

**AN INVESTIGATION INTO THE MANAGEMENT AND IMPLEMENTATION
OF THE NATIONAL CURRICULUM STATEMENT AND ITS IMPACT ON
EDUCATORS AND CHILDREN IN RURAL SCHOOLS IN MOPANI DISTRICT,
LIMPOPO PROVINCE: A CASE STUDY OF GROOT LETABA CIRCUIT.**

BY

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Degree of the Master of Public Management**

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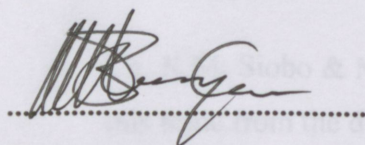
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DECLARATION

I, **Moloto Kgabo Martin** student of the University of Venda hereby declare that the dissertation for the degree of Master in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.



Signature

02/05/2012

Date

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DEDICATION

On my personal note, I dedicate this project to my late mother, Kgashi Dorcas Moloto. You were there for me all the way.

South Africa on political, economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and levelling the playing fields amongst South Africa's diverse population. Those previously disenfranchised on political, economical and social grounds waited in anticipation on the rewards for their participation in the struggle against the discriminative minority regime of the past. These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be thwarted with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to witness equity and equality and in so doing also provide skilled citizens who are able to be globally competitive. Education in South Africa is facing great challenges, especially with regard to curriculum development. Teachers are principal role-players in the process of addressing these challenges. The question is: Are they allowed to participate in the process, and if they do participate, what is the nature of their involvement? Within the context of the current curriculum changes in education in South Africa, stringent demands are being made on teachers.

This process of continuous change has not yet stabilised and therefore it is imperative that there should be dialogue about what is expected of teachers when it is suggested that they should be "more involved in curriculum development". An attempt is made to contribute to this discourse by focusing on what is meant by teacher involvement in brief, the possible viewpoints regarding this concept, and the real nature and extent of possible involvement within a specific South African context.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by educators during the management and implementation of New Curriculum. Random and purposive samplings

ABSTRACT

The quest for change in the new South Africa on political, economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and leveling the playing fields amongst South Africa's diverse population. Those previously disenfranchised on political, economical and social grounds waited in anticipation on the rewards for their participation in the struggle against the discriminative minority regime of the past. These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be flawed with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to address equity and equality and in so doing also provide skilled citizens who are able to be globally competitive. Education in South Africa is facing great challenges, especially with regard to curriculum development. Teachers are principal role-players in the process of addressing these challenges. The question is: Are they allowed to participate in the process, and if they do participate, what is the nature of their involvement? Within the context of the current curriculum changes in education in South Africa, stringent demands are being made on teachers.

This process of continuous change has not yet stabilised and therefore it is imperative that there should be dialogue about what is expected of teachers when it is suggested that they should be "more involved in curriculum development". An attempt is made to contribute to this discourse by focusing on what is meant by teacher involvement in brief, the possible viewpoints regarding this concept, and the real nature and extent of possible involvement within a specific South African context.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by educators during the management and implementation of New Curriculum. Random and purposive samplings

were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publications, research publications, and reports.

Acknowledgement

Findings of the research project indicated that teachers were for the most part excluded from participation in curriculum development at curriculum levels outside the classroom. The perception was that, although they were the subject and/or learning area specialists, little attention, if any, was given to their "voice" they were only involved in the implementation of the new curriculum.

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

This study recommends that an interesting study that can be undertaken in a follow up of this research might be to explore how the institutions and teachers are coping now that the new curriculum has been implemented and has been functioning for some time in the schools. Focus on specific issues which followed thereafter in the study brought to light interesting facts on the empowerment of the teachers and the development of the new curriculum in the practical everyday life in the classrooms.

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LIST OF ABBREVIATION

NCS	National Curriculum Statement
ANC	African National Congress
RNCS	Revised National Curriculum Statement
GET	General Education and Training band
SMTs	School Management Teams
HODs	Heads of Departments
OBE	Outcomes-Based Education)
CASS	Continuous Assessment

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

At the time of the introduction of National Curriculum Statement (NCS) in South Africa, the then Minister of Education, Prof SME Bengu, when questioned about the readiness of teachers to receive NCS, said: all signs point to a readiness for the new system. Schools are willing and prepared for implementation in 2006 (Department of Education, 2003f: a). Bengu, as a politician, further indicated that things are not going to be perfect, and promised that there would be monitoring in order to identify areas in which further training and support need to be provided. On the other hand, critics questioned the “hurried” implementation of OBE, stating that the policy was not well thought through and will probably fail.

The reason for the failure apparently is because it was being implemented in isolation and ignorance of about 80 years of accumulated experience with respect to curriculum change in both first world and developing countries, and in fact undermine the already fragile learning environment in schools and classrooms of South Africa (Jansen, 1997:66).

Another question that is being asked is: Why the introduction of OBE in South Africa?” The Department of Education (1997g: 9) quoted the Black Education Act, 1953 (Act No 47 of 1953), in a document titled “Outcomes-Based Education in South Africa, which mentioned that it kept Black education apart and was to ensure that blacks would not be over-qualified for positions not at all envisaged for them. Raboroko (1998:1) declares that the curriculum of the past dispensation is therefore irrelevant for some learners and is not giving a proper reflection of the perspectives of particular sub-groups. In presenting the state of education during the apartheid regime, Donaldson et al (1999:330) have quoted the then member of Parliament in the General Assembly in 1954, Mr. Le Roux, saying: We should not give the natives an academic education, as some people are so prone to do.

1.2 Background to the study

After 1994 in South Africa, the democratically elected African National Congress (ANC) led government started to introduce changes in the education and training system in order to redress the inequality brought about by the previous apartheid policies and practices. A new national school curriculum, known as Curriculum 2005 (C2005) was adopted in 1997. This curriculum was based on the principles of outcomes-based education, also known as OBE (Rogan and Grayson, 2003:1171-1173). In 1999, the then Minister of Education, Professor Kader Asmal, appointed a committee to review C2005. Hence in 2000, the more streamlined Revised National Curriculum Statement (RNCS) was introduced for the General Education and Training band (GET), which ranges from Grade R till Grade nine.

The mere existence of a new national school curriculum, however, does not necessarily guarantee an improvement in the country's education system. The curriculum itself needs to be successfully implemented and in this regard, Fullan (2001:71-75) highlights several factors at play. These include the involvement of local role players such as teachers, school principals and district officials, as well as the contribution of external role players, such as the national and provincial governments, other organisations and consultants.

Teachers, in particular, play a central role in the implementation of a school curriculum. Fullan (2001:117) thus stresses the importance of the teacher as a central change agent, as the teacher is the one who is primarily responsible for the successful implementation of a new curriculum. Yet, proper curriculum implementation in South African schools is not only dependent on teachers' ability to interpret, adjust and implement the RNCS. Successful implementation is also affected by the nature of the particular school's physical and human resources, the quality of teacher and learner support, and in general, the ability of the school management teams (SMTs) to support the implementation process through proper planning and subsequent management of the implementation (Rogan and Grayson, 2003:1172-1195). Middle wood (2003a: 66- 68) thus assigns the

primary responsibility of planning, managing and overseeing the curriculum implementation process to the SMT.

1.3 Statement of the Problem

The White Paper on Education and Training of 1995 (WPET) states that there had been a decline in performance in many schools serving the majority of the population. Section 4 of the National Education Policy Act of 1996 (NEPA) includes among its concerns “achieving” redress and enhancing quality”. Section 20 of the South African Schools Act of 1996 (SASA) entrusts governing bodies with the provision of quality education (Kgobe, 1999:4). The Outcomes-Based Education was introduced because it was believed to be appropriate to the needs of the new South Africa. It promised to meet the skills requirements of the labour market while developing learners’ skills, knowledge and values. A crucial objective of the national curriculum was to prepare an informed and critical citizenry imbued with universal human values. The evidence presented by the review committee is that the National Curriculum Statement has been a success where proper training and learning materials were provided. The underlying problem in implementing curriculum change has been the lack of resources. This study is therefore undertaken in order to help identifying the problem that lay siege to the National Curriculum Statement (NCS) and provide possible guidelines towards working solutions for the benefit of every citizen of South Africa.

Fleisch (2002:56) and Jansen and Christie (1999:12) hold that implementation of the national school curriculum in post-apartheid South Africa was riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners, mainly as a result of inadequate training and support for teachers in the classroom. Having considered the above essential aspects related to curriculum implementation, there is thus reason to be concerned about the effectiveness of curriculum implementation in South African schools, specifically in rural schools.

Due to their remoteness, limited resources, and fluctuating quality of teacher expertise, these schools are often more challenged in terms of curriculum implementation (Delport and Mangwaya, 2008:224). Although there are many factors affecting the ineffectiveness of implementation, this study regards a school's curriculum implementation plans and the subsequent management of these implementation plans as crucial to ensuring successful implementation of a new curriculum. The central research problem that guided this study thus relates to the subsequent management of curriculum implementation at school level.

In primary and secondary schools, teachers are crying out for a national plan for in-service training to tackle past inequalities and to prepare them for the new curriculum. This point was also identified by the curriculum review committee as a major weakness in the implementation of Curriculum 2005.

1.4 Hypotheses

1.4 Research Objectives

The following hypotheses will be tested by this study.

The research objectives will be discussed under general and specific objectives

1.4.1 General objective

The general objective of the study is to investigate the management and implementation of New Curriculum Statement in rural schools of Limpopo province.

1.4.2 Specific Objective

- To determine the viewpoints and perceptions regarding teachers' involvement in curriculum management;
- To investigate teachers' involvement and participation in specific levels of curriculum management;
- To examine how teachers in historical disadvantaged schools understand and practice NCS in their respective schools;

- To examine how the attitudes of teachers towards teaching have changed since the implementation of new curriculum;

1.5 Research Questions

- What are the viewpoints and perceptions regarding teachers' involvement in curriculum management?
- What is the teachers' involvement and participation in specific levels of curriculum management?
- What are the attitudes of teachers towards teaching changed since the implementation of new curriculum?

1.6 Hypothesis

The following hypotheses will be tested by this study.

- Teachers in the historical disadvantaged schools in the Groot Letaba Circuit of the Limpopo Province, have a poor understanding of NCS which in turn leads to flawed practices of new curriculum.
- The implementation of new curriculum has been problematic due to challenges such as their historical context, and rushed curriculum implementation strategy.
- Poor facilitation and support on the part of the Limpopo Province Education Department in relation to curriculum implementation led to a poor understanding and practice of NCS in historical disadvantaged schools.
- Teachers in historical disadvantaged schools are not able to properly implement curriculum due to constraints such as large class sizes, lack of learning materials, and lack of financial backing to initiate further training as well as historical factors such as discrimination, poverty and perceptions of inferiority

1.7 Significance of the Study

Although significant theoretical educational changes have been brought about to equalise the educational playing fields, there remains a number of issues that still need to be addressed in order to make education in South Africa accessible to all its citizens. The gap that exists between education department policy developers and teachers is still too wide due to flawed assumptions by these policy developers as to what really goes on in classrooms in historical disadvantaged schools and what type of teachers are operational in these classrooms. This study sets out to contribute to existing knowledge concerning the perceptions and practice surrounding NCS. The study will also try to provide essential curriculum information to the following stakeholders; the Limpopo Province Education Department, School Communities, Non-Governmental Organisations; and well as tertiary institutions such as universities. It is the researcher's intention to contribute to already existing base/foundation of curriculum knowledge from which further research can be conducted in finding more effective alternatives for curriculum innovation, as well as successful institutional restructuring.

1.8 Limitations of the Study

This study has its strengths and possible limitations as has any study of this kind. As far as the strengths are concerned the researcher believes that he has unveiled many unmentioned and well kept secrets of teachers who are teaching in the Foundation Phase. Teaching is a proud profession, and it is not so easy for an experienced teacher to acknowledge that they are struggling with the implementation of the new curriculum in their classrooms. And when the teachers are well qualified to teach on top of their long experience in the Foundation Phase, so much the more the feelings of inferiority and incompetence as far as the new curriculum and NCS and all the new assessment requirements are concerned.

This study also broke the silence of the teachers' frustrations and discomfort surrounding the attendance of in-service training opportunities and workshops. This is the main

strength of the findings, as this is where the most complaints come from. It should encourage the authorities to take heed of these remarks of the teachers, as this can easily and painlessly be rectified to serve the loyal teachers as best and fast as they can. Time limitations made it impossible to include more than just the Foundation Phase in this study. The implementation of National Curriculum Statement is explored in detail at the level of Foundation Phase only, and for obvious reasons it could not be extended to the Intermediate and Senior Phase levels because the time to complete it is definite and not negotiable.

1.9 Delimitation of the Study

The study focused on the investigation into the management and implementation of the new curriculum statement in Mopane District of Limpopo Province. The investigation was basically undertaken to one primary and one secondary school of Groot Letaba Circuit.

1.10 Brief Summary of Literature Review

The research question is best captured in the work of Bruce Fuller (1998: 66-98) that makes the claim that there are conflicting agendas that are pursued by the different people involved in designing the curriculum. In case of this research, Foundation Phase teachers are receiving the new curriculum from the state with the hope that they would interact with it as a working document. Unfortunately for the state and everyone in South Africa, the new curriculum is received with resistance and despair by teachers who are supposed to implement it.

Fuller's research (1991:67) focuses on the state in Malawi and shows how it attempts to use the school system to strengthen its position in society. In this research, likewise to that of Fuller, you will however, also notice that teachers and learners do not simply follow the State's instructions in the form of the planned curriculum. Instead, schools actively re-interpret the curriculum and their roles as teachers, and consequently deliver a

very different curriculum to the one planned by the state. The topic will further be problematised by asking questions such as those of Fuller: Do teachers choose to ignore the instructions of the curriculum planners and interpret it to suit their own needs? To what extent do similar things happen in South African schools? Fuller's key question is: Do teachers operate as agents transmitting the state's political messages, or are they independent agents transmitting only educational messages? Fuller's answer seems to be yes and no. I think these questions are also relevant in South African context, whereby the Outcomes-Based Education curriculum is continuously struggling to make a meaningful contribution.

The recent second review of the OBE curriculum in South Africa, the Revised New Curriculum Statement, bears testimony to the struggle it faces as being alluded to by the above statement. It is proper to state that if something is not broken, do not fix it. The other way around is the common practice of the OBE curriculum in South Africa.

Teacher involvement

Curriculum development as a concept is open to many possible interpretations, but for the purposes of this article, it is regarded as the encompassing and continual process during which any form of planning, designing, dissemination, implementation and assessment of curricula may take place (Carl, 2002:44). This process may occur in various areas of the curriculum, ranging from national and provincial levels to schools and classrooms. It is within this process of curriculum development that the teacher can and should become involved. The scope and nature of involvement with curriculum development will understandably vary from one curriculum area to the next, as the classroom teacher probably focuses mainly on the micro-curriculum, whilst, for instance, on a national level the macro-aspects may call for a stronger focus.

The question is, however, whether the teacher cannot also become involved in curriculum development outside the classroom. Obviously change cannot be successful if the teacher focuses on the classroom only, as rightly contended by Hecht, Higgerson, Gmelch and

Tucker (1999:152): Teaching is more than the activities defined within the classroom walls. It is difficult to conceptualise teacher participation in one single definition. Moreover, the nature and scope of teacher involvement is often determined by the conceptualisation.

Curriculum implementation plans

Implementation of a new school curriculum covers a wide range of related aspects and proper planning of the implementation is essential. This planning includes the drafting of implementation plans.

The need for implementation plans

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. These plans become devices for identifying ways of solving or minimising problems related to implementation. Appropriate plans clarify the focus points of the implementation process. Clarity reduces the risks of non-delivery. Plans do not only make the tasks relevant to the users' contexts, but they also facilitate the integration of tasks and help to detect the possibility of overloading the implementers (DoE, 2003:16-17). Earley and Bubb (2004:192) thus see curriculum implementation plans as 'descriptors' of the envisaged curriculum improvement. Similarly, Glatthorn (1997:144) defines curriculum implementation plans as a school's 'record' of implementation.

Characteristics of good implementation plans

Several authors (Coleman, Graham-Jolly and Middlewood, 2003:85; Fleisch 2002:133-135; Fullan, 2001:71-75; Glatthorn, 1997: 144; Logan, 1997:28-33), concur that implementation plans which will positively affect the implementation process, have specific characteristics. In this regard, Logan (1997: 28 – 33) stresses that good plans will address all aspects related to curriculum implementation. Fullan (2001:71-75) agrees,

asserting that good implementation plans will provide clarity on how implementers should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required.

Coleman et al. (2003:85), Fleisch (2002:133-135), as well as Glatthorn (1997: 144) believe that suitable curriculum implementation plans specify the duties and responsibilities of the various role players involved in the implementation process. These need to be spelt out in a sequential and an integrated way. In this regard, Glatthorn, Boschee and Whitehead (2006:268-275) highlight crucial aspects that should be included in such plans.

1.11 Operational Definitions of the study

- **Foundation Phase**

Foundation Phase is an entry level at formal schooling system. It refers to the learners who are in the first three grades in the beginning stage of schooling, namely Grade 1, 2 and 3 (Department of Education 2002:7).

- **Curriculum**

Curriculum is a broad concept which includes all planned activities that take place in the school and thus also include the subject courses which take place during the normal school day (Carl, 2002: 36). According to Marsh (1997: 4), curriculum is defined as a product, a document which includes details about goals, objectives, context, teaching techniques, evaluation and assessment, and resources. Sometimes these agencies are documents issued by the government or one of its agencies and which prescribe how and what is to be taught.

- **Curriculum Design**

Curriculum Design – is a phase within curriculum development which relates to both the creation of a new curriculum as well as the re-planning of an existing one, after more evaluation has been made (Carl, 2002: 87). According to Print (1993: 2) curriculum design is the process of conceptualising and arranging the elements of curriculum into a coherent pattern.

- **Curriculum Implementation**

Curriculum Implementation is traditionally seen as the delivery process, the implementation of the planned activities in a purposeful way (Carl, 2002: 143).

1.12 Organisation of the Study

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

In Chapter 1 the background to the study was introduced and the problem was stated. The aims with this report and brief summary of Literature Review were discussed briefly, and the concept clarification of some words was done, background of the study, statement of the problem, research objectives, limitations, significant and delimitation of the study

CHAPTER 2: LITERATURE REVIEW

Chapter 2 deals with the literature review and the necessary information about the topic is given in details. Different authors and writers are quoted expressing their views and opinions on the subject under discussion.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 is spent on how the researcher decided to conduct his research, how he chose the method of research, and detailed information on the gathering of data is provided in this chapter. The researcher is fortunately in the position to collect data by means of interviews and observation.

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

In Chapter 4 the researcher is analysing and interpreting the collected data. In doing so, the researcher is ensuring that any evidence and facts provided become the solution of the problem at hand. The data and evidence will hopefully provide answers to the research question in order to support the purpose of the research.

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATION

Chapter 5 is the final step wherein the researcher summarises important issues, draws conclusions and provides sound recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In order to answer the identified research question, literature about two aspects related to the research question has been studied. Firstly, it was important to examine literature pertaining to curriculum plans, the need for these, as well as the characteristics of adequate plans, as asserted by scholars and other researchers in the field. Secondly, it was essential to study literature related to the management of implementation, specifically with regard to managing the implementation of these plans. The literature studied will consequently be reviewed according to these two focuses.

2.2 Education after 1994

Subsequent to the first national democratic elections which took place on 27 April 1994, South Africa (SA) as a country had to engage in a huge task of transforming the education system which reflected the imbalances of apartheid in general, and Bantu Education in particular. She also had a huge task of incorporating various education departments (which were meant to serve different ethnic groups in SA) which were inherited from the apartheid government. The Limpopo Provincial Government also inherited eight previous education departments, and the standards of education differed greatly between these different departments.

The period between 1994-1999 was simply about establishing the ideological and political credentials of the new government. Naturally, this period could not but focus on the establishment of new organisations, institutions and governance, as well as new resourcing patterns. During this period many successes were recorded. These are reflected in the many policy papers, legislation, regulation and norms and standards which have been developed and announced (Rensburg, 1998:45). Despite the dawning of

a new democracy, there are still problems which face all citizens of South Africa, and they are more evident when looking at young adults in the entire South Africa and in the Limpopo Province in particular.

2.3 Curriculum Change

When the ANC government took over in 1994, plans for changing the curriculum were put in place. A change in curriculum may be brought about by many factors such as political, economic, social and technological needs. The government has to address such needs through a change in curriculum. Hoadley, Jansen, Gutlig and Adendoff (2002:201) state that “change in a country’s curriculum is usually a response to changing political, economic or social needs or a combination of these.” The new curriculum requires thorough training of teachers, provision of proper material resources, and proper procedures for assessment of learners’ performance if it is to be implemented effectively. According to Glatthorn, Boshee and Whitehead (2004:256), a high level of curriculum implementation can be expected if the curriculum changes are not unduly complex and are clearly explained to teachers, if quality materials supporting the new curriculum are made available to teachers and if administrators take the necessary steps to prevent and respond to the problem of “overload’ when teachers feel overwhelmed in implementing the curriculum.

Curriculum 2005 which was outcomes-based was introduced. Teachers starting from the foundation phase throughout the general education and training (GET) band were trained on new terminology and new concepts of the curriculum. According to Mjoni (2006:2), “the introduction of curriculum 2005 as the new national education policy after South Africa’s first democratic elections in 1994, marked a radical paradigm shift and departure from the previously fragmented and discriminatory education system. Grade R to 9 constitute the new compulsory general education and training phase which covers the first ten years of schooling. Learners progress from the Foundation phase (grade R to 3) to the intermediate phase (grade 4 to 6) and finally to the senior phase (grades 7 to 9) based on their performance in various learning areas.

Department of Education(1998:15) states that “the new South African curriculum has introduced numerous changes in the education system that require structural changes at national, provincial, district and school levels in order to be fully implemented” According to Rogan (2000:121), “lack of space, learning support material, competent educators in various learning areas, long-term support systems, inadequate in-service training and lack of shared vision and commitment are critical factors that could impact negatively on practical implementation.

The new curriculum brought in greater amounts of anxiety and uncertainty as teachers struggled with the understanding and application of the new concepts. Language is central in the learning process. While teachers were struggling with the new curriculum, they were also expected to meet the needs of learners in a language that is not user-friendly to learners. Knowledge is constructed through language and other symbolic system. O’neill and Kitson (1996:84) state that “the more the children are exposed to language, the more able they will be to produce it.” English teachers should be given administrative support in the teaching of English language, for example, there may be a policy in the school that compels all learners to speak English in all subjects except the subject with a vernacular language and be encouraged to communicate with one another in English in and around the school grounds as their assessment or examination would be conducted in English.

The Heads of Departments (HODs) for English should ensure that there is a system of evaluating lessons; teachers’ lesson plans are documented. According to Stephen and Crawley (1994:77), “some teachers sadly and some schools even more sadly, still believe that the correction and development of written English is the sole preserve of the English teachers.” The management of the school particularly the heads of departments should give the administrative support to English teachers in the development of English language among learners.

If teachers are clear and well-organized in their presentations, both written and spoken, they will enhance the language and communication skills. According to O'Neill and Kitson (1996:84), "the most important role that the coordinators of English should play, is to raise the quality of language throughout the school, explore with staff how consistency of approach and a planned progression can be introduced in the areas of speaking and listening, reading and writing." Curriculum 2005 was revised in 2001 due to challenges faced by the new curriculum. The Revised National Curriculum Statement (RNCS) was then introduced in the senior phase of the GET (general education and training) schools. The schools experienced a severe shortage of resources such as staff shortage, textbooks, furniture and classrooms.

These unfavourable conditions impacted negatively on the implementation of the new curriculum. According to Kelly (2004:126), "each new curriculum requires extra time for teachers to prepare lessons and materials, to become familiar with the new concepts and skills to be taught, to prepare or administer new tests, and to gather reference resources." The curriculum 2005 introduced continuous assessment (CASS) throughout the GET band. The learners who passed grade nine in 2002 could not continue with curriculum 2005 at FET (further education and training) schools as it was not yet introduced at the time. Learners had to revert to the old subjects instead of learning areas which stressed the integration of subject. The new curriculum demanded schools to be highly resourced in terms of equipment, material resources, and infrastructure.

Hoadley et al. (2002:202) state that "the Department of Education vigorously pursued policy development while giving insufficient attention to how the under-resourced provincial departments and under-resourced schools and teachers were to cope with the difficult task of implementing a radically and highly technical curriculum change, with the budgetary constraints experienced by provincial departments, the poor state of many schools, and the poor training of many teachers.

In 2006 National Curriculum Statement which is the new curriculum in South Africa was implemented by all provinces. Schools in Mopani district are also implementing the

National Curriculum Statement. Each learning area (subject) has its learning outcomes and assessment guidelines. The new curriculum demands a lot of reading and writing, it is therefore important that learners be exposed to English language as most of their subjects are taught in English. Pandor (2005:31) states that “the National Curriculum Statement requires extensive reading and writing in all subjects; learners think carefully about what they learn, that they have strong conceptual knowledge and are able to apply this in a variety of situations.” National Curriculum Statement requires a variety of resources that include technological equipment. Some subjects are compulsory which include two of the South African languages, mathematics or mathematical literacy and all learners must study Life Orientation.

2.4 Curriculum Implementation

Successful implementation of a new curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it (Carl, 2002: 172). Curriculum implementation is traditionally seen as the delivery process, implementation can be considered as a system of engineering that takes design specifications through various channels to the teacher and classroom (Schubert, 1986: 42).

Jordaan and Mostert (1989:392-400) set out a good description of the various levels of implementation and they refer to it as macro- and micro-implementation. According to them macro-implementation is the application of policy and curriculum initiatives as determined at national level by curriculum authorities. Jordaan and Mostert (1989:393) define micro-implementation as that process during which local decisions are taken. This leads to application in practice and the eventual institutionalisation. In practice, it means the core syllabi must be implemented at school level by subject teachers. Teacher participation and initiatives are normally high at this level as, through them, they make their own mark on the development of a syllabus. Micro-implementation may therefore in practice also include the implementation of a subject teacher’s subject curriculum.

2.5 Curriculum change

Marris (1999: 85) suggests that the loss one experiences in personal tragedies, such as the death of a loved one is, in many senses, similar to the feelings of loss one experiences during periods of social or organisational change. As a consequence, says Marris, we need to be a great deal more sensitive about how we manage feelings during change processes. As the author of this chapter, argue that we cannot simply expect people to accept change immediately, however good the reasons for the change, or the change itself might be. In exactly the same way we have to work through a process of bereavement during times of personal loss; so individuals within organisations undergoing change should be given the time and space to work through the insecurities and loss which they feel during these change processes.

Every South African teacher has in the past few years been exposed to lots of talk and activity about Outcomes-Based Education (OBE). OBE is a broad movement for the change of curricula in schools, colleges, universities, technikons, and community organisations and in workplace education. No one in his right mind can change a curriculum just for the sake of change, or just because it is fashionable to do so. There are always strong reasons why a curriculum has to change. Changes are often brought about because someone believes that the present curriculum is antiquated either in part or as a whole. And this someone would then have to give a strong argument why the operating curriculum or part thereof is antiquated.

Just as someone would think the operating curriculum is antiquated; another person may beg to differ and give an equally strong argument why the present curriculum is still appropriate. Yet another person may agree that the present curriculum is in fact antiquated, but disagree with what is being suggested as a replacement for that antiquated curriculum Gultig and Butlter(1999: 15).

According to Becher (1978: 109) new ideas, in education as in life, travel hopefully: few of them actually arrive at their intended destinations. Fully agree with the above

statement because what the department of education is describing as effective implementation of OBE pays lip-service to the schools for which it is intended. It is tempting to agree with Becher (1978: 109) saying: most of those involved in the business of curriculum change would admit that, while a good deal is now known about how to plan, construct and try out new curriculum schemes, no one has yet come up with a sensible way of weaving such schemes into the daily fabric of classroom life. This is confirmed by the recent review of C2005 and new changes effected to make it more adjustable to classroom life.

According to Farley and Bubb (2004:192), curriculum implementation plans are required. Many of those teachers, who first embraced the OBE curriculum as a new, acceptable idea, have 'nightmares' in their sleep with the unfolding of the very curriculum. Hopes were running high that OBE is the vehicle of success, at last, the truth to many if not all is that everything that is proposed by OBE is uncritically embraced. When this (OBE) curriculum is being implemented, all sorts of hidden snags began to reveal themselves.

2.6 Principles of curriculum change

Oliva (1988: 31-47) sets his principles about change as follows: Change is unavoidable, because life grows and develops through change. Curriculum changes which have taken place earlier may continue together with changes brought about at a later stage. Changes may take place over long period and even overlap newer developments. Curriculum change is the result or consequence of changes which take place in people. Curriculum developers must therefore Endeavour to change those people who will eventually influence curriculum change. All persons involved must have the maximum opportunity to have their input in the envisaged changes, because in this way their support during the implementation phase may be obtained.

2.7 Curriculum implementation plans

Implementation of a new school curriculum covers a wide range of related aspects and proper planning of the implementation is essential. This planning includes the drafting of implementation plans.

2.7.1 The need for implementation plans

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. These plans become devices for identifying ways of solving or minimising problems related to implementation. Appropriate plans clarify the focus points of the implementation process. Clarity reduces the risks of non-delivery. Plans do not only make the tasks relevant to the users' contexts, but they also facilitate the integration of tasks and help to detect the possibility of overloading the implementers (DoE2 , 2003:16-17). Earley and Bubb (2004:192) thus see curriculum implementation plans as 'descriptors' of the envisaged curriculum improvement. Similarly, Glatthorn (1997:144) defines curriculum implementation plans as a school's 'record' of implementation. Fullan (2001:71-75) also argues that curriculum implementation plans provide clear guidance to the users (in this case the school management teams and teachers) in terms of what should be done to meet particular needs related to curriculum implementation or to solve a particular related problem.

2.7.2 Characteristics of good implementation plans

Several authors (Coleman, Graham-Jolly and Middlewood, 2003:85; Fleisch 2002:133-135; Fullan, 2001:71-75; Glatthorn, 1997: 144; Logan, 1997:28-33) concur that implementation plans which will positively affect the implementation process, have specific characteristics. In this regard, Logan (1997: 28 – 33) stresses that good plans will address all aspects related to curriculum implementation. Fullan (2001:71-75) agrees, asserting that good implementation plans will provide clarity on how implementers

should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required.

Coleman et al. (2003:85), Fleisch (2002:133-135), as well as Glatthorn (1997: 144) believe that suitable curriculum implementation plans specify the duties and responsibilities of the various role players involved in the implementation process. These need to be spelt out in a sequential and an integrated way. In this regard, Glatthorn, Boschee and Whitehead (2006:268-275) highlight crucial aspects that should be included in such plans. Implementation plans should not only specify the process of curriculum implementation, but should also refer to the management of the process in a sequential and integrated way.

These views concur with those of Coleman et al. (2003:85), as well as Fleisch (2002:133-135), who argue that good curriculum implementation plans are characterised by details regarding the duties and roles of the various role players involved in the implementation process. Glatthorn (1997:144), as well as Van der Vegt and Knip (1988:63) thus regard an implementation plan as a form of a directional pressure, as it needs to accommodate all the set expectations that are required for effective curriculum implementation. Fullan (2001: 71 – 75) argues that implementation plans should include specific components which constitute “the characteristics of the change”. The rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly. The plans also need to describe the specific programmes, activities, tasks, resources, time schedules, responsible persons, inside collaborating structures, outside collaborating structures, and duties of supervisors or monitors.

Hence, Wiles and Bondi (1998:198), in their discussion of curriculum implementation plans, refer to “time lines of activity”. Several authors refer to the importance of realistic plans. Short (1983: 56-59) and Hargreaves (2000: 288-292) emphasise that activities included in the implementation plans need to be realistic in order to enable effective management thereof. Appropriate implementation plans will be context-responsive by

acknowledging the situational factors of the setting in which it is to be implemented. Earley and Bubb (2004: 51-52) warn that, if users are still sceptical about certain implementation tasks, those duties will not be considered by the users as 'real'. Fullan (2001:115-215) thus sees realistic plans as those that refer to activities or tasks that match the users' daily realities. Stufflebeam and Shinkfield (1986:175) argue that effective curriculum implementation plans also include staff development strategies, as teachers need to be equipped to adjust their classroom instruction according to the requirements of the new curriculum.

In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Stufflebeam and Shinkfield, 1986:175). Coleman et al. (2003:54) as well as Hargreaves (2000:291-292) emphasise the importance of clarifying roles when drafting the implementation plans. In this regard, they recommend that all stakeholders, including those outside the school, be considered in these plans and that their roles be clarified. Such engagements or partnerships may prevent unnecessary misunderstandings and subsequent conflict when plans are implemented.

Appropriate implementation plans thus not only spell out the position, function and responsibilities of the principal, management team and teachers at the school, but they also elucidate the roles of the other stakeholders, such as parents and community agencies. Therefore, curriculum implementation should match the settings in which they will be implemented. They should also include times lines and justifications for implementation. From the literature discussed above, it is clear that curriculum implementation needs to be properly planned, and that this planning needs to be formulated in the form of plans. Furthermore, good quality plans will have certain characteristics, as highlighted above.

2.8 Management of curriculum implementation

This view is supported by the Department of Education (DoE), who emphasises the importance of curriculum implementation. However, in essence, curriculum implementation plans merely describe the envisaged improvement in practice. In order for this enhancement to occur, the proposed activities specified in these plans, need to ‘come live’ in an orderly manner. This requires effective management of the implementation process. (Munro et al. (2003:118-121) as well as Breier, Gardiner and Ralphs (2008) remind us that, due to the historical inequalities, many South African teachers

2.8.1 The need for proper curriculum implementation management

for curriculum implementation. These curriculum users require support in the form of training and resources. Earley and Bubb (2004:192) see appropriate management of these plans as crucial to successful curriculum implementation as it will determine the process of implementation. Logan (1997:19-20) believes that an efficiently managed curriculum implementation process will promote curriculum alignment by linking curriculum implementation to the plans, or vice versa. Hargreaves (2000:291-292) concurs that properly managed curriculum implementation limits potential conflicts among the implementers. Management in this regard encourages partnerships or interactions between implementers. (Munro et al. (2003:53); as well as Earley and Bubb (2004:53) thus recommend

2.8.2 Characteristics of efficient management

example, learning area coordinators and departmental committees. These authors see the management of such systems as crucial to successful curriculum implementation. In the context of this study, the management of curriculum implementation relates to the various role players’ involvement in the implementation of the plans. The key role players in this case are the school principal, head(s) of department(s), parents, teachers and learners. These people need to monitor, as well as evaluate and review the realisation of the established objectives of the implementation (Doll, 1996:396-399). There are, however, various factors which can either facilitate or hinder the effective management of curriculum implementation. Discussed below are essential factors required to promote successful implementation. Earley and Bubb (2004:192) argue that, central to effectual management of curriculum implementation, is the notion of support. Support, in the context of management of curriculum implementation, includes all the activities pertaining to the development of the implementers’ advocacy. (Munro et al. (2003:53) as well as Earley and Bubb (2004:53) thus recommend

adequate information flow, and in this regard, Coleman et al. (2003: 19-29) recommend

This view is supported by the Department of Education (DoE), who emphasises the crucial role of the SMT in the management of curriculum implementation (DoE, 2003: 6). This body needs to develop advocacy by clarifying the ‘what’, ‘why’ and ‘how’ of the implementation process. Role players need to be informed about the core rationale behind the new curriculum (DoE, 2003: 6). Coleman et al. (2003:118-121) as well as Breier, Gardiner and Ralphs (2008) remind us that, due to the historical inequalities, many South African teachers are either unqualified or under-qualified. This has serious implications for curriculum implementation. These curriculum users require support in the form of peer-networking, direct coaching, as well as mentoring. This kind of reinforcement needs to be managed. Support strategies should make provision for the training of implementers, observation of peers’ classroom teaching and scheduling of regular meetings for reflective discussions (Rhodes, Stokes and Hampton, 2004:13, 55). sharing expertise or practice, they grow professionally (Earley and Bubb, 2004:89-97; Fullan,

Furthermore, the SMT has to develop and manage implementation systems that will promote good teaching, effective learning and high standards of learner achievement. Coleman et al. (2003:53), as well as Earley and Bubb (2004:53) thus recommend interdependent and interrelated systems to address the professional development needs and performance of teachers. Such systems can include, for example, learning area committees and departmental committees. These authors see the management of such committees as the responsibility of the SMT, and more specifically, the head of department, who can delegate the task to a senior teacher or subject coordinator. During departmental meetings, aspects like lesson plans, concept clarifications, procedures for classroom observations and feedback on curriculum experiences should be discussed. Curriculum implementation can further be facilitated by workshops on the utilisation of material resources, development of assessment plans, and so forth (Coleman et al., 2003:75, 84, 95). Logan (1997:28), as well as Coleman et al. (2003:19-29) emphasise the importance of mutual understanding between all the role players. s, Stokes and Hampton, 2004:53-57).

When managing the implementation of these plans, proper communication between all the role players is vital. The managers of the implementation process need to ensure

adequate information flow, and in this regard, Coleman et al. (2003: 19-29) recommend the drafting of an organisational chart which is derived from the implementation plan. Huberman and Miles (1984:213-214) and Earley and Bubb (2004:192) however, argue that the users themselves also need to take ownership of the implementation process. Yet, these authors emphasise that users will only take ownership if they are involved in and committed to the process. The personal element should thus never be overlooked. In this regard, Taylor (1987:2) stresses the importance of nurturing positive relationships between the implementers.

Hargreaves (2000:284-285) advocates the notion of team or group work, as it does not only promote good relationships between role players, but also leads to coordination of activities. In groups, implementers solve emerging problems collaboratively. Furthermore, when the implementers are exchanging their experiences and sharing expertise or practice, they grow professionally (Earley and Bubb, 2004:89-97; Fullan, 2001:253-266). Taylor (1987:1, 2) highlights another advantage of group work during the implementation process. He argues that, due to the users' involvement in teams and subsequent interaction with other role players, their awareness regarding the implications of curriculum implementation grows.

Efficient management of curriculum implementation also implies attending to aspects of monitoring, assessment of the implementation progress and provision of regular feedback to the implementers (English and Larson, 1996:6-7; Hord, 1995: 97-98). Miller (2000:529-543) argues that the results obtained from monitoring the progress facilitate 'reviews of practice. Fullan (2001:138-146) and Hargreaves (2000: 288-292) see monitoring as a form of potential action research conducted by both the SMT and teachers, provided that the implementation process is informed by their daily and contextual experiences. Therefore, successful management maintains a learning cycle, in other words, reflection in action among the implementers (Rhodes, Stokes and Hampton, 2004:53-57).

2.9 Management as developmental opportunity

Both Miller (2000:542) and Fullan (2001:51) emphasise the developmental and empowerment potential of curriculum implementation. Since the outcomes of the curriculum implementation process are unpredictable, Miller (2000:542) holds that implementers are developed or empowered during the implementation process through the experiences that they encounter. In other words, they learn from the mistakes they have made during the process. Such teachers will be able to become future school leaders, who will also value the notion of a professional learning community where teachers' knowledge, skills and dispositions are developed (Miller, 2000:542). Proper management of the implementation can and should therefore result in organisational capacity development, which will promote teacher mobility.

2.10 Problem experience with the implementation of a new curriculum

The introduction of OBE in schools came at the time when the recipients thereof were not ready to receive it. The excitement about freedom since 1994, to many people in South Africa overshadowed the concomitant implications to overhaul the system of education. Many problems surfaced from the implementation of Outcomes-Based Education. The critical areas that hosted problems were the cascading model, limited not effective time-frame of workshops and lack of resources to schools. In this chapter, I will argue that OBE was rushed to be implemented in South Africa for the sake of making changes, at the expense of quality and efficiency.

2.10.1 Problems experienced by teachers

The implementation of OBE is coupled with problems that are being experienced by teachers. Some of the problems are, according to Madden (1997:53-97), as follows:

- OBE says an educator's success will be measured by learner outcomes; teachers have a problem about this.

- Teachers feel that the new curriculum is a big change, and it might have serious consequences for their careers.
- Teachers find that they do not have enough books for learners to do their own research.
- Some teachers are suggesting that OBE is simply a way of getting rid of teachers.
- Teachers are talking OBE language but implement the old system in their classrooms.
- During a number of workshops, teachers were not really sure about the ideas being conveyed, but were too nervous to ask questions.
- Learners often do not take group-work seriously.
- School periods are simply too short for learner-centred activities.
- Curriculum 2005 promised to increase the workload of teachers, thus resistance was provoked.
- Workshops were rather too skeletal, conducted only for two to three days.
- Teachers complain about the new vocabulary in OBE and it causes them to spend a lot of time acquainting with it.
- Charts to make drawings and diagrams are very expensive.

Teachers meet weekly to plan and discuss problems and activities of their implementation, but no-one has the skills to plan or assess the work of learners better (Kossor, 1995: 29).

2.10.2 Problems experienced by parents about OBE in general

A court judge, Patrick; Madden wrote: "Abandoning traditional concepts of teaching, we have allowed education theorists who seemingly are more concerned with social engineering than with education, to take over the formation of our children." The problem with the State controlling OBE is that it becomes an engineered result of someone's predetermined agenda. The ability to mandate 'outcomes' is a fearful power of an unrestrained government. Dictating mass opinion through government stated

outcomes undermines independent thinking, freedom of speech and privacy of conduct and belief (Kossor, 1995: 19).

OBE is an intrusion into the values of our children. Parents who are trying to rear their children with strong religious values are concerned that willingness to go along with the crowd is taught by OBE as a positive rather than a negative attitude. To “respect decisions taken by a group“, is a stated objective in the South African draft document. What if, under the guidance of the teacher or facilitator ‘the class decides that homosexual marriage is an acceptable and even desired ‘alternative’ to heterosexual marriage? Why should Christian children be expected to ‘respect’ the group’s decision? The irony is that OBE shows very little tolerance when it comes to basic Christian values.

OBE insidiously encourages a rejection of parental values in order to replace them with new state designed values. The new religion which OBE will force upon our children is ‘human rights’ and a New Age type of spirituality. In fact this is the most disturbing feature of OBE. The South African OBE is full of religious values – not that of parents but of the State. The following are a few of the religious objectives: the holistic unfolding of the learners; the awareness of the need to be spiritually anchored. When a humanistic secular state talks about ‘spiritual’ be sure that they are not even suggesting Biblically-based spirituality.

2.10.3 Problems experienced by learners

An interview with learners in a Grade 8 class revealed the following problems they encounter:

- Pile of work is given to learners who have limited time.
- Resources are not adequately available for the different groups to conduct class research with.

- Only learners with literate parents receive meaningful support with homework at home.
- Teachers tend to set outcomes that are not easy to achieve.
- Teachers are far too strict on rules and do not encourage the learners to think for themselves.

2.11 The central role of the School Management Team (SMT)

As mentioned before, in the context of this study, the School Management Team (SMT) includes the school principal, the deputy-principal and the head(s) of department(s) or senior teachers. These people have an important role to play in the management of curriculum implementation at school level. With regard to curriculum implementation, it is essentially their duty to manage the implementation of the plans in a coherent and systematic manner. In essence, the SMT needs to develop clear and identifiable implementation and management strategies.

Ornstein and Hunkins (2004:312), as well as Marsh (1997:40-42) thus advise SMTs to start with a situational analysis so as to identify the resources, behaviours and practices which need to be administered, supported, taken care of and managed. During this initial phase, the SMT needs to pay special attention to an array of relevant issues. These will now be discussed.

2.11.1 Context awareness

Marsh (1997: 40-42) emphasises that implementation strategies should be realistic and responsive to the unique context of the particular school. In this regard, a needs assessment ought to be done in order to determine the specific knowledge, skills and values relevant to the school's unique situation. These identified needs or requirements should then be infused in the implementation plans and subsequent management of

implementation. Continuous monitoring of the implementation in order to determine the relevance of the plans is essential (Ornstein and Hunkins, 2004:312; Marsh, 1997:40-42).

2.11.2 Administration

Successful management of curriculum implementation requires appropriate administration, which is primarily the responsibility of the SMT. In order to promote the school's vision, aims and values; the SMT should appreciate administrative work as continually supporting the curriculum implementation management. Coleman, et al. (2003:76-77) define administration related to curriculum implementation as the monitoring of the school's staff leave register, attendance registers, timetables, code of conduct, resource book, curriculum meetings and examinations. In addition, Coleman, et al. (2003: 74) emphasise the importance of clear job descriptions for all role players involved in the implementation process. In this regard, they highlight the importance of regular and clear reciprocal communication and thus recommend 'curriculum meetings', where role players acquire clarity about their job descriptions, roles and specific tasks in the implementation process. Logan (1997:52) also promotes the notion of explanatory job descriptions that should be supplemented by additional documents, such as curriculum guidelines and manuals. This is a central task of the SMT.

2.11.3 Managing resources

Several authors concur that the management of curriculum implementation goes hand in hand with management of resources, another duty of the SMT (Early and Bubb, 2004: 173; Tomlinson, 2004:133-134; Coleman, et al., 2003:86, 89; Rogan and Grayson, 2003: 1183 – 1190). Effective management of curriculum implementation depends on the availability, control and monitoring of human, financial and physical resources. These 'resources' include learners, staff members, timetables, textbooks, teaching aids, facilities and so forth. Early and Bubb (2004:173) further emphasise the importance of adequate financial resources as a crucial element in curriculum implementation management. Rogan and Grayson (2003: 1183-1190) highlight the importance of management of

physical resources, as the nature and availability of these resources directly affect the teachers' and the learners' ability to engage in effective teaching and learning. These authors thus provide a comprehensive list of such physical resources which include the school's classrooms, offices, toilets, furniture, electricity, water, security, grounds, apparatus, laboratory, library, computer and photocopying facilities (Rogan and Grayson, 2003:1186 -1190).

2.11.4 Pastoral care

Coleman, et al. (2003:73) emphasise the importance of a healthy teacher morale during the implementation process. In their research, they found that South African teachers are often divided and in direct conflict with other role players involved in the implementation process. Teachers often do not trust and respect each other. These prevailing poor relationships are in many instances aggravated by the de-motivational character of some SMTs. Additionally, the lack of resources, overcrowded classrooms and continuous increase in the teachers' workload have a detrimental effect on their attitude, morale and work ethics (Coleman, et al., 2003:118-121). Rhodes, et al. (2004:27, 69) thus urge SMTs not to ignore the personal and professional needs of the teachers. These authors emphasise the need for dedicated mentors who will be able to encourage and also challenge the teachers. Challenges promote progress and accountability. Once overcome, it also enhances self-confidence (Rhodes, et al., 2004:27, 69). In essence, managing curriculum implementation in South African schools implies that SMTs will also facilitate pastoral care.

2.11.5 Performance management

Tomlinson (2004:133-134) regards the setting of performance targets as one of the core roles of the management team. It is the task of the SMT to articulate and specify exactly what is expected of the respective role players during the implementation process. This requires a clear system of target-setting, which can be bottom-up, in other words, derived from the learners' and community's needs, or top-down, in other words, derived from the

SMT's aspirations about the goals and objectives of the implementation processes. Subsequent performance of these role players then need to be managed and the work progress monitored. Work progress, however, needs to be evaluated against agreed-upon criteria. Performance management thus also involves provision of feedback to the monitored people and the determination of the needed improvements where and when possible. Coleman, et al. (2003:84) claim that such monitoring can promote people's accountability for their work, provided that it is conducted in a structured and well-managed manner. They recommend the drafting of monitoring policies which clarify aspects such as quality teaching, effective learning, assessment and record-keeping.

Coleman et al. (2004: 84) also advise SMTs to devise a classroom observation schedule for the implementation of these policies. Earley and Bubb (2004:77-82) agree, recommending that data collection instruments, such as questionnaires, observations, participants' portfolios and interviews be used for progress monitoring purposes. Rhodes, et al. (2004:25-31) also promote classroom observation as a form of performance management. However, these authors strongly believe that this should be done by trained mentors who are able to provide support regarding teaching, learning and classroom management to the observed teachers before, during and after the observation session. In this regard, Earley and Bubb (2004:77-82) stress the importance of regular and constructive feedback to the monitored and evaluated parties.

The purpose of the feedback should be to reflect on practice in order to identify strengths and weaknesses with the aim of improving implementation. Recommendations need to be made and follow-up reviews scheduled to monitor the implementation of the recommendations. Rhodes, et al. (2004:97) accordingly believe that, since reflection practices encompass the identification of new professional and personal needs, they lead to the emergence of new theories upon which the next planning activities can be based.

Tomlinson (2004: 176) admits that evaluation is done to determine if the people's actions have contributed to the achievement of the set goals, objectives and targets. In this regard, Earley and Bubb (2004:30) propose the use of different standards of performance

for the teachers at different levels of professional development. These authors hold that School Governing Bodies (SGBs) should also be evaluated regarding their performances related to curriculum implementation (Earley and Bubb, 2004:188-192). Rhodes, et al. (2004:28), however, believe that schools should set their own quality assurance guidelines and decide which role players require performance standards to be evaluated against.

2.12 Assessment

Assessment plays an integral part in curriculum implementation as it helps to diagnose learning problems, to track learner progress, provide feedback to learners and provide evidence of learners' level of achievement. Department of Education(1997:15) states that assessment is vital in establishing the extent to which learners have achieved the stipulated critical outcomes to ensure that all learners gain skills, knowledge, values and attitudes that will allow them to contribute to their own success, as well as to the success of the family, community and the nation as a whole.

According to Kelly (2004:126), it is of the essence of good teaching that one should constantly be attempting to gauge the levels of pupils' learning in order to lead them to further development. Assessment in OBE is a process of gathering valid and reliable information about the performance of the learner, on an on-going basis, against clearly defined criteria, using a variety of methods, tools and techniques in order to accommodate divergent contextual factors (Department of Education, 2002:3). An assessment technique refers to the means by which learners generate evidence of performance.

Janse Van Rensburg(1999:86) among others describes the following techniques that can be used in assessment: projects undertaken over a period of time, direct and systematic observation of an actual learner performance, paper and pen assessment at a specific time under specified conditions, tests given at the end of a learning cycle to assess progress.” Assessment tools refer to the means by which records are kept by a teacher, for example,

observation sheets to record the achievement of specific skills. When learners are assessed, a variety of forms can be used. The Department of Education (1998:12) states that the performance should be measured against the specific outcomes using a wide range of methods, tools and techniques such as informal monitoring by observation, formal use of appropriate standardized tests, interviewing, self-assessment, peer - assessment, project work and assignments.

Vorster (2002:4) states that in self-assessment learners praise their own work in order to assess their own efforts, while in peer assessment learners are used to assess each other's achievements against clearly defined outcomes. The use of assessment in curriculum implementation could assist in detecting if curricular goals or set standards are achieved. According to Kelly (2004:128), "assessment can be used politically as a mechanism for changing and controlling the curriculum, administratively assessment can be used to select pupils for different types and levels of schooling, educationally, it can be used as a means of quality control, to maintain and/or raise standards, as a source of data for curriculum evaluation to improve the quality of provision, as a form of extrinsic motivation and a device for diagnosing the educational needs of individual pupils in order to plan the most effective curricular diet for them.

Assessment practices in the past revolved mainly around testing for content knowledge which was used to rank, grade, select and certificate learners. This was done because teaching was focused on the acquisition of knowledge and not on how learners use the acquired knowledge in contexts relevant to their lives. The National Curriculum Statement stresses a variety of assessment methods which should be used on a continuous basis. These forms of assessment include formative, diagnostic and summative evaluation. Formative assessment allows educators to be sensitive to learners with special educational needs and to overcome barriers to learning through flexible teaching and assessment strategies (Department of Education, 2002:115).

According to Ward and Murray-Ward (1999:60), summative evaluation is the basis of decisions about the adequacy of performance when considered over a long period of time,

or unit of instruction, such as a semester, year or a program of study.” If these forms are used appropriately, language problems can be diagnosed and dealt with instantly. Kelly (2004:129) maintains that “the National Curriculum Assessment programme should be able to meet the diagnostic problems through which learning difficulties may be scrutinized and classified so that appropriate remedial help and guidance can be provided, formative, so that positive achievement of a pupil may be recognized and discussed and the appropriate next step may be planned, and finally, summative, for the recording of the overall achievement of a pupil in a systematic way.

The form of assessment that has been used in the Department of Education has been the traditional external examination system that involved the appointment of a person, external to the educational institution in the case of the final year examination. This type of assessment was summative in nature as it focused on the end product of the educational programme. Although this type of assessment has served the schools well by ascertaining the standard of the examination question papers, it had its shortcomings. NECC(1992:82) states that external assessment is conventionally linked to certificates issued at exit points and produces an attitude of teaching and learning for results, of gearing teaching to the examination only , and of making all other educational activities subordinate to it.

According to Gravette and Geyser (2004:113), “the external examination system does not in itself make adequate provision for the involvement in continuous assessment, and although they are subject specialists, persons appointed to be external examiners typically receive only rudimentary information about what is expected from them and about the extent of their roles and responsibilities.” The National Curriculum Statement stresses that teachers should assess teaching and learning in accordance with the set assessment standards, educators should make use of homework to reinforce learning and should give regular feedback to learners. Brindley(1994:64) states that teacher assessment is an integral part of teaching and learning in the classroom, teachers discuss with pupils, guide their work, mark and review written work and through these activities they are continually finding out about their capabilities and achievements. According to the

National Education Policy Act 1996(Act 27 of 1996), “the educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into the teaching and learning process, the educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners.

Oosterhof (1999:7) states that students do not learn effectively unless they receive feedback which is obtained through assessment”. The National Curriculum Statement introduced in South Africa by the Department of Education has also considered the assessment to be continuous assessment (CASS). Mjoni(2006: 2) states that “on reaching the end of the GET band, learners are assessed and promoted to the Further Education and Training band, based on their level of achievement in eight learning areas, through a school-based formative continuous assessment(CASS) component, as well as an external summative assessment component.” The National Curriculum Statement employs a learner-centred approach as against the teacher –centred approach which was traditionally used. Mjoni (2006:28) confirms that “the essence of assessment in the new curriculum is learner-centred, future- orientated and empowering and also promotes interaction between the educator and the learner.”

According to Boud (1990:110), “research has shown that learners are able to make judgements about their own learning, and that by encouraging them to do so assist them to take responsibility for their own learning and helps them to develop skills which they need to continue to pursue their learning outside the institution.” The active participation of learners in assessment can facilitate teaching and learning. This means that learners should hand in the given tasks to the teacher on the specified dates, for example, homework, projects, assignments etcetera.

2.13 Discipline

Discipline is another factor that may contribute to learners’ performance in subjects. Discipline in the classroom is very important for any effective learning to take place. This

refers to the order where learners are expected to carry out instruction from the teacher. The carrying out of instructions by learners will elicit a desired behaviour. According to Grand and Gillette (2006:102), “discipline can be defined as training expected to produce a specific character or pattern of behaviour especially training that produces moral or mental improvement.

Teachers may experience lack of discipline where learners would not do the given task, come late in the classes or just decide not to participate in class activities. This kind of behaviour may affect teaching and learning activities negatively. According to the South African Schools Act 1996 (Act 84 of 1996), “discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behavior and offences” There might be causes of misbehavior which may need the teacher to deal with them instantly. For the promotion of a positive behaviour, the teacher needs to create a conducive environment for effective learning. O’Brien (1998:102) states that “the teacher must be clear about teaching and learning intentions, and the pupils should be told what they are expected to do and why they are doing it.

Misbehaviour may be interpreted differently by different teachers, what one teacher perceives as misbehaviour may not be misbehaviour to another teacher. It is important for teachers to spell out clearly the kind of behaviour they require from learners during their lessons. For examples if the learners are expected to speak English throughout their periods and in other foreign language subjects, that has to be put clearly to learners. It is evident that language acquisition cannot be achieved without the full involvement of learners. According to Wearmouth, Glynn and Berryman (2005:35), “one further area to be addressed in order for schools to reduce the level of problematic behaviour in students would be to move from a totally teacher controlled learning environment to one in which students are able to contribute their own ideas and cultural experiences to their learning. Teachers no matter how skilful they are in their classes may be faced with a situation where learners are badly behaved and as such demand strong control and the imposition of discipline.

2.14 Overcrowding

Overcrowding in classes may be another factor affecting the performance of learners in subjects. When the number of learners in a class is too large for the capacity of the classroom, it may be difficult for teachers to do individual attention to learners and make use of various teaching and assessment techniques. The teachers may find it difficult to monitor learners' behaviour and maintain high learner attention rate.

Whenever there has been any test given to learners it is important to provide learners with immediate feedback. When the class is too large, that is above thirty five per class, it becomes difficult for teachers to give immediate feedback as they are faced with piles of books for marking. On reading various texts, it became apparent that overcrowding in classes is an outcry for the majority of teachers as it negatively influences the learners' performance in the learning process. According Morrow (2007:12), "there are many places in the world where teaching in crowded classes is a constant daily task for countless teachers at all levels of the schooling system from pre-primary to tertiary.

2.15 Solution suggested in Literature about New Curriculum

Teachers need to be empowered in order to cope with the demands of the new curriculum. The kind of development needed is that will which nurture the teachers' scope of involvement in developing the curriculum. Teachers need to get an intensive training with respect to curriculum development, strategies to deal with the current stress level at workplace. Different writers define teacher empowerment in different ways that complement one another. Carl (2002: 4) sees empowerment as a process that envisions growth and development and which enables teachers to optimise not only the teaching-learning situation, but also their own potential as educators.

Empowerment is therefore seen not as external intervention whereby something is "done to people" but rather as a process in which they are involved that generates growth and enablement. It is because of this reason that I look at teachers as supposed to be active

agents of OBE in South Africa. The attitude of teachers to become receivers only of the new curriculum does not assist in making the country's dream realisable. According to Lagana (1989: 52) empowerment is the process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it; for example greater autonomy and independence in decision-making.

The work of Lagana inspiring and echoing my belief that the Department of Education should provide resources to teachers and learners. Intensive training in OBE should take place for teachers to gain confidence in what they are doing. The new curriculum should be provided as a guide or working document to teachers and autonomy and independence in decision-making should be encouraged. Teachers should be seen doing creative things in the classrooms, encouraging learners to be creative too. When giving teachers autonomy and independence, it is by no means to make them loose focus of the work expected of them.

To tap from the vocabulary of Carl (2002: 7) it is perhaps useful to mention here what empowerment is NOT, that is, it is not 'turning people loose and then hoping for the best.' Carl further states that there is still a high premium on output, outcomes and productivity. There is therefore no climate of carelessness and meaningless freedom, but rather of freedom from responsibility because a specific purpose is pursued. It is also the purpose of this study to indicate that for OBE to find fertile soil for growing in South African schools, the management of the very schools should be encouraging in terms of empowering teachers.

Freedom and democracy should be enhanced in the schools for OBE to permeate the right way. Carl (2002: 7) has quoted RM Kanter's writing: "Freedom is not the absence of structure letting employees go off and do whatever they want but rather a clear structure which enables people to work within established boundaries in a creative and autonomous way." From the above statement I deduce that teachers should not misuse

freedom and independence given to them to tackle OBE curriculum. When a teacher is empowered, it is seen through the way he/she reflects on his/her work.

2.16 Conclusion

In conclusion, it is evident that curriculum change may affect the teaching if the resources required would not be available. The National Curriculum Statement demands a lot of reading, writing and research work by learners. For the teacher to know the learners' needs, assessment should be central in the teaching of subjects. The use of various forms of assessment could help teachers diagnose learners' unique problems. Assessment should be taken with a variety of suitable assessment methods, tools and techniques. The positive behavior, where learners would abide by the teachers instruction, could contribute toward the performance of learners.

Overcrowding in classes could also negatively affect the teaching under the new curriculum. From the literature discussed above, it is evident that curriculum plans alone will not guarantee successful implementation. In order to realise the purpose of the plans, implementation needs to be effectively managed. The literature also revealed that the management of curriculum implementation is a specialised task and managers need to be adequately equipped to perform this duty efficiently. This is particularly important for this study, which was conducted within rural settings.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter indicates the research methodology that has been employed by the researcher to conduct this study. The scope of the chapter covered research design, population, sampling, data collection methods and procedure, data analysis, and ethical considerations. This is a qualitative study where the researcher used a case study design and two schools formed the case under investigation. The profile of the area was outlined as well as the people living there. These were undertaken in Mopani District of Limpopo Province. This study focused on Groot Letaba Circuit schools was selected.

3.2 Research design

The study is positioned in the interpretive paradigm. This paradigm enabled the researcher, to understand the context-specific and subjective meanings that the implementers have about their roles in curriculum implementation and management (Stringer, 2004:20-28). Although this paradigm's reliance on subjective interpretation may result in potential misconceptions and self-deceptions, Stringer (2004: 20 – 28) argues that it may also lead to the discovery of new, unanticipated insights. The study has been largely qualitative in nature. Henning (2004: 3) explains that qualitative studies are performed in settings that are guarded by the theme of inquiry and are characterised by a "quest for understanding". The qualitative approach enabled me, as researcher, to understand the qualities, characteristics and management properties of curriculum implementation at the selected schools.

3.3 Research methodology

The research project was carried out as a survey employing both quantitative and qualitative methods. The quantitative data were obtained by means of a questionnaire. Teachers could exercise choices according to sets of questions, and these responses were quantified, especially in calculating the frequencies. The qualitative data were collected mainly from the respondents' comments on the motivation of their choices.

The questionnaire was structured in such a way that respondents could exercise their choice to each question/statement according to the 5-point Likert scale. This scale normally makes provision for options varying from strongly disagree (1 on the scale) to Strongly agree (5 on the scale). In most cases they were requested to substantiate their choices by providing comments (the qualitative data). The questionnaire was tested in advance by asking a number of teachers to participate. The feedback obtained in this way was used to refine and finalise the questionnaire.

3.4 Population of the Study

According to Best and Kahn (1993:13), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher." In this study the population comprised of teachers and learners in Groot Letaba Circuit.

3.5 Sampling Methods and Size

Purposeful, simple random sampling was used to select the rural schools, as well as the respondents who participated in the study (Leedy and Ormrod, 2005:144-145). This type of sampling was the result of my judgement, on the basis of the characteristics or typical attributes that required from the studied population, of which the sample was part. The sample can thus be regarded as representative of the population from which it has been drawn (Strydom and De Vos, 2000:198).

The total sample size consisted of fifty participants selected from rural schools, in other words, one principal, one head of a department, and one teacher from each school. All the respondents gave their written consent to participate in the research. A total 50 participants was drawn which comprised twenty learners, two Principal, eight SMT and twenty teachers from the two sampled schools. The study used self-administered questionnaires with 5-likert questions for both learners and teachers.

3.6 Instrument

Both primary and secondary data was used for this study. Secondary data was obtained from government publications, research publications and reports. Secondary data was collected through literature reviews aimed at challenges of management and implementation of New Curriculum Statement and primary data was obtained through questionnaires.

3.6.1 Questionnaire Survey

A questionnaire was used to determine the challenges faced by teachers in the public schools regarding the implementation of the new curriculum and assessment policy. Biographical and demographical information from the participants such as age, teaching experience and location of schools were collected together with quantitative and qualitative information with regard to participants' experiences with curriculum training and implementation. Structured items requested participants to give quantitative responses by selecting item response options of their choice while open-ended items allowed participants to share their own views and offer suggestions on aspects related to Continues Assessment (CASS). Thus, the data contained in 23 questionnaires could be analysed.

3.7 Data Analysis

In this study the researcher used both qualitative and quantitative methods of data analysis. Firstly thematic method was used from research questions to arrange data into various themes. The researcher used a computer to analyze data descriptively which resulted in the drawing of tables. Those tables helped the researcher to analyze data qualitatively using percentages. The questionnaire items formed the basis of discussion for the results of the study. Tables were used to describe values derived from questions on the questionnaire. Those values were expressed in the form of percentages for comparison purposes.

3.8 Ethical Consideration

When administering the questionnaire, the researcher considered ethical issues, for example, the researcher first explained the objectives of the research to the participants and how it would help ease the problems in teaching. Explanation was given on the voluntary nature of the study hence intimidation of participants would be avoided. There had been no invasion of the privacy.

Participants had been assured of confidentiality and anonymity. According to Leedy (1997:116), a Resume' of the Code of Ethics of the American Sociology Association (ASA, 1982) may be sufficient to indicate the ethical considerations that should govern activity associated with any research project;

- Researchers must maintain scientific objectivity
- Every person is entitled to the right of privacy and dignity of treatment
- Confidential information provided by a research subject must be held in strict confidentiality by the researcher.
- All research should avoid causing personal harm to subjects used in the research
- Research findings should be presented honestly without distortion.

3.9 Conclusion

This chapter dealt with the aims of conducting the study. It also outlined the manner in which data was collected, analysed and why these methods were used. Further more the choice of data gathering instruments (questionnaire) and sample were discussed and a detailed outline of the procedure to be followed has been provided. The next chapter will deal with the data, interpretation, presentation and analysis of results.

Abstract in rural school of Groot Letaba Circuit. Aims of the study were identified and hypothesis generated. In order to investigate the aims, a questionnaire (a 5-point Likert scale) was used as a research instrument. This instrument was completed by primary and secondary school participants in the Groot Letaba Circuit. Data was organised into frequency tables. This chapter presents analyses and interprets data.

4.2 Biographic Information

Table 4.1: Gender of Respondents

	Frequency	Percentages
Female	39	78
Male	11	22
Total	50	100

Table 4.1 indicates that, Male respondents made 22% of the final study sample. There were 39 female making 78 percent of the final study sample. This is proportional to the percentages of males and female participants in the population.

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

4.1 Introduction

This study investigated management and implementation of National Curriculum Statement in rural school of Groot Letaba Circuit. Aims of the study were identified and hypotheses generated. In order to investigate the aims, a questionnaire (a 5-point Likert type scale) was used as a research instrument. This instrument was completed by primary and secondary school participants in the Groot Letaba Circuit. Data was organised into frequency tables. This chapter presents analyses and interprets data.

4.2 Biographic Information

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Table 4.2 Frequency distribution of subjects by age groups

	Frequency	percentage distribution
15-25	20	40
26-35	15	30
26-45	13	26
46 and above	2	4
Total	50	100

Most respondents in the study sample fell within 15-25 years age range. They make 40% of the sample. Only 30 percent of the sample was between 26-35 years of age. Respondents of various ages were well distributed in the final study sample.

Table 4.3 Level of education

	Frequency	Percentage
None	0	0
Primary	20	40
Secondary	10	20
Tertiary	20	40
Total	50	100

Table 4.3 shows that the education level of the respondents is very low; more than 60% of the participants did not go beyond matric level (grade 12). Only 40 have Diplomas and Degrees. Finally 40% of the interviewed population has primary level of education and 20% received secondary education.

Table 4.4: Respondents income generation

	Frequency	Percentage distribution (%)
R100-R1000	20	40
R1000-R2000	5	10
R2000-R5000	18	36
R5000-R10 000	5	10
R10 000 Plus	2	4
Total	50	100

Table 4.4 shows that the participant's income varies with income source. A significant part of participants with the lowest income (50%) depend on piece job whilst 14% of this income category depends on remittances and 11% depends on child grant. Most of the high income participants depend on monthly salaries (Educators).

This study found out that the majority of participants have an income in the range of R100-R2000 (Table 4.4). This shows a high degree of income inequity where very few people have high incomes while many are poor. Of those who are formally employed, the highest incomes are for those who work in the public sectors representing only 50% of the total population.

Table 4.5: Opportunity for participation in curriculum development outside the classroom

	Frequency	Percentage
Strongly Disagree	2	4
Disagree	2	4
Neutral	10	20
Strongly Agree	14	28
Agree	22	44
Total	50	100

Table 4.5 is a representation of the response to the statement: Teachers must have the opportunity to participate in curriculum development both outside and inside the classroom. If the categories Agree (44%), Agree strongly (28%) are merged, an overwhelming opinion that teachers should have the opportunity to become involved in curriculum decision making outside of the classroom becomes apparent. This is a strong call for accessibility to consultation, seeing that it confirms the existence of a clear need for participation.

The essence of the comments of the majority of the respondents confirms these quantitative data. The respondents were of the opinion that input is necessary on ground level, that curriculum development is part of the teachers' daily tasks, that teachers as practitioners are best able to reflect true practice and make a contribution, that it is the teachers who ultimately have to implement the curriculum and therefore that teachers, as professionals. Although the above comments naturally reflect teachers' perceptions, they do indeed indicate that there is a deep-seated need for a greater degree of participation and access to decision-making processes.

Table 4.6: Ample opportunity for direct involvement in curriculum development at all levels

	Frequency	Percentage
Strongly Disagree	15	30
Disagree	15	30
Neutral	7	14
Strongly Agree	3	6
Agree	10	20
Total	50	100

Table 3 is a representation of the response to the statement: In South Africa the education authorities are currently creating ample opportunities for involving teachers directly in the process of curriculum change at all levels, as was the case in the development of the

revised National Curriculum Statement (that arose from the revision of Curriculum 2005) or is at present the case with the envisaged Curriculum Statement for Grades 6–12.

Strongly with this statement, 30% disagreed strongly, whilst 30% disagreed with it. Therefore this response represents a total of 60% who disagree in some way or another with the statement. Of the respondents 14% were neutral about this statement. The perception of the majority of the respondents was therefore that at that time there was not ample opportunity to participate in curriculum change. In conclusion, a number of responses are quoted to illustrate the respondents' viewpoints. The core of the respondents' motivation was that they were not afforded the opportunity to participate beforehand.

Table 4.7: Teachers' main task is to implement curricula that come from the top down

	Frequency	Percentage
Strongly Disagree	14	28
Disagree	3	6
Neutral	1	2
Strongly Agree	15	30
Agree	17	34
Total	50	100

The following two statements were both intended to arrive at teachers' perceptions of the idea that they are no more than "recipients" of curricula: The main task of teachers with regard to curriculum development is seemingly to apply the curricula that come from "the top" correctly and to implement them in the class exactly as prescribed by the education departments (the so-called "top down" approach). The majority of the respondents agreed with the statement, whilst 34% disagreed (Table 4.7). In this particular survey, therefore, the perception existed that teachers are merely "receivers" of the curriculum who have to apply the curriculum that is rolled down "from the top down".

Table 4.8 Teacher involvement is an illusion

	Frequency	Percentage
Strongly Disagree	3	6
Disagree	2	4
Neutral	5	10
Strongly Agree	25	50
Agree	15	30
Total	50	100

Teacher involvement in curriculum development is merely an illusion because all that is really expected of teachers is to apply curricula that have already been fully developed "elsewhere" produced the results presented in Table 4.8.

Results indicate that 10% of the respondents disagree, and 80% agreed with statement. Table 4.8 clearly illustrates that the majority of respondents were of the opinion that teacher involvement in curriculum development is merely an illusion. With regard to both statements (see Tables 4.7 and 4.8) the prevailing perception was therefore that teachers simply had to apply curricula that had been designed "elsewhere". The teachers therefore felt that they were merely expected to respond to what was being prescribed by people who were not entirely in touch with the day-to-day classroom situation.

Table 4.9: Curriculum change affects learners

	Frequency	Percentages
Strongly Disagree	9	18
Disagree	6	12
Neutral	5	10
Strongly Agree	20	40
Agree	10	20
Total	50	100

It is very clear from the above table that, indeed curriculum change negatively affects learners and this is clearly demonstrated by 30 respondents who constitute 60% of the total sample, who clearly indicate that, indeed, curriculum change affects the progress of the learners in intermediate phase. From the same table it is clear that 15 respondents who constitute 30% of the total sample disagree that curriculum change negatively affects learners, and this could be based on the fact that there is a section of the respondents who know very little about curriculum change, and the 5 respondents who constitute 10% of the respondents are neutral with regard to the effects of curriculum change towards learners and this could be due to the dynamics and complexities of curriculum phase change in all phases.

4.10: Curriculum change affects educators as well.

	Frequency	Percentages
Strongly Disagree	7	14
Disagree	8	16
Neutral	4	8
Strongly Agree	22	44
Agree	12	24
Total	50	100

Change is likely to affect people and has no exception to educators. It is clear from Table 4.10 that 34 of the respondents who constitute 68% of the total sample agree that curriculum change affect educators. This could be possible taking note of the workshops educators have to undergo in order to keep abreast with the new curriculum developments. 15 of the respondents disagree while 4 respondents are neutral. The fact that 34% of the total samples disagree and 8% of the total sample is neutral reveals lack of information and misconception on the certain section of educators.

Table 4.11: Teaching is affected by curriculum change.

	Frequency	Percentages
Strongly Disagree	10	20
Disagree	5	10
Neutral	0	0
Strongly Agree	25	50
Agree	10	20
Total	50	100

Table 4.11: reveals that 35 respondents who constitute 70% of the total sample agree that teaching is affected by curriculum change, something which is based on the fact that when change comes the Department engages educators on numerous workshops, and is likely to affect the teaching process. The 15 respondents who constitute 30% of the total sample disagree that teaching is affected by curriculum change, and this could be based on misconception of the respondents.

Table 4.12: Curriculum change affects the Department of education

	Frequency	Percentages
Strongly Disagree	10	20
Disagree	10	20
Neutral	0	0
Strongly Agree	20	40
Agree	10	20
Total	50	100

Table 4.12: confirms that 30 respondents who constitute 60% of the total sample agree that curriculum change affects the Department of Education, which could be possible taking note of the budget and also the resource that the department should provide. 20% of the respondents who constitute 40% of the respondents disagree that curriculum change affects the Department of Education the option which could be based on the lack of information of the respondents.

4.13: Curriculum change is not stressful to educators.

	Frequency	Percentages
Strongly Disagree	20	40
Disagree	10	20
Neutral	4	8
Strongly Agree	7	14
Agree	9	18
Total	50	100

Curriculum change has its ups and downs and this is likely to affect educators. The above Table 4.13 indicates that 60% of the total sample which is constituted by 30 respondents shows the disagreement that curriculum change is not stressful to educators. Curriculum change is likely to stress educators as they would be expected to do things the different way as before, and this would demand new strategies. 16 respondents who constitute 32% of the total sample do agree that curriculum change is not stressful to educators, and this could be based on the fact that a certain section of the educators is not well conversant with the dynamics, and the complexities of curriculum change.

Table 4.14: Curriculum change affects the performance of learners at school.

	Frequency	Percentages
Strongly Disagree	3	6
Disagree	3	6
Neutral	0	0
Strongly Agree	20	40
Agree	24	48
Total	50	100

Table 4.14 reveals that 44 of the respondents who constitute 88% of the total sample agree that curriculum change affects the performance of learners at school, the notion which could be based on the fact that educators do not have enough teaching time due to many workshops to keep educators abreast with the new changes. The 6 respondents who

constitute 12% of the total sample disagree that curriculum change affects the performance of learners, the notion which could be based on misconception of the respondents.

4.15: Curriculum change motivates educators.

	Frequency	Percentages
Strongly Disagree	12	24
Disagree	7	14
Neutral	0	0
Strongly Agree	21	42
Agree	10	20
Total	50	100

Table 4.15 shows that 31 respondents who constitute 62% of the total sample agree that curriculum change motivates educators, the fact which could be based on the fact that if change is for the better it likely to motivates people like educators. The minority of 19 respondents who constitute 38% of the total sample that another section of educators, minority in particular, are not at all motivated, and this could be based on the idea that some individuals are likely to resist change.

Table 4.16: Curriculum change effect learners in school.

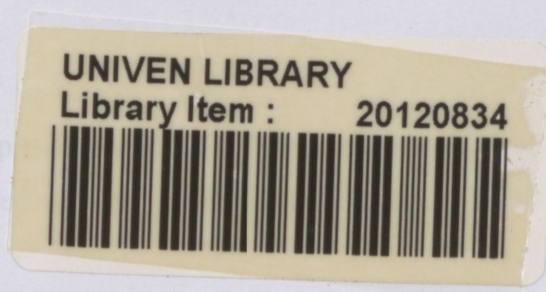
	Frequency	Percentages
Strongly Disagree	22	44
Disagree	6	12
Neutral	0	0
Strongly Agree	10	20
Agree	12	24
Total	50	100

Curriculum change has impact towards learners and this is clearly illustrated by Table 4.16. The above column shows that 28 of the respondents who constitute 56% of the total

sample disagree that the impact of curriculum change is good towards learners, something which could be demonstrated by the number of learners who pass grade 12 and those who finish at tertiary level. The fact that 22 of the respondents who constitute 44% of the total sample agree that the impact of curriculum change is good towards learners reveals the lack of information of the section of respondents about the impact of curriculum change. The standard has deteriorated in schools and this could have been necessitated by curriculum change.

4.3 Conclusion

Curriculum change does not only require new thinking on relevant curricula; it should also be realised that the role of the teacher in this process has changed. The curriculum functions that are presently expected from teachers differ from those assigned to them in 1998, for example. Is this changed role and the need for participation being taken seriously? Curriculum change should therefore not only include new thinking and action concerning curriculum development, but also how it relates to the way teachers can be optimally involved in the process, making the outdated focus on the role of teachers as mere "recipients" redundant. By ignoring "the teacher's voice", the outcomes of new thinking on curriculum development may in fact be thwarted, prolonging the dangerous situation that teachers, as potential curriculum agents, simply remain "voices crying in the wilderness".



CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the interpretation and conclusions on the data analysis of Chapter 4 will be provided. The interpretation will flow according to discussions on research question. Finally, conclusions and recommendations will be made.

5.2 Major Findings

- The notable findings that emerged from the biographical data gathered from the teachers, revealed that the Foundation Phase teaching at the schools where I conducted my research is predominantly and exclusively a female domain. The majority of teachers have more than ten years teaching experience. The qualifications of these teachers are mainly consisting of the Junior Primary Teachers Diploma (JPTD). There are few exceptions, as one teacher has a bachelor of education honours degree, and another one has a Bachelor of Arts degree added to their qualifications.
- These teachers are mainly falling in the age category between 30 and 50. All of them have no intention to leave the education sector for the rest of their lives. No one among them favours the National Curriculum Statement approach in teaching. They are working very hard and are absolutely dedicated to their calling of teaching learners. The discussions that we had during the interviews revealed that they do not have enough NCS training. These teachers concerted that they will go on implementing the old curriculum and present their final work as an NCS product.
- Individual teachers presented different lessons for similar grades. For instance, in one of the researched schools there were three Grade 1 classes, three Grade 2

classes and two Grade 3 classes with different lesson preparations. When asked why they implemented different planning, the teachers said they adapted their lessons to the needs of their classes. Following a common lesson preparation would present problems. There is no definite management intervention in terms of giving direction to these teachers. The Foundation Phase Head of the Department (HoD) (now commonly called an Education Specialist), was quick to say no one knows exactly what NCS expects of teachers to do. The HoD concluded the discussions by mentioning that in all the workshops she had attended emphasis was on suiting one's lesson to the learners' needs. This was a problem in any language if the quotation was understood in the way the HoD does.

- Workshops attended by the researcher revealed that teachers are struggling with the implementation of NCS curriculum in the classrooms. Very few teachers, if any, benefited and found these workshops helpful. The duration of these workshops was two days at most to equip teachers with all necessary skills to implement the new curriculum successfully. The trainers in these workshops were themselves not well prepared in advance in order to be of assistance to the teachers that they were training. When one teacher asked questions, she was coldly referred to the policy document with no definite page number or heading in the said document. Attendants (teachers) were quiet throughout the workshop and these teachers were very keen and active when it came to collecting the handouts without questioning the content.
- The workshops were mainly the theoretical training of teachers with no direct link to what happens in the classrooms. The trainers could not advise teachers on how to deal with overcrowded classrooms when teaching learners. The other problem was that these workshops were conducted after school hours when teachers were tired. The teachers complained of a huge amount of extra administration work that comes with NCS. On the one hand the teachers understand NCS differently and what they do in their classrooms on the other hand, is totally different too.

- Teachers complained about oversized classes and inadequate resources to implement NCS meaningfully. The frequently asked question was, “Why the change to NCS?” It is a fact that nobody was happy about the limited and definitely not effective time-frame of workshops. They complained of these workshops as being skeletal. Teachers had a problem about NCS saying that an educator’s success would be measured by the learner outcomes. Some teachers were suggesting that NCS is simply a way of getting rid of teachers.
- These teachers are talking NCS but they are still implementing the old curriculum in the classroom. During a number of workshops, teachers were not really sure about the ideas being conveyed, but were too nervous to ask questions. Another aspect of teachers’ complaints was about the new vocabulary in NCS which caused them to spend a lot of time getting acquainted with it. Another area of concern was that they were being bombarded with different work material from all the publishers you could think of. They further said that they were being sent to ignorant consultants (trainers) who themselves had no idea on how things work in the real world.
- As far as the physical facilities are concerned, the schools that the researcher visited were well-built but not well-looked after facilities. The one school had an unpainted, rather worn out roof, with graffiti on the walls. Broken window panes, squirting water in the toilets and broken water gutters on the roof, were characteristics of these two schools.
- The other school was built in a modern style, but the surroundings that were within view as one approaches the school, tell of poor management. It becomes clear that if and when the School Governing Body is brought into existence, it is there for other things than school governance and maintenance.

- The teaching methods used in the researched schools revealed that any method that was put in use successfully was seen as a good method to these teachers. In one class the teacher was using a narrative approach, telling learners how to keep the school clean. In another class close to the administration office, the teacher had provided learners with an activity to sort things out according to order. Learners were also expected to identify pictures of a clean and a dirty environment. The teacher, who was using the narrative approach, explained that it was good to tell learners what was expected of them in order to practise good hygiene.
- Learners in other classes were sitting in a circle which, according to my view, was too big to manage and control. The teacher was in a circle without any meaningful interaction with the learners surrounding her. In another instance a teacher was standing in front of the class teaching numbers to the learners. These learners were passively sitting in rows and the arrangement reminded the researcher of school days in Bantu Education. It struck the researcher's mind that the paradigm shift would take time to find room in teachers. The question and answer method was chiefly used in the researched schools at the level of Foundation Phase. Participation of learners where the question and answer method was used, was limited and compromised (my opinion.)

5.3. Conclusion

- The common qualification for Foundation Phase teachers in Groot Letaba Circuit are Grade 12 and the Junior Primary Teachers Diploma. These certificates are the highest academic and professional qualifications amongst the teachers. There are only a few exceptions.
- Only a few teachers are improving their qualifications but the majority does not see any good in further study. In the old education system an educator would be rewarded for any relevant qualification newly achieved and the salary and other

benefits would be increased. In this new dispensation, only a once-off amount would be paid out to the teacher for any extra qualification.

- If all teachers were expected to attend the NCS workshops that are being presented, their grasp of this new approach would increase, and their competence in implementing the new curriculum would improve. The training at the schools, which is conducted by ordinary teachers who have attended the workshops to their fellow colleagues, is undermined by a lack of respect and general acceptance of the other teachers.
- The poor management of school buildings affects teaching and learning negatively. The broken window panes cause learners to inhale dust during windy days at school and they become soaked in the event of an inclement weather. Squirting water all over in the toilets and unhygienic conditions prevailing are a sure invitation to diseases. The unpainted worn out roof and broken water gutters on the roof are a disaster to any learning environment.
- Lesson preparations leave much to be desired and were done rather haphazardly with no co-ordination at all. There is no evidence that the lesson activities embarked upon were outcomes-based as policy requires. The learners are engaging themselves in less co-ordinated activities.
- The views of the teachers about the shortcomings of the workshops that they attended were very clear. In the answers the respondents indicated that the training received was very flashy and took a short time; they felt that you cannot be taken on a crash course for one and half days and be expected to implement the new curriculum soundly. They also reported that only a few teachers are taken to the workshops and they are expected to come back and pass on the information to those who (teachers) could not be invited for a workshop. They were also not in favour of the idea of training that takes place after a hard day's work, when they are tired and ineffective. It is the researcher's conclusion that the majority of the

respondents were not happy with the mostly theoretical content offered during training.

- This structure at the school level is supposed to have know-how when it comes to any curriculum being implemented, but the conclusion that the researcher arrives at is that the opposite is true. Teachers are not getting any help from the SMT because it too does not have a grip on OBE. The HoD explained that they gave the teachers first preference to attend the workshops hoping to have the SMT attending later. The training expected by the SMT could not be conducted by the Department of Education. The SMT is said to be helpful when it comes to distributing learning books and enforcing discipline. The feeling is that the School Management Team should be adequately trained. Parents in the capacity of School Governing Body are expected to support the SMT and teachers by providing enough money for training needs of the schools.

5.4 Recommendations of the Study

The following recommendations and guidelines are based on the findings and the conclusions of the study as conducted by the researcher:

- It is of the utmost importance that teachers are well trained, well ahead of the time of implementation on the new curriculum through proper dissemination and implementation skills. This must be done during the initial pre-service training of teachers, and then be followed up with sustained in-service training on a regular basis as the curriculum develops further.
- With good NCS training teachers can be in the position to assess learners properly and help them to improve. The Department of Education must provide the skilful training of teachers on NCS, and the parents must also be encouraged to get involved. The training should be geared towards preparing teachers for the new

- curriculum. In-service training must be focused on producing practical activities done by teachers.
- The Department of Education should award further education certificates after training to those competent teachers who have succeeded in attending the whole course and exceeded in their performance. Certificates should also be awarded to teachers who have participated meaningfully during the training.
- The trainers of the teachers need to be trained thoroughly before training takes place. The Department of Education must ensure that only specialist trainers are conducting the workshops on teacher training as teachers are professionals in their own right, and do not need to sit and listen to laymen and women who actually waste their time. Trainers need to be relevant to what is happening in the classrooms when training teachers. Parts of the training should be conducted in the real situation in the presence of learners.
- The Department of Education, in partnership with the Department of Health, should make it compulsory for schools to keep the classrooms and surrounding school grounds clean and hygienic at all times. This can be done by issuing out the policy to schools and monitor its implementation regularly.
- The School Governing Body must come up with means to curb vandalism and petty-thievery of school property and facilities. The SGBs are encouraged to install security measures and employ night-watch and security personnel. The proper management of school buildings and classroom facilities by the SMT and SGB should be encouraged. This can be done by involving the school in competitions on clean classrooms, school building and school projects. An annual budget geared towards maintenance and minor renovations of school buildings should be set aside. The SGBs must be motivated to allocate funds after assessment for maintenance and minor renovation.

- School Management Teams must be intensively trained as their duty among others is chiefly to manage the curriculum. The Department of Education should empower SMTs with curriculum management skills through effective training. Teachers should receive fast assistance at school in case of any curriculum problem. They are not supposed to wait for another workshop before the problem can get resolved. Once the SMTs get the specialised training in all learning areas in order to tackle the problems head on, the schools can start functioning effectively.

5.5 Further Recommendation of the study

An interesting study that can be undertaken in a follow up of this research might be to explore how the institution chapter teachers are coping now that the new curriculum has been implemented and functioning for some time in the schools. Focus on specific issues such as the following may bring to light interesting facts on the empowerment of the teachers and the development of the new curriculum in the practical everyday life in the classrooms:

- Teachers' feelings of competence and empowerment now that they are working with the curriculum for some time;
- The efficiency of in-service training sessions and workshops in empowering the teachers for the implementation of the new curriculum;
- The impact of dilapidated school buildings and physical facilities on the teaching and learning in schools;
- The role of the School Management Team to create people centred schools as beacons of light in our communities.

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1. Gender

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26-35

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16 and above

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3. Educational level

< Matric	
Matric	
Diploma	
Degree	

4. Respondents income generation

R100-R1000	
R1000-R2000	
R2000-R5000	
R5000-R10 000	
R10 000 Plus	

APPENDIX

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

Section A: Biographical information

1. Gender

Male	
Female	

2. Subjects by age groups

15-25	
26-35	
26-45	
46 and above	

3. Educational level

< Matric	
Matric	
Diploma	
Degree	

4. Respondents income generation

R100-R1000	
R1000-R2000	
R2000-R5000	
R5000-R10 000	
R10 000 Plus	

Section B: Management and implementation of New Curriculum Statement

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
Opportunity for participation in curriculum development outside the classroom					
Ample opportunity for direct involvement in curriculum development at all levels					
Teachers' main task is to implement curricula that come from the top down					
Teacher involvement is an illusion.					
Curriculum change affects learners					
Curriculum change affects educators as well.					
Teaching is affected by curriculum change.					
Curriculum change affects the Department of education					

Curriculum change is not stressful to educators.					
Curriculum change affects the performance of learners at school.					
Curriculum change motivates educators.					
The impact of curriculum change is good towards learners.					

Thank you for your Participation