curriculum development – a top-down strategy that did not support effective teacher participation in curriculum development. One of the main trends in curriculum development initiatives across the board has been to make a paradigm shift of authority to the level of the school. This approach suggests that teachers are key role players for effective curriculum development at all levels of the education system.

This study investigates the extent of teacher participation in curriculum decision-making and development in schools in the Soutpansberg Area of the Vhembe District in Limpopo Province. The results should assist curriculum developers to view the role teachers could play in the development of the school curriculum. A survey which consisted of respondents (aged 25 to 56) found that there is a need to involve teachers at all levels of curriculum development. The findings further indicate that teachers are integral role players in curriculum development initiatives as they are at the core of curriculum implementation.

For curriculum development to achieve its objectives, teachers and not only curriculum experts should be involved in its development. Genuine change in the school curriculum will be realized if teachers are assigned a central role in curriculum decision-making and development. The Department of Education in consultation with curriculum developers should, however, carefully examine the nature of the curriculum development process with a view to engage teachers meaningfully and effectively in the development of the school curriculum for quality teaching and learning.