

**THE ROLE OF THE SCHOOL PRINCIPAL IN THE IMPLEMENTATION OF
THE REVISED NATIONAL CURRICULUM STATEMENT: A CASE STUDY**

By

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I declare that THE ROLE OF THE SCHOOL PRINCIPAL IN THE IMPLEMENTATION OF THE REVISED NATIONAL CURRICULUM STATEMENT: A CASE STUDY is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE

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SUMMARY

The research focuses on the role of the principal in the implementation of the Revised National Curriculum Statement (RNCS) in Tshwane North District 3. The district is characterised by urban areas, townships and informal settlements. Educators in schools in these areas are well qualified; however, schools in the informal settlement lack resources and facilities. Thus, the curriculum implementation problems experienced by principals and educators in the informal settlements differ from those of principals and educators in urban schools. The amendment of the Curriculum 2005 through the RNCS introduced innovations in schools and changed the principal's role in its implementation. A literature review provided a conceptual framework and covered requirements for successful curriculum implementation, the principal's role therein and relevant training for principals. An empirical investigation using a qualitative approach was conducted and data gathered by interviews with principals, officials from the Department of Education and educators. Finally, a synopsis of the findings and recommendations for further research are provided.

KEY WORDS

Curriculum implementation; curriculum requirements; Instructional leadership; Intermediate Phase; Revised National Curriculum Statement; Role of the principal; Tshwane North; Training of principals

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List of Abbreviation

C2005	Curriculum 2005
DSG	Development Support Group
D3	District 3
GDE	Gauteng Department of Education
GET	General Education and Training
HOD	Head of Department
HSRC	Human Science Research Council
IQMS	Integrated Quality Management System
L/Area	Learning Area
NECC	National Education coordinating Committee
OBE	Outcomes-Based Education
OBET	Outcomes-Based Education and Training
PTC	Primary Teachers' Diploma
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

CHAPTER 1

BACKGROUND, PROBLEM STATEMENT, AIMS, METHODOLOGY AND PROGRAMME OF STUDY

1.1 Introduction

The successful implementation of the Revised National Curriculum Statements (RNCS) depends, among others, on the effectiveness of the school principal. The principal is directly in charge of the implementation of the curriculum policy at the school. He or she should have full knowledge of the RNCS and be able to lead the implementation process. Curriculum 2005 (C2005) proved difficult for principals and educators to implement because of, among other factors, inadequate training which left both principals and educators without sufficient knowledge of implementation. The training for School Management Teams (SMT) did not explain the role of the school principals clearly due to time constraints as training lasted only four hours. This research is an attempt to explain the role of the school principals in the implementation of the new curriculum.

This chapter provides an orientation to the problem. It shows how the researcher became aware of the problem in his own school and neighbouring schools. The chapter also explores the features of the C2005 and RNCS as well as the reasons that led to the shift from C2005 to RNCS. Furthermore, it provides a statement of the problem, aims, methodology followed in the research and the demarcation of the research. The chapter closes with a summary which highlights the main ideas.

1.2 Background: Revised National Curriculum Statement

The RNCS emerged from the review of C2005 by a Ministerial Committee chaired by Linda Chisholm who was appointed by the Department of Education. The review was due to an outcry that educators and principals were not coping with curriculum implementation. Principals and members of the SMT did not have training on the management of C2005. Thus, the role of the principals in the implementation of C2005

was not explained and therefore, the training for C2005 neglected school principals (Business Day, 2 August 2000:2). Hence, educators found it difficult to implement the curriculum without proper guidance from principals and members of SMTs.

C2005, which is based on Outcomes-Based Education and Training (OBET), for Grades R-9 was published in 1997. Subsequently, the Assessment Policy in the General Education and Training Band for Grades R-9 was introduced in December 1998 through the production of White Paper 6. The curriculum was informed by the principles derived from the White Paper on Education and Training. The White Paper on Education and Training (RSA, 1995a:21-22) provides the following principles which inform the curriculum:

- Education and training are basic human rights. The state must ensure that all citizens irrespective of race, class, gender, creed or age have the opportunity to develop their capacities and potential and make their full contribution to society.
- The system must increasingly open access to education and training opportunities of good quality, to all children, youth and adults, and provide the means for learners to move easily from one learning context to another, so that the possibilities for lifelong learning are enhanced.
- The principle of democratic governance should increasingly be reflected in every level of the system, by the involvement in consultation and appropriate forms of decision-making of elected representatives of the main stakeholders, interest groups and role-players.
- The restoration of the culture of teaching, learning and management involves the creation of a culture of accountability. This means the development of a common purpose or mission among students, teachers, principals and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of cooperation and accountability.
- The realisation of democracy, liberty, equality, justice and peace are necessary conditions for the full pursuit and enjoyment of lifelong learning.

The curriculum was also informed by the objectives of the South African Qualifications Authority Act, 1995 (Act 58 of 1995) (RSA, 1995b:1) which are to create an integrated national framework for learning achievements, to enhance the quality of education and training, to accelerate the redress of the past unfair discrimination in education, training and employment opportunities and thereby contribute to the full personal development of each learner and the social and economic development of the nation at large.

Furthermore, the curriculum was also informed by the principles of the National Education Policy Act, 1996 (Act 27 of 1996) (RSA, 1996a:6) which, among others, aim at:

- Enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.
- Achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women.
- Enhancing the quality of education and educational innovation through systematic research and development on education, monitoring and evaluating education provision and performance, and training educators and education managers.

According to Mda and Mothata (2000:22), the introduction of C2005 brought about a shift from a teacher- and content-driven curriculum to an outcomes-based and learner-centered curriculum. It promoted a vision of: a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice (Department of Education, 2004:1). C2005 was designed with a hope that it would equip children with the skills, values and attitudes that would enable them to live as decent, compassionate, law abiding and peace-loving human beings (The Star, 13 June 2007:13).

According to the RNCS policy document (Department of Education, 2004:1), the following were the design tools of C2005:

- **Critical Cross-Field Outcomes** (critical and developmental outcomes): these outcomes are broad, generic and cross-curricular outcomes. They lay the foundation for developing more specific outcomes. The critical cross-field outcomes were designed by the South African Qualification Authority to be applied to all the learning areas.
- **Specific Outcomes**: they refer to the specification of what learners are able to do at the end of a learning experience.
- **Range Statements**: they indicate the scope, depth and parameters of the achievement. The range statements include indications of the critical areas of content, processes and context which the learner should engage with in order to reach an acceptable level of achievement.
- **Assessment Criteria**: they are the statements of the sort of evidence that educators need to look for in order to decide whether a specific outcome or aspect thereof has been achieved.
- **Performance Indicators**: they provide the details of the content and processes that learners should master, as well as details of the learning contexts in which the learner will be engaged. Performance indicators help in the planning of the learning process, tracking of progress and the diagnosing of problems.
- **National Time and Flexi-Time**: it represents contact time, learners' efforts and time, as well as preparation time.
- **Continuous Assessment, Recording and Reporting**: it includes tests, examinations, learners' portfolios, projects and other methods to measure achievements of outcomes. Recording and reporting are essential parts of continuous assessment.
- **Phase Organisers**: they refer to broad themes or perspectives from which things are viewed. One can, for instance, view a matter from a personal point of view, from a health point of view or from an environmental point of view. Phase organisers are thus cross-curricular. The phase organisers for the Intermediate Phase are the learner as communicator, the learner as enquirer, the learner as

creative and active participant, the learner in the environment and the learner and personal development.

- Programme Organisers: they are topics or themes for learning tasks. Educators may select their own programme organisers.
- Learning Programmes: they are the sets of learning activities which the learner had to be involved in working towards the achievement of one or more specific outcomes. A learning programme includes critical outcomes, specific outcomes, assessment criteria, range statements, performance indicators and national time.

According to Van der Horst and McDonald (2001:46), the curriculum provided the following eight learning areas for Grades 4-9:

- Language, Literacy and Communication (LLC)
- Human and Social Sciences (HSS)
- Technology
- Mathematical Literacy, Mathematics and Mathematical Sciences(MLMMS)
- Natural Sciences (NS)
- Arts and Culture (A/C)
- Economic and Management Sciences (EMS)
- Life Orientation (LO)

During the introduction of the C2005, attention had to be given to teacher orientation, training and support as essential ingredients of curriculum change (The Teacher, March, 2000:19). The important matter of proper management of the transformed curriculum was neglected. In this regard preparatory training for C2005 mainly focused on teachers and neglected the district managers and school principals who had to provide teachers with both support and supervision (Business Day, 2 August 2000:2). Thus, educators were not only expected to change the content and methodology of their teaching, but even to develop their own learning programmes and teaching materials without proper guidance of the principals.

In 2000 the implementation of C2005 was reviewed by the Ministerial Committee. It was found that principals and educators could not cope with the implementation of the curriculum because of lack of proper training, many design tools and insufficient learning support materials (Pretoria News, 7 June 2000:11). The review committee recommended that strengthening the curriculum required streamlining its design features through the production of an amended National Curriculum Statement. It further recommended that the RNCS should reduce the design features from eight to three, namely critical and development outcomes, learning outcomes and assessment standards. In addition, it recommended that implementation needed to be strengthened by improving teacher (principals included) orientation and training, learning support materials, provincial support and relaxation of the time frame for implementation. (Department of Education, 2004:2)

Ultimately, the revision of C2005 resulted in the RNCS for Grades R-9 and later for all the grades. Therefore, the RNCS is not a new curriculum but a streamlining and strengthening of C2005 and it affirms the commitment to Outcomes-Based Education and Training (OBET). The assessment framework of the RNCS for Grades R-9 is based on the principles of OBET (Department of Education, 2004:235). In order to assist in the process of learner assessment, the RNCS:

- Outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training band (Grade R-9);
- Contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- Places Assessment Standards at the heart of the assessment process in every grade (Department of Education, 2004:235).

The RNCS is still based on the following OBET principles as stated in Van der Horst and McDonald (2001:22):

- Ensuring clarity of focus on outcomes of significance. Culminating demonstrations become the starting point, focal point and ultimate goal of curriculum design and instruction. Schools and districts work to carefully align curriculum, instruction, assessment, and credentials with the substance and processes of the intended demonstration.
- Design down from ultimate outcomes. Curriculum and instructional design inherently should carefully proceed backwards from the culminating demonstrations (outcomes) on which everything ultimately focuses and rests, thereby ensuring that all components of a successful culminating demonstration are in place.
- Emphasise high expectations for all to succeed. Outcomes should represent a high level of challenge for students, and all should be expected to accomplish the eventually at high performance levels and be given credit for their performance when it occurs.
- Provide expanded opportunity and support for learning success. Time should be used as a flexible resource rather than a predefined absolute in both instructional design and delivery. Educators should deliberately allow students more than one uniform, routine chance to receive needed instruction and to demonstrate their learning successfully.

It is hoped that the RNCS will also trigger economic development in South Africa, promote equity for all learners and contribute towards building a new nation with respect for democracy, equality, human dignity, life and social justice. The RNCS maintains the goals of the C2005 as mentioned by Mda and Mothata (2000:22) which are:

- To ensure that all individuals have access to lifelong education and training irrespective of race, class, gender, creed or age.
- To transform institutions of society in the interest of all and enable the social, cultural, economic and political empowerment of all citizens along the line of national reconstruction and development.

- To rid the education and training system of the legacy of racism, dogmatism and outmoded teaching practice.

Unlike C2005, the RNCS includes sixteen strategies to familiarise young South Africans with the values of the Constitution of the Republic of South Africa such as democracy, social justice and equity, non-racism and non-sexism, human dignity, an open society, accountability, respect, the rule of law and reconciliation (Department of Education 2004:3). The expression of the following sixteen strategies which are found in different learning areas is a great achievement in the education system:

- Nurturing a culture of communication and participation in schools.
- Role-modeling: promoting commitment as well as competence amongst educators.
- Ensuring that every South African is able to read, write, count and think.
- Infusing classroom with a culture of human rights.
- Making Arts and Culture part of the curriculum.
- Putting history back into the curriculum.
- Learning about the rich diversity of cultures, beliefs and world views within which the unity of South Africa is manifested.
- Making multilingualism happen.
- Using sport to shape social bonds and nurture nation-building at schools.
- Ensuring equal access to education.
- Freeing the potential of girls as well as boys.
- Dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility.
- Making schools safe to learn and teach in and ensuring the rule of law.
- Promoting ethics and the environment.
- Nurturing the new patriotism, or affirming a common citizenship.

In terms of the RNCS policy document (Department of Education, 2004:4-6), the following principles of the RNCS are built on the vision and values of the Constitution of the Republic of South Africa and C2005:

- Social justice, a healthy environment, human rights and inclusivity
- Outcomes-Based Education
- A high levels of skills and knowledge for all
- Clarity and accessibility
- Progression and integration

There are still eight learning areas in the revised curriculum (Department of Education, 2004:14-15); some have changed their names as follows:

- Languages
- Mathematics
- Natural Sciences
- Technology
- Social Sciences
- Arts and Culture
- Life Orientation
- Economic and Management Sciences

The principal should manage the school in a manner that will produce the kind of learner envisaged by the RNCS. It envisages a learner who will be imbued with the values and act in the interests of the society based on respect for democracy, equality, human dignity, life and social justice (The Star, 13 June 2007:13). The RNCS seeks to create a lifelong learner who has respect for the environment and the ability to participate in society as a critical and active citizen (Department of Education, 2004:4).

The RNCS envisions teachers who are qualified, competent, dedicated and caring and who will be able to fulfill the various roles outlined in the following sentence. The RNCS

sees teachers as mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area or phase specialists (Department of Education, 2004:4). The principal should have knowledge of selecting good educators as envisaged by the RNCS and share it with members of the school governing body as they recommend the appointment of educators to the Provincial Head of Department.

The introduction of the RNCS has brought about changes in the way principals manage schools. Consultation with educational stakeholders (especially principals and educators) prior and during the period of change is an absolute prerequisite if the state is to meet its obligations concerning the provision of both basic education and sufficient skills (The Star, 13 June 2007:13). The principals and educators need proper reorientation on the RNCS because concepts and the way of planning have changed. Specific Outcomes changed to Learning Outcomes and Assessment Criteria changed to Assessment Standards as proposed by the review committee chaired by Chisholm (Pretoria News, 25 June 2000:9). Planning instruments such as the Macro plan, Meso plan and Micro plan have been replaced by Learning Programme, Work Schedule and Lesson Plan (Department of Education, 2004:7). As a result, the approach for planning for teaching and learning has changed which led to changes in the whole school planning.

Unlike C2005 which had 66 specific outcomes, the RNCS consists of 36 learning outcomes which were developed from the critical and developmental outcomes. The learning outcomes are descriptions of what learners should know, demonstrate and be able to do at the end of the General Education and Training (GET) band. Each learning outcome has assessment standards which describe the level at which learners should demonstrate their achievement of the learning outcome and the ways (depth and breadth) of demonstrating their achievement (Department of Education, 2004:7)

The principal should also ensure that the school timetable is in line with the time allocated for each learning area. Adherence to the time allocated to learning areas gives

learners the opportunity to acquire appropriate knowledge, skills and values. Time allocated to learning areas according to the RNCS policy document (Department of Education 2004:9) is as follows:

Table 1.2.1: Allocation of time as percentage of time for Intermediate Phase

Learning Area/ Programme	Time(%)
Languages	25%
Mathematics	18%
Natural Sciences	13%
Social Sciences	12%
Technology	8%
Economic and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%

The allocated time for languages is 25%. Schools offering three languages, namely Home Language, First Additional Language and Second Additional (Department of Education, 2004:16) should be careful when dividing the time so that learners should have enough time to learn their Home Language. Language is the learners' ability to assert their rights and advance their freedom and democracy (City Press, 17 June 2007:35).

The main difference between C2005 and the RNCS may be summarised as follows (Educare, 2001:79; The Teacher, March 2000:19; Department of Education, 2004:2):

Table 1.2.2: The difference between C2005 and the RNCS

C2005	RNCS
Complex terminology	Plain English
Rushed implementation	Reasonable time frame for implementation
The 66 specific outcomes against which learners had to be tested in each grade	36 learning outcomes
Assessment criteria were ambiguous	Assessment standards are clearly defined
Micro-planning: the practice whereby schools choose the same topics to teach different learning areas	Educators use different textbooks to address topics outlined by the assessment standards
Continuous assessment was 50% in the Intermediate Phase	Continuous assessment is 100% in the Foundation and Intermediate Phases
Design futures were 8: critical cross-field outcomes, specific outcomes, assessment criteria, range statements, performance indicators, phase organizers, programme organizers and learning programmes	Design futures reduced to 3: critical and development outcomes, learning outcomes and assessment standards
C2005 training focused on educators only	RNCS training focused on educators, principals and district officials

It would be appropriate to discuss the Outcomes-Based Education (OBE) as it forms the base for the implementation of the RNCS.

1.2.1 Outcomes-Based Education

The South African version of OBE is aimed at stimulating the minds of young people so that they are able to participate fully in economic and social life. It is intended to ensure that all learners are able to develop and achieve to their maximum ability and are

equipped for lifelong learning. Ggobe (1997:319) states that OBE is aimed at establishing in learners the skills, values, attitudes and knowledge that will help them to become adults who can participate freely and widely in the culturally diverse and rapidly changing society they live in.

1.2.2 The characteristics of Outcomes-based Education

It is important to discuss the characteristics of the OBE as it is an approach to the RNCS. The basic principles of the OBE as compiled by Mda and Mothata (2000:26-29) are as follows:

- It focuses on the future and it is able to address the changing needs of the community more readily.
- Defines the learning outcomes or the results to be achieved.
- Active learners are involved in critical thinking, reasoning, reflection and action.
- It stipulates what the learner should be able to do or demonstrate.
- Learners know what outcomes they are expected to achieve.
- Standards are clearly defined and known to all learners.
- Learning is relevant to real life situations and the experience of the learner.
- Learning is application of mental processing.
- It emphasises applied knowledge.
- It focuses on application of knowledge and builds on skills and knowledge already acquired.
- Focuses on what the learner will do; learners engage in groups / teams, debate, role play, experiment, etc.
- Emphasis is on facilitating the attainment of outcomes by the learner.
- It requires flexible allocation of time.
- Within reasonable constraints, time is manipulated to the best advantage of all learners.
- Time is used as an alterable resource, depending upon the needs of the educator and the learner.

- Flexible time frames allow learners to work at their own pace.
- Flexible time allows multiple opportunities.
- A wide variety of expected outcomes ensure acquisition of knowledge, understanding, skills, attitudes, values and dispositions, thus enabling the educator to be innovative and creative in designing programmes to facilitate competence development.
- A variety of approaches are used in the learning process giving opportunity for all learning styles.
- All learners potentially are eligible to reach and receive full credit for achieving any performance standard in the system.
- It is learner centred.
- Educators are facilitators of change.
- Learners take responsibility for their own learning; they are motivated by constant feedback and affirmation.
- Continuous assessment is used to assess learners.
- Criterion-referenced assessment is used in assessing learners.

Principals and educators need to understand the above principles of OBE in order to implement the RNCS properly. Principals should be able to demonstrate to educators how to apply the principles of OBE in preparations and presentations of lessons as well as in assessment of learners. According to City Press (27 May 2007:1), in 2006 the South African National Tutor Services conducted research in which principals and teachers in 2 000 South African primary schools were polled. The purpose of the research was to evaluate how the RNCS is being implemented by teachers in primary schools, especially in the foundation phase. The questions of the research focused on:

- How the RNCS was being implemented in their schools.
- The kind of training the educators had undergone to prepare them for the new curriculum.
- The support received from senior management.
- The availability of teaching materials.

The research revealed the following (City Press, 27 May 2007:2):

- 73% of principals acknowledged that educators in their schools did not understand the new curriculum.
- Researchers found that 85% of educators (principals included) were not trained well enough in the new curriculum and were finding it difficult to use its teaching methods in their classes.
- About 78% of principals and 75% of educators interviewed in the research complained about not receiving enough support from the district and provincial education departments.
- Principals also did not have enough knowledge to assist educators in the curriculum implementation.

In addition, in 2004 principals and educators in Gauteng attended workshops lasting five days on the RNCS during the June-July school holidays. On the last day of the training principals and members of the SMT, including the researcher, had a session of about four hours in which they discussed the implementation of the RNCS. At the end of the session principals and members of the SMT expressed the need for another workshop as they did not understand their role in the implementation of the RNCS.

Nine months later, educators (including the researcher) at a cluster meeting with district facilitators indicated that they did not have enough knowledge to implement the RNCS properly. The educators further indicated that their seniors, including principals, could not offer them assistance as they also lack information on the implementation of the RNCS.

In conclusion, the findings of South African National Tutor Services indicate that principals did not have enough knowledge to assist educators in the curriculum implementation. At the end of the training principals expressed the need for further training as they did not yet understand their role in the implementation of the RNCS.

Educators also raised their concern that, while they struggled with the implementation of the RNCS, they did not get any assistance from their principals. Therefore, the need exists to investigate the role of the school principals in the implementation of the RNCS. In the light of this, the research problem is formulated in order to investigate the role of the school principals in the implementation of the RNCS.

1.3 Statement of the problem

The problem statement of the research embodies the need to investigate the role of the school principal in the implementation of the RNCS. In order to direct this research, the problem statement is formulated in the form of a question and sub-questions. Locke, Spirduso and Silverman (2000:13) indicate that questions are the tool most commonly employed to provide a focus for thesis and dissertation studies. According to Andrews (2003:3), the research questions must have the potential for being answered in the project to be undertaken. In short, the questions are somewhat inquisitorial in that they expect an answer. Thus, the research questions should be answerable.

1.3.1 Formulation of the main problem

From the above mentioned problem statement the main problem may be formulated in the form of a question as follows:

What is the role of school principals in the implementation of the RNCS in their schools and what training should be provided to fulfill this role?

1.3.2 Formulation of sub-problems

- What are the requirements for the successful implementation of the RNCS?
- What are the perceptions of the principals on the RNCS?
- Which roles do school principals play in the implementation of the RNCS?
- What training should be provided to the principals?

- How can the findings of this study contribute to strengthening the role of the principals in the implementation of the RNCS?

1.4 Aim and objectives

In view of the above main research problem and sub-problems, the following aim and objectives may be identified:

1.4.1 Aim

The aim of the research is to investigate the role of school principals in the implementation of the RNCS and to determine the training that can help principals fulfill their role.

1.4.2 Objectives

- To investigate the requirements for the successful implementation of the RNCS.
- To determine the perception of the school principals on the RNCS.
- To identify and describe the role which the school principals play in the implementation of the RNCS.
- To determine the training that can help principals fulfill their role.
- To determine how the findings of this study can contribute to strengthening the role of the principals in the implementation of the RNCS.

1.5 Research methodology

According to Holly (2005:265), the methodology adopted in a study provides information about how the research was conducted, not about what was learned. The research follows a qualitative approach to allow the research participants to describe their understandings on the RNCS in their own words. In-depth interviewing is used as a free-standing method

of enquiry as there is no formal observation conducted. Individual interviews and focus group interviews were used to achieve the following objectives:

- The role which the school principal should play in the implementation of the RNCS.
- The requirements for successful implementation of the RNCS.
- The training which the principals should receive to fulfill their role.
- The inquiry followed to determine the perceptions of the school principals on the RNCS.

The researcher hoped that the interviews would enable the participants to narrate their experiences of the above objectives in line with qualitative research methodology. Furthermore, a literature study was conducted before the interviews were carried out to investigate the knowledge which already exists on the following topics:

- The role which the school principal should play in the implementation of the RNCS.
- The requirements for successful implementation of the RNCS.
- The training which the school principals should receive to fulfill their role.

The following sections discuss the general approach and data collection strategies used in this study.

1.5.1 General approach

A qualitative approach is followed in gathering information because the investigation focuses on the research participants and their individual experiences of the RNCS and its implementation. The approach is suitable for this research because it tries to understand phenomena in their entirety in a bid to understand the person, programme or situation. It starts with specific observation and moves to the development of general patterns that

emerge from the study. The approach aims to understand phenomena in their naturally occurring states (Denzin and Lincoln, 2005:3).

1.5.2 Data collection strategies

According to Bazeley (2007:41) beginning a project by reviewing what is already known on the subject of research is a well established practice, as it reviews the implications of relevant theories for the topic, and methods others have used to investigate it. Thus, a thorough literature study was conducted to find out what had already been said about the RNCS and its implementation. This included a study on management of change, curriculum change, the instructional leadership role of principals and the challenges of the RNCS. Holly, Arhar and Kasten (2005:263) state that by reviewing the literature we synthesise multiple dimensions of the topic and deepen our understanding of the contexts of our own research. The literature review presents what the researcher has learned about the topic. According to Potter (2002:128), the researcher should provide evidence that he has read a certain amount of relevant literature and that he has some awareness of the current state of knowledge on the subject.

The data collection methods that the researcher used are interviews, both individual and focus group interviews. Individual interviews were conducted with principals as they are considered to have rich information and they may have unique problems and experiences. To arrange a group discussion for principals may present practical problems because of their busy schedules. Group interviews were conducted with educators because they could stimulate each other and thus explore the implementation of the RNCS. According to Denscombe (2003:168), focus group interviews provide an opportunity for individuals with common or divergent backgrounds to explore a problem. Interviews with educators were conducted to find out to what extent the school principals assisted them.

Two officials of the Department of Education who were involved in the training of school principals within Tshwane North District 3 (D3) were also interviewed. The interviews were conducted in order to ascertain training programmes offered to school principals to

help them cope with the implementation of the RNCS and to establish how Tshwane North D3 district office viewed and managed the implementation of the RNCS. In all the interviews a digital tape recorder was used to record information. The data collected was analysed by a process of identifying, coding and categorising the primary patterns (Padgett, 2004:183).

1.6 Demarcation of the problem

According to Hoberg (1999:190), demarcating the problem means establishing the boundaries of the problem area within which the research will progress. Demarcating the problem helps to make it manageable. Therefore, the problem had been demarcated in the following manner:

The research focuses on the implementation of the RNCS in the Intermediate Phase within Tshwane North D3 schools. Therefore, the research is confined to only those principals and educators whose schools offer grades four, five and six. The research is limited to Tshwane North D3 schools because the researcher is familiar with THE locality as he lives and works in the area. The Intermediate Phase has been chosen because the RNCS was implemented in this phase for the first time in 2005. Limited resources, time and financial constraints, as well as personal commitments limited the researcher to a study of a district. A sample of schools chosen and participants interviewed is consistent with qualitative research, which is used in this study.

1.7 Programme of study

The study is divided into five chapters. Chapter one provides an orientation to the problem, problem formulation, aims and methodology to be followed in the research. The chapter further provides the demarcation and programme of the study.

Chapter two consists of the review of the literature which provides a conceptual and theoretical framework for the study. The chapter covers three objectives of the research,

namely the role which the school principal should play in the implementation of the RNCS, the requirements for successful implementation of the RNCS and the training which the school principals should receive to fulfill their role. It also discusses change, management of curriculum change and the challenges of the RNCS.

Chapter three deals with the research methodology and the procedures followed in the study. It focuses on how data was collected. It describes the selection of participants and the manner in which the interviews were conducted. The chapter focuses on determining the perception of the school principals on the RNCS through individual interviews.

Chapter four gives reports on and discusses the findings of the research. This chapter represents a stage whereby the researcher comes to understand the case, teases out relationships between issues and participants, probes issues and searches for patterns, consistencies and inconsistencies within certain conditions. The reports and discussion of the findings are on four objectives of the research, namely the role which the school principal should play in the implementation of the RNCS, the requirements for successful implementation of the RNCS, the training which the school principal should receive to fulfill their role and the perception of the school principals on the RNCS.

Chapter five focuses on a synopsis of the findings arising from the study. The conclusion suggests the role the school principals should play in the implementation of the RNCS. Finally, problematic areas of study are discussed and recommendations for further research are given. Through recommendations, the chapter determines how the findings of this study can contribute to strengthening the role of the school principals in the implementation of the RNCS.

1.8 Summary

This chapter discusses the background to the problem. C2005 was revised in order to streamline its design features, reduce design features from eight to three, improve educator orientation on the curriculum and training and give enough time frames for

implementation. The revision culminated into the RNCS which is still based on OBET and is still a learner-centred curriculum.

The revision of the curriculum offered the Department of Education the opportunity to reorientate principals and educators on the curriculum and improve training on its implementation. The design features were reduced and the terminology simplified to make the curriculum easy for principals and educators to implement. However, some months after training on the RNCS, principals and educators at cluster meetings indicated that they still found it difficult to implement the curriculum properly. This is confirmed by the findings of the research conducted by South African Tutor Services (City Press, 27 May 2007:2) which revealed that many principals and educators still have difficulties in implementing the RNCS.

Therefore, the researcher found it necessary to establish whether the inability to implement the RNCS properly is caused by inadequate training, lack of a clearly defined role which the school principals should play in the implementation of the curriculum, lack of requirements for successful implementation of the RNCS or wrong perception of the RNCS, especially on the part of school principals as curriculum leaders at school level. Consequently, the chapter also provides a problem statement in the form of a question which has sub-questions, the aim and objectives, the methodology to be followed in the research and a demarcation of the study. The literature review which provides a conceptual and theoretical framework for the study is conducted in the next chapter.

CHAPTER 2
THE PRINCIPAL'S ROLE AS AN INSTRUCTIONAL LEADER IN THE
IMPLEMENTATION OF THE REVISED NATIONAL CURRICULUM
STATEMENT

2.1 Introduction

This chapter is a literature review which provides a conceptual and theoretical framework for the study. The main focus of the chapter is on the role of the principal in managing the implementation of the RNCS which is the purpose of the research. In addition, the chapter addresses three objectives of the research. It investigates the requirements for successful implementation of the RNCS to find out what is already known and whether schools in different areas are able to meet the requirements or not. It identifies and describes the role which the school principals play in the implementation of the RNCS. The aim is to bring to light what principals should do to implement the curriculum effectively. The chapter also determines the training that is necessary to equip principals to fulfill their role in the implementation of the curriculum.

The chapter also covers the role of the principal in managing curriculum change. The school principals should know how to manage change because there will continually be curriculum innovations. The chapter explores the instructional leadership role of the principal in the implementation of the curriculum to determine how best the principal can help the educators with their day-to-day teaching practice. It also covers motivation as a role of the principal because educators should be motivated to teach effectively. Furthermore, the chapter covers the monitoring and support of curriculum implementation as a role of the principal. Monitoring and supporting curriculum implementation is one of the crucial management functions of the school principal. Finally, the chapter looks at the challenges of the RNCS with an aim of searching for means of addressing them. A definition of change is provided in the following section because the principal should understand change.

2.2 Change

Change is necessary in every organisation and it is part of human existence. According to King and Anderson (2002:11), change remains an ever-present aspect of the experiences of people in virtually all industrial, commercial and service organisations in public and private sectors of the economy. According to Rath and Strong (2003:478), change may be described as the process of analysing the past to elicit the present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. Change is inevitable, necessary and universal. Cooter (2004:32) indicates that the focus of change is to introduce an innovation that produces something better. According to Wilson (1994:49), the principal must keep in mind that change takes place on two levels. The first level is influenced by external factors such as changes in the educational policy (e.g. from C2005 to RNCS) whereas the second level is influenced by internal factors such as a new management team with a new vision and mission.

According to Graetz, Rimmer, Lawrence and Smith (2006:2), change is a normal part of an organisation. Change is not something that has to be done when things are going badly. The best performing companies still have to introduce change to meet clients' needs or comply with new regulations from the government. Graetz et al (2006:8) indicate that change is the inevitable progression through birth, growth, maturation, decline and death. They mention that, according to the Social Cognition perspective, change comes about because individuals see a need to grow, learn and modify their behaviour. They define change as the movement away from a present state towards a future state.

Firstly, Eklof, Holmes and Kaplan (2005:23) conceptualise educational change as consisting of two major components: reforms (intended changes of educational institutions in a desirable direction) and mutations (spontaneous, micro-level adaptive reactions of educational institutions to their unstable environment). Because the societal environment of schooling is never completely stable, no reform can be carried out with complete adherence to its plan, and mutations always play a role in educational change.

Secondly, Eklof, Holmes and Kaplan (2005:24) also maintain that reforms embody destructive and constructive components. Put simply, any reform presumes that some of the old ways have to be abolished, and that something new must replace them. Educational reforms attempted in the time of social revolution usually include destructive and constructive agendas on a grandiose scale, in which the old regime's system of schooling is replaced by a new one.

Thirdly, Eklof et al (2005:24) see revolutions as relatively lengthy processes of social and institutional change that are marked by dramatic political events but which transcend the temporal boundaries of these events. They see the fundamental destabilisation of society and the restoration of a modified social order with enclaves of the old institutions as integral parts of the cyclical revolutionary process. Thus, educational change that occurs in time of revolution can be seen as reflecting the cycle of its radical and conservative stages.

According to Hopkins, Ainscow and West (1994: 21), change tends to manifest itself in organisations in one of two forms: *incremental change*, a gradual, often subtle transition from one state to another; and *planned change*, which seeks to interrupt the natural development of events and, often on a given day, to break with previous practice to establish a new order. In addition, Cooter (2004:32) states that change is either planned or unplanned. Models of planned change rely heavily on rational assumptions of cause and effect. They imply that change can be made successfully if we define objectives clearly, plan sufficiently, control the process carefully, monitor progress systematically and assess outcomes objectively. They agree with Wilson on the influence of external and internal factors on a change within an organisation.

From the afore-going it can be concluded that change is a process of moving from the present way of doing things to a new way of doing things with the aim of becoming more effective and efficient than before. It includes moving from one system to another in order to suit the circumstances. Change in an organisation derives from the desire to be

efficient in the delivery of service. People do not have the choice of avoiding change because it is threatening. People should accept change as a way of life. In one way or the other, new policy requirements, new technologies, changes in personnel, demographic shifts or political interests groups will inevitably encroach upon the status quo. It is also important to reiterate that indeed change in a school is determined by internal or external factors. Therefore, the principal should find a balance between the order of the school and the environment.

2.2.1 Curriculum change

The RNCS was implemented because the C2005 was too complex and difficult for educators to implement. C2005 had many design features that were confusing, principals and educators were not adequately trained in the curriculum and its implementation and the curriculum and assessment were not aligned.

Thus, the production and the implementation of the RNCS were to improve the quality of C2005. According to the RNCS policy document (Department of Education, 2004:2), the RNCS is not a new curriculum but a streamlining and strengthening of C2005 and it affirms the commitment to Outcomes-Based Education (OBE). The RNCS is an outcomes-based curriculum. OBE is still learner-centred and activity based education and its principles have not changed. The RNCS and OBE are like two sides of the same coin. The strengths and weaknesses of the one affect the other. The RNCS as implemented in South African schools is based on the fundamental values of the Constitution of South Africa such as democracy, social justice and equity, non- racism and non-sexism, ubuntu (human dignity) to name but a few. Whether the reasons for change were motivated by other factors or not is discussed in the following paragraphs.

William (1999:117) presents a theory that claims that intentionality is the dominant factor in the curriculum change. Any attempt to intervene in curriculum matters must be politically and ideologically motivated. Conflict theorists prefer to regard change as resulting from the shifting balances between groups in society that compete for the

opportunity to exercise power. Conflict theorists further say that since the control of the curriculum is a political objective to be won, the knowledge that it represents is good to be contested (William, 1999:121-122).

However, one of the features of conflict theory is that it allows little or no room for the exercise of judgement and responsibility in planning and policy making. Social change, and therefore curriculum change, is depicted as something hinging on fundamental social conflict over which we have only marginal control. On the contrary, the RNCS was carefully planned to improve the quality of education. In addition, curriculum change may take place even if there are no social conflicts.

Furthermore, curriculum change is not always politically and ideologically motivated; sometimes it might be motivated by the need for social development. A point in a case is the 1988 Educational Reform in the United Kingdom which was motivated by the search for higher educational standards to enhance economic performance (Bush & West-Burnham, 1994:1). One cannot dispute the fact that schools and the education system do not exist in vacuum. They are meant to prepare learners for economic, political, social and cultural challenges. Therefore, curriculum changes, in most cases, are influenced by one or two of these challenges. According to Briggs and Sommefeldt (2002:105), changes in the curriculum may happen in response to developments in professional, business or manufacturing practice.

Curriculum reforms would be unthinkable in a completely unstable and unpredictable societal environment. Curriculum reform as planned change in a desirable direction presumes at least some degree of stability and predictability in the social environment of schooling. In reality, however, the assumption of stability is usually inaccurate to some degree. It is inaccurate because the social environment of schooling is in a state of constant flux, causing spontaneous adaptive reactions in the schools (Eklof et al, 2005:25). Therefore, side by side with educational reforms, another mechanism of change can be distinguished, which is referred to as mutation.

According to Eklof et al (2005:26) mutations are the spontaneous, unregulated and unofficial adaptive micro-level reactions of schools to the changes in their social environment through the mobilisation of the resources they ‘genetically’ inherited from the past. Unlike planned and purposeful reforms, mutations are spontaneous adaptive reactions to the changing social environment of schooling. Unlike officially proclaimed and regulated reforms, mutation tend to happen unofficially and are largely unregulated. Mutations occur at micro level and are predetermined by the nature and amount of resources that are inherited by each school from its past and mobilised to adapt to its new environment.

It is also important to explore the relationship between curriculum reforms and mutations and explore how the two processes influence each other during curriculum change. Reforms create a normative environment, to which schools adapt through mutations. Therefore, reforms can facilitate or inhibit mutations. Eklof et al (2005:26) state that mutation can change the very object of the reform in ways that are unofficial, unregulated and unaccounted for, thereby complicating the reform’s efforts. Mutations may also facilitate reforms that simply legislate changes that have already taken place in an unofficial and unregulated way. Thus, reforms and mutations can influence, facilitate or impede each other depending on the direction of the changes that are planned and those that happen spontaneously.

As it was stated above, reforms presume a certain degree of stability in the social environment of schooling, while mutations are reactions to its instability (Eklof et al, 2005:26). Therefore, the more stable a societal environment, the greater the amount of curriculum change that planned and organised reform efforts achieve. On the other hand, the more unstable and unpredictable the societal environment, the greater the amount of curriculum change brought about through mutations. The societal environment in South Africa is stable; therefore, curriculum change can be achieved through planned and organised reform efforts. However, problems of conflicts that lead to instability in a school and in the school community may bring about changes through mutation. Principals should ensure that curriculum is implemented in a stable and conducive

environment to prevent unofficial and unregulated changes. The management of curriculum change is dealt with in the ensuing section

2.2.2 Management of curriculum change as the role of the principal

It is important that the principal must know how to manage and lead the process of change. The principal should ensure that he/she has the necessary policy documents, circulars and guidelines on hand. He/she should study these documents and internalise all the fundamentals of the curriculum changes. According to Briggs and Sommefeldt (2002:115), change means that the principal must work through the following phases with his staff: diagnosing the problem, planning for change, implementing change and reviewing developments. Working as a team with the staff would ensure that those who are affected by the implementation of change are involved from the beginning in the planning. Whoever makes the final decision, the staff must feel that they were consulted as a group as well as individual, and that their opinions have had some influence on the final decision.

Graetz et al (2006:340) identify the following steps in the change process:

- Unlearning which involves establishing a felt need for change and managing resistance,
- Changing which requires establishing new learned and instinctive ways of thinking and behaving,
- Relearning which entails process of reinforcing, evaluating and modifying desired ideas and behaviour.
- Institutionalising change which involves using human resource processes such as performance review to reinforce continual personal improvement that is consistent with desired change outcome.

According to Rath and Strong (2003:361), the process of organisational change is as follows: unfreezing (recognising the need for change), changing (attempting to create a

new state of affairs) and refreezing (incorporating the changes, creating and maintaining a new organisational system). Most people resist change because it is threatening and uncomfortable especially when the outcomes of change are unknown or unfavourable.

Resistance to change may be caused by different factors at different levels. According to King and Anderson (2002:204-208), the following factors may cause resistance to change:

- At individual level some individuals may exhibit resistance to change if they perceive a lack of personal control over unfolding events.
- Other individuals may have attitudes towards change based upon their previous experiences of organisational change. Their attitudes may be based on lack of trust and misunderstanding the intentions of change.
- At a group level resistance may be caused by group cohesiveness, social norms, participation in decision-making and autonomy for self-determination of actions. In this case, the distribution of organisational power and authority will mediate the levels of resistance experienced under different circumstances. Any change that emanates from outside the group is likely to be perceived as a threat to the status quo because the group will value highly its social interactions but will possess little power to influence the change process.
- At an organisational level factors such organisational structure, climate culture and strategy may contribute to resistance to change.

According to Cooter (2004:32) the principal should eliminate the barrier of feelings of loss of control by ensuring that the change process does not focus on just the technical aspects of the solution intended to produce change, but also on the staff members who must deal with the change. No matter how it is arranged, there are often members of the staff who lose out on account of change. Such people must be made to feel that the organisation will be willing to spend much time and energy on their particular problem. Rath and Strong (2003:362) indicate that there should be a psychologically safe environment that allows people to overcome their anxiety about change, the anxiety

caused by fear of seeming incompetent, failing, or losing self-esteem. It is important also to mention that acceptance and commitment do not always just happen automatically when people are exposed to a good idea, but they are created through a process of involvement. Rath and Strong (2003:363) state that people are more apt to support something they helped to create, are more willing to believe information they helped to collect and more energised to work on problems they helped to define.

Resistance towards change can be reduced by training which aims to make staff more flexible, honest and open with each other. The principal must work out a staff development programme related to the proposed change. The training should have the effect of drawing out the individual from entrenched positions, forcing him/her to look at the problem from several angles, and making him/her more receptive in general. In addition, Cooter (2004:35) indicates that persons move from the acceptance phase into the commitment phase if they perceive that the benefits of the change exceed the costs of disruption.

Training is a vital component in the acquisition of managerial competence as is a clear understanding of how to ensure the successful implementation of change. Du Plessis (2005:96) emphasises the importance of training before implementation by stating that training is a prerequisite for meaningful and successful implementation of the change. One needs to make sense of it before being able to take any control over the process. The principals should consider a fundamental shift in his/her developmental philosophy and practice. However, Graetz et al (2006:2) indicate that one component of the change management challenge is the magnitude and frequency of changes occurring in the institution environment.

According to Gilley, Quatro, Hoekstra, Whittle and Maycunich (2001:88), during change the principal should move from a reactive diagnostic-oriented performance improvement approach to a proactive, preventive approach that focuses on identifying what educators do well and creating growth and development plans that maximise their contributions. This approach suggests that excellence is the result of the training that builds on

educators' strengths while managing their weaknesses. Thus, the principal should adopt a developmentally oriented philosophy whereby his/her efforts are dedicated to employees' continuous improvement based on their strengths.

According to Briggs and Sommefeldt (2002:106), principals need to consider the following when addressing change:

- The soundness of the proposed change because change proposals are not all authentic.
- Understanding the failure of well intentioned change. New policies may be sincerely hoped for and adopted naively without the adapters realizing their implication or understanding the specific changes needed for implementation.
- Guidelines for understanding the nature and feasibility of particular changes. Analysis is needed to understand the feasibility of changes. For curriculum change, this would mean checking the goals, beliefs and teaching strategies involved in the change were mutually consistent and coherent, clearly understood and achievable.
- The realities of the status quo. The principal must understand the existing realities for all the people involved in order to assess the feasibility of the proposed change
- The deepness of the change. Change can strike at the core of the learned skills and beliefs of educators, creating doubts about their sense of competence and purpose.
- The question of valuing. The principal must check if a particular change is valuable.

Therefore, it implies that in order to transform and improve the school, the principal should ensure that educators understand what they are going to do. The principal should also focus on changing the mindset of all stakeholders, improving the internal functioning of the school and improving the key function of the school, namely teaching and learning. The principal and educators should take the opportunity of an era of change as a chance to achieve positive development in their curriculum. However, it is important for the principals to know that even if change is received enthusiastically, there is no guarantee

that it will be satisfactorily implemented. The principal should have instructional leadership skills in order to manage the implementation of the RNCS effectively. This is dealt with in the following section.

2.3 The role of the principal as an instructional leader in the implementation of the Revised National Curriculum Statement

The principal as an instructional leader must lead the implementation of the new curriculum in a school. According to Hoy and Miskel (2005:40), instructional leadership encompasses those actions the principal takes, or delegates to others, to promote growth in student learning. Instructional leadership of the principal has a positive, direct effect on student achievement. It is clear that the purpose of the principal's instructional leadership role is to bring about effective teaching and learning. According to Mazibuko (2003:18), the principal as an instructional leader should assist educators to alter, rearrange, and reinterpret the curriculum. The principal should organise an effective instructional programme, create a positive school climate, exercise effective management behaviour and overcome constraints from the community or handle the inputs from the community effectively.

The concept of instructional leadership is closely related to the concept of supervision to the extent that one may think they mean one and the same thing. Clarification of these concepts is necessary to draw the line between them. According to Burke and Krey (2002:20), supervision is an instructional leadership task that relates perspectives to behaviour, focuses on purposes, contributes to and supports organisational actions, coordinates interactions, provides for improvement and maintenance of the instructional programme and assesses goal achievement. While the two concepts sound like they are the same, instructional leadership is a supervisory work applicable to the teaching and learning situation in which two or more people are involved. Supervision is a concept that is applicable to any work situation in which two or more people are involved.

Mason (2004:21) states that an instructional leader provides curricular direction for the team, inspires and energises the team, motivates and mediates educational policy to the team, mentors and supports the team and monitors the progress. In addition, he indicates that in providing instructional leadership, the principal and members of the SMT will also do the following:

- Oversee the curriculum planning in the school
- Help develop OBE learning activities
- Develop and manage assessment strategies
- Ensure that the teaching and learning time is used effectively
- Ensure that classroom activities are learner-paced and learner-centred
- Develop and use team planning techniques
- Develop and manage learning resources

Furthermore, Mason (2004:21) recognises the existence of members of the SMT and their cooperation in managing the school. He encourages participative leadership which involves colleagues in the decision-making process and in sharing power. Although he did not give a definition of instructional leadership, he described the duties of an instructional leader. For the purpose of this study instructional leadership refers to the actions the principal, together with other members of school management team, take to promote effective teaching and learning.

The principal must acknowledge educators for exemplary teaching and encourage them to share with others. He/she must identify good teaching and provide feedback that promotes professional growth. The principal should communicate to the staff the essential beliefs that (1) all learners can learn and experience success; that (2) success builds upon success; that (3) schools can enhance learner success; and that (4) learner outcomes must be clearly defined to guide instructional programmes and decisions (Spady & Marshall in Mazibuko 2003:26). Furthermore, he/she must create a visible presence in day-to-day activities and model behaviour consistent with the school' vision.

The principal is someone who has a significant impact on learners' opportunity to learn in a classroom. Mazibuko (2003:14) supports the fact that principals influence teaching and learning whether it is intentional or not. Therefore, the principal's primary task should be to ensure that learners receive quality teaching by making sure that educators have the necessary knowledge and resources to facilitate learning.

The principal should set supervisory objectives along with the general and specific objectives of the educational programme. Just as educational objectives give direction to the selection, organisation, presentation and evaluation of learning experiences for pupils, so must supervisory objectives give direction to the selection, implementation and evaluation of supervisory behaviors (Burke & Krey, 2005:40).

Blase and Blase (2004:162) identified three primary elements of successful instructional leadership:

- Conducting instructional conferences. It includes such behaviours as making suggestions, giving feedback, modeling, using inquiry, and soliciting advice and opinions from teachers.
- Providing staff development. It includes emphasising the study of teaching and learning, support for collaboration, development of coaching relationships, use of action research, provision of resources, and application of adult and development to all phases of the staff development programme.
- Developing teacher reflection. It includes behaviours such as modeling, classroom observation, dialogue, suggestion and praise.

Hoy and Miskel (2005:34) support the following models of instructional leadership, which:

- Define and communicate shared goals. The leader works collaboratively with staff to define, communicate and use shared goals of the school.

- Monitor and provide feedback on the teaching and learning process. The principal talks with students and educators, provides praise and feedback to educators, students and community on academic performances.
- Promote school-wide professional development. The instructional leader encourages educators to learn more about learner achievement through data analysis, provides professional development opportunities that are aligned to school goals and provides professional literature and resources to educators

The above discussion indicates that the role of the school principal as an instructional leader in the implementation of the RNCS is to provide curricular direction, mentor and support educators and learners emotionally and materially, monitor progress and provide feedback on teaching and learning and provide staff development. Therefore, the principal should work together with educators to define curriculum goals and strategies to attain the curriculum goals, observe educators in practice to give them support and provide educators with instructional guidance. This suggests that school principals should ensure that their role as instructional leaders is always given priority as it addresses the core purpose of the school, namely teaching and learning.

In conclusion, the principal must be a knowledgeable person who will be able to facilitate staff development and create opportunities for professional growth. He/she should have good knowledge of how to motivate educators because the implementation of the RNCS affects them emotionally. Educators with low morale may perform poorly in their duties. As such, motivation as the role of the school principal is dealt with in the ensuing section.

2.3.1 Motivation as the role of the principal in the implementation of the Revised National Curriculum Statement

A major challenge any principal has concerning management of curriculum change is to motivate the staff to accept the envisaged change. Mason (2004:41) states that motivation should be understood as a management strategy to persuade people to change, to release staff's trapped potential and to bring out the best in people, to improve teaching and

learning and to satisfy some psychological need in an individual for the benefit of both the individual and the school. Motivation is a person's inner state or condition that energises, sustains and directs person's behaviour in order to satisfy the individual need.

Thorkildsen (2002:xi) defines motivation as internal force that activates, guides and maintains behaviour over time. It is difficult to define motivation because it is characterised by complex forces, incentives, needs, tensions and other mechanisms which start and maintain voluntary activity for the attainment of personal aims, indicating that this is an internally generated activity. It can also be regarded as a force which causes action and force which is based on particular human needs (Thorkildsen 2002:xi). Human needs are directly connected to human action. If a need is not satisfied, people will do everything in their power to satisfy it. As such, a need is a potential motivator until it has been satisfied.

Geen (1995:3) explains motivation as a complex process that involves a goal to which the person aspires, choosing a course of action that leads to attainment of the goal and carrying out the chosen course of action. Geen (1995:3) uses words such as initiation, intensity and persistence to explain motivation. According to Reeve (2005:6), motivation concerns those processes that give behavior its energy and direction. He goes on to say that a motive is an internal process that energises and directs behaviour.

Petri and Gorven (2004:16) describe motivation as the forces acting on or within an organism to initiate and direct behaviour. They indicate that motivation is used to explain differences in the intensity of the behaviour and to indicate the persistence of the behaviour. More intense behaviours are considered to be the results of higher levels of motivation. In addition, a highly motivated behaviour will often be persistent even though the intensity of the behaviour may be low.

Most definitions of motivation have three components:

- Energising human behaviour

- Canalising or directing behaviour by creating a goal orientation for workers
- Maintaining and supporting behaviour

For the purpose of this study motivation can be defined as a management strategy to inspire people with the vision, mission and goals of the institution so that attainment of institutional goals becomes the individual's driving force.

The principal should keep the above definitions in mind when motivating the staff to accept curriculum changes. It implies that the principal should be able to explain how individual members of staff and the organisation will benefit from the changes. The benefits should suit the needs of individuals as much as possible to win acceptance of the new curriculum. It is also important to keep in mind that people have a need to understand their levels of ability and the correctness of their opinions. The principal may motivate staff members by allocating new challenging duties and allow them the opportunity to make decisions within policy guidelines.

The principal should set goals for every task to make them meaningful. According to Burke and Krey (2002:23), action that is not meaningful has little chance of being creative or stimulating. Therefore, meaningfulness becomes one of the primary influences that a principal can generate in helping staff to work creatively, energetically, cooperatively, collaboratively and coordinatively. Goals are also important in the selection of supervisory behaviors. The absence of goals would leave one operating on the basis of judgement, decision and the behavior selection by bias, expediency or intuition.

Although it is a complex duty to determine the needs of every employee within an institution, the principal should try to know the needs of the staff and integrate them with the needs of the school. Integration of needs will make staff members identify with changes. Burke and Krey (2002:23) state that people can move in harmony when their individual perspectives have been put into harmony with those of others. Part of this harmony can be achieved through clarification of goals. Higgins and Kruglanski (2000:2)

propose that people are propelled to action by basic biological instincts. They go on to identify the basic human needs, namely the need for survival, the need to belong with others, the need to get along with others, the need for self-esteem, the need for consistency and the need to distinguish oneself and be different to others. Although these needs are not in a hierarchical order, they are the same as the needs in Maslow's hierarchy of needs.

According to Maslow's hierarchy of needs in Mason (2004:61) satisfaction of the lowest order of needs calls the satisfaction of the next higher order of needs:

- Basic physiological needs, such as food, water and shelter. It is the lowest order of human needs.
- Security and safety needs, such as financial security and freedom from physical threats and dangers.
- Belongingness and love needs, such as the need to belong to a group or family and have affective relationships.
- Needs for esteem or appreciation, such as mastery, achievement, recognition and approval from others.
- Need for self-actualisation, such as desire for personal and spiritual growth. Self actualisation is the highest order of human needs.

In line with the human basic needs, the principal should apply the following strategies in order to motivate the staff to cope with the new curriculum:

- Create a comfortable and pleasant teaching environment: good classrooms, furniture, teaching and learning resources, teacher- pupil ratio.
- Ensure a work environment that is physically and psychologically safe and free from external threat.
- Ensure a stable work environment through creation of order, systems, policies, procedures, job descriptions.
- Be consistent and fair with everyone.

- Protect educators with learner discipline policies.
- Communicate information regularly.
- Introduce changes gradually and systematically.
- Create opportunities for educators to work in groups and be affirmed by their peers.
- Show a genuine interest in educators as people with their own lives outside the school.
- Give positive feedback and praise on regular basis.
- Involve staff members in planning processes.
- Allow staff to excel and move into areas that increase their visibility.
- Always show appreciation.
- Support personal and professional growth through continuous learning and training, as well as allowing individuals to perform.
- Allow creativity.
- Create opportunities first for responsibility and then for autonomy (Mason 2004:61)

According to Burke and Krey (2005:41), the principal should identify situational elements that are important in the minds of educators. Some educators function on a schedule of precision. To them the elements of precision in the total school operation are more important than any other aspect of the school operation. Other educators may be less concerned with precision and be much more concerned with the balance of curricular offerings as they affect the product of the school, namely the education of the learners.

Gilley et al (2001:98-99) support the following assumptions that underlie change behavior and can enhance staff motivation:

- Educators are motivated when given clear objectives.
- Educators need to understand how to perform their jobs correctly.

- Educators are more likely to change their performance behavior when they are given opportunities to participate in problem-solving and decision-making activities that directly affect them.
- Change requires personal commitment for action, which obligates the principal to secure educator buy-in prior to the creation of growth and development plans.
- The principal should clearly communicate positive and negative rewards that are linked directly to performance improvement.
- The principal should demonstrate patient, persistent follow-through when providing positive feedback and reinforcement.
- The principal should be realistic regarding the types of rewards offered.

It is also important to try to establish indicators by which the principal can see when an educator is motivated. Motivated educators do the following:

- They are punctual at their work.
- They look for better ways of doing their work.
- They are concerned about the quality of their work.
- They are more productive than apathetic ones.
- They are committed and they give themselves enough time to do their work, even if it means working extra hours. (Burke & Krey, 2005:42)

In conclusion, the principal should take into account the basic human needs in his/her strategies for motivation. When delegating duties to staff the principal should also consider individual potential abilities and interests for stimulation. Staff members should get as much information as possible on how to do a job and the purpose for doing the job. Involving staff members in decision-making may also help to motivate them. Motivation goes hand in hand with monitoring and supporting. Thus, the principal should monitor and support educators in practice. Monitoring and supporting educators in the implementation of the curriculum is discussed in the following section.

2.3.2 The role of the principal in monitoring and supporting the implementation of the curriculum

The principal, together with the School Management Team (SMT), manages the process of teaching and learning within the school in accordance with curriculum policy documents and other policies. Monitoring and supporting the implementation of the curriculum are among the roles of the principal as an instructional leader. Mason (2004:47-48) indicates that the SMT should monitor and support the following:

- *Content teaching* to ensure that the content for teaching and learning is in line with the assessment standards.
- *Integration in planning and presentation* to ensure that integration of assessment standards and various methods of teaching are done properly.
- *Learning outcomes and assessment standards* to ensure that learning outcomes and assessment standards are correctly arranged to allow progression.
- *Learner-centred and learner-paced teaching* to ensure that teaching pace is determined by the learners' learning progress.
- *Application of RNCS principles such as progression and inclusivity* to ensure that learners with various learning barriers are considered during planning and presentation.
- *Continuous assessment* to ensure that assessment is not done once off, like in the form of examination, but it takes place on a continuous basis.
- *Drafting of time tables* to ensure that allocation of periods to Learning Areas is in line with the RNCS policy document.
- *Remedial work* to ensure that learners with learning barriers receive the necessary assistance that enables them to learn.

Cunningham and Cordeiro (2000:188) see monitoring and support in the context of the class visits. The class visits create the opportunity for the SMT to observe teachers' work, give motivation and exercise influence. During supervisory discussion educators will also

have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice.

The principal should conduct class visits in order to give support to educators. He/she should draw up a monitoring instrument which will help during the class visits. An Integrated Quality Management System (IQMS) should also be in place. Structures such as school development team and development support groups should be in place (Education Labour Relations Council, 2003:8). The appraisal of educators should take place for educators to share their experiences and support each other morally.

Sullivan and Glanz (2005:162) see communication as the most important thing in the observation process. According to them communication for classroom observation has three basic parts, namely the planning conference, the observation and the feedback conference. During the planning conference, the principal or SMT member and the educator confer about the purpose of the observation and they decide on a focus for lesson. In addition, they decide on the tool used for observation. It should be the goal of the manager to make the educator feel at ease throughout the observation process. During the lesson presentation, the principal should observe the behaviors, techniques and all issues discussed in the conference. The educator, with the guidance of the principal, evaluates the lesson using the observation tool. The principal assists while trying to push the educator toward independent reflection so that the educator can continue the process without the principal.

According to Smith (1995:68), it is not sensible just to limit curriculum management to what is taught to whom by whom. He indicates that there are written policy documents, the scheme of work and the decreed parameters of the National Curriculum. He points out that there are also hidden extras which, while not being the intended outcomes, are still taken away from school by learners. He regards the hidden extras as hidden curriculum which is represented by the values and attitudes that are conveyed by the way the school operates and the way the educators behave. The hidden curriculum includes how learners are treated and the importance of educators as models for the values they

wish to communicate to their learners within the broad brushstrokes of the school Development Plan and the school ethos.

The introduction of the hidden curriculum suggests that the principal should focus on the curriculum which manifests itself as the public face of the school: that is, its subjects, its classroom styles and its treatment of the National Curriculum. Mothata, Lemmer, Mda and Pretorius (2000:41) describe the hidden curriculum as the aspects of learning that do not appear in the school prospectus or timetable, but that are transmitted to learners through institutional arrangements, and commonly understood through unstated systems of rewards and penalties.

In conclusion, the principal should be able to determine areas that need monitoring and, together with educators, take into consideration the hidden curriculum in all activities. Furthermore, the principal and educators should know the requirements for successful implementation of the RNCS. Requirements for successful implementation of the curriculum are discussed in the following section.

2.4 Requirements for successful implementation of the curriculum

According to the researcher as a curriculum implementer the requirements for successful implementation of the RNCS include adequate teaching and learning resources, positive school climate, training of principals and educators in the implementation of the RNCS, adequate facilities such as classrooms, halls and sports fields and financial support from the Education Department. Lack of one of these requirements in an institution may lead to improper implementation of the curriculum. These requirements are discussed in detail below.

2.4.1 Teaching and learning resources

The introduction of the RNCS in the schools undoubtedly brought about changes in the use of resources and the way principals manage resources. Adequate teaching and

learning resources are some of the requirements for successful implementation of the curriculum. Principals need to make significant decisions which determine the effectiveness of their schools in meeting their aims. The term 'resource' can be interpreted in a variety of ways depending on context. Simkins (1997:163) lists teaching staff, support staff, materials, services and premises as resources. According to Caldwell and Spinks (1998:4-5), resources refer to knowledge, technology, power, material, people, time, assessment, information and finance. Bush and Bell (2002:208) indicate that the term resource is taken to include finance, materials, staffing and time.

For the purpose of this study the term 'resource' is taken to include finance, people, materials and equipment. In order to achieve the core purpose of the school, which is teaching and learning, financial resources need to be transferred into other forms of resources. The most important resources in this context are the resources that will enable educators to implement the RNCS in the classroom. Public schools that are on section 21 lists get funds from the Department of Education. According to South African School Act (SASA), 1996 (Act 84 of 1996) (RSA, 1996b:16) funds are often not enough to cover all the school's needs. The funds should be supplemented by school fees from parents, fundraising and donations in order to meet the objectives of the curriculum.

The principal must lead the process of drawing up the budget and prioritising items on the budget as part of resource allocation. The process of drawing the budget should consider the way in which learning outcomes will be achieved through the deployment of particular resources. Teaching and learning materials should get first preference on the budget. Different teacher sub-committees should be involved to submit their budgets according to learning and teaching needs. The financial committee should be in place to work out the details of the budget to be approved by the School Governing Body (SGB). According to SASA (RSA, 1996b:24) If there is a need to increase school fees to cover curriculum needs, the SGB should call a general meeting of parents to agree on the school fee increment.

Furthermore, the principal should set up a fundraising committee to raise funds to supplement funds for curriculum needs. Bush and Bell (2002:214) state that the task of setting the budget involves drawing together a range of information about the likely outcomes from the present budget period as well as requirements and expectations about the next one. The next step of the resource management is the resource utilisation which is concerned with putting the budget plan into operation. The principal should ensure that enough human resource have been employed and teaching and learning materials have been supplied and distributed in such a way that curriculum implementation will be successful.

The final process in the resource management cycle (acquisition, allocation, utilisation and evaluation) is the evaluation of the past use of resources with a view to informing future decision-making. According to Bush and Bell (2002:216) the person who is doing evaluation should take into account the number of resource management concepts such as efficiency, effectiveness, equity, value for money and cost-effectiveness. Davies, Ellison and Bowring-Carr (2005:173-174) add contextual factors as a concept to be considered during the evaluation process. In addition, Davies et al (2005:173) argue that a learner from a good economic background will be better equipped to do well at school than a learner from a poor economic background.

It is important to reveal that the researcher is presently in charge of the school inventory. According to the transfer of funds and other moveable assets of the state to public schools, as determined in terms of South African Schools Act, 1996 (Act 84 of 1996) (RSA, 1999a:2), the stock register for curriculum materials and equipment should be managed efficiently for maximum use of resources. The stock register should contain the following minimum information: folio number, item description, date received, quantity, unit price and total price. See figure 2.4.1.1.

Table 2.4.1.1: Stock register

Folio No	Item description	Date received	Serial No	Quantity	Unit price	Total price

Every room should have its own inventory list for proper management of the school inventory. The Stock Register should at least consist of the acquisition register and the summary register. The template in figure 1 may be used as the acquisition register while the summary register may consist of the folio number, item description and quantity. The room inventory lists may contain the minimum information as in figure 2.4.1.2. The room inventory should be updated every quarter of the year to inform the school inventory and to replace materials and equipment that can no longer be used (RSA, 1999a:2).

Table 2.4.1.2: Room inventory list

No	Item	Quantity	Condition	Lost	Written off

Therefore, resource management is as important as it determines the availability of resources in the implementation of the curriculum. Principals should work together with educators in the management of resources.

In conclusion, the principal should ensure that every learner has the necessary textbooks, every classroom has adequate teaching aids and the atmosphere is conducive for teaching and learning. A positive school climate could help to reinforce cooperation among staff members and encourage learning among learners. The ensuing section discusses positive school climate as a requirement for the successful implementation of the curriculum.

2.4.2 Positive school climate

Organisational climate is an important aspect of the school that contributes to the effectiveness of teaching and learning in the school. Thus, it is a requirement for the successful implementation of the curriculum. The principal should have full knowledge of what constitutes positive school climate so that she/he will behave in such a way that he/she will create and maintain a positive school climate. A positive school climate undoubtedly is a requirement in the implementation of the RNCS.

According to Hoy and Miskel (1996:142), school climate is the shared perceptions and feelings of the people in the school about its various facets. It is influenced by the formal and informal organisation, personalities of participants and organisational leadership. Put simply, school climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behaviour and is based on their collective perceptions of behaviour in the school.

Similarly, Sergiovanni and Starratt (2007:333) view climate on the one hand as the enduring characteristics that describe the psychological makeup a particular school, distinguish it from other schools, and influence the behaviour of teachers and students, and on the other hand it is the feeling that teachers and students have for the school. Climate refers to the atmosphere in a school. It consists of attitudes shared by members of subgroups such as students, faculty, staff, and by the school population as a whole.

For the purpose of this study school climate refers to perceivable influence in all aspects of the school. It is a reflection of the school's unique nature, character and personality. It is an indication of how the people in the school feel about the school.

Hoy and Miskel (1996:142) provide distinctive features of the open (positive) climate. They identify cooperation and respect that exist within the faculty and between the faculty and the principal. This suggests a climate in which the principal listens and is open to teacher suggestions, gives genuine and frequent praise, and respects the professional competence of the faculty. Principals give their teachers freedom to perform without close scrutiny and provide facilitating leadership behaviour devoid of bureaucratic trivia. Similarly, teachers' behaviour supports open and professional interactions among the faculty. Teachers know each other well and are close personal friends (high intimacy). A positive school climate cannot come into being by chance; it needs to be planned.

Principals can carefully plan the creation of positive school climate by being positive, knowledgeable, energetic and communicative leaders. They should involve educators in the decision-making process and empower educators on the implementation of the RNCS. They should allow time for educators to identify, discuss and internalise the process of implementing the RNCS. Principals should present positive attitudes, be consistent, honest and credible in leading the process of curriculum implementation (Sergiovanni & Starratt, 2007:339). They should be able to remove fear, reward risk taking and generate organisational commitment to the school.

In conclusion, a positive school climate will motivate principals and educators to face the challenges of the RNCS with confidence. It will foster the spirit of cooperation and collegiality whereby educators can easily share their understanding of the RNCS. The quality of work relationships that exist in a school has an influence on the school's ability to improve. Good relationships may encourage educators to be more involved and dedicated to the implementation of the RNCS, especially when they know what they are doing. Training of principals and educators is dealt with in the coming section.

2.4.3 Training of principals and educators

Training of principals and educators in the RNCS and its implementation is a prerequisite for successful implementation of the curriculum. Principals cannot manage the implementation of the curriculum successfully if they are not well trained. Like educators, principals need to be orientated in the new curriculum prior to implementation. According to the HSRC Report of the Working Committee for Curriculum Development in Du Plessis (2005:96) the training of principals and educators is one of the key activities in a curriculum management process. In addition, the Ministerial Review Committee recommended that implementation of the RNCS needed to be strengthened by improving teacher orientation and training (Department of Education, 2004:2).

Therefore, the successful implementation of a new curriculum and high quality learning depend on the capabilities of principals and educators, as well as the effectiveness of the school system.

MacLaughlin (2002:187) states that the training of principals and educators in a new curriculum is deemed to be ineffective if it is concentrated and scheduled to take place prior to implementation only, like in the form of once-off training. The training and support to principals and educators in the curriculum should be continuous. District officials from the Department of Education should draw and execute a training programme for principals and educators. One may indicate that the actual contribution of district officials does not only lie in how to do it, but rather in giving moral support to principals and educators. In order to do justice to learning areas such as Live Orientation, educators need to have sound understanding of its various facets, as well as the skills to successfully integrate them into a continuous, meaningful whole (The Star, 13 June 2007:13). Educators will only have a sound understanding of various facets of learning areas if they are properly trained in and orientated towards the curriculum.

Pratt in Du Plessis (2005:97) provides district officials with strategies for monitoring and supporting principals and educators:

- Continuous contact with principals and educators to provide advice and assistance, to encourage mutual contact between educators as well as effecting contact with learners and parents.
- Clear communication to illustrate roles, to explain terminology, illustration of possible means of evaluation and to supply answers to the frequently asked questions.
- Provision of a support service, for example, explaining time-tabling, support by supplying material, setting an example, creating a climate within which trust and security features.
- Compensation such as praise and acknowledgement, but also intrinsic aspect of compensation where successful implementation is regarded as sufficient compensation. This creates an opportunity for professional growth by way of improved perspectives and increased responsibility.

Therefore, the Department of Education should create enough time for the advocacy of the new curriculum before proper training can take place. Principals and educators should be informed of the intention to bring changes in the curriculum and be given reasons for such changes. Officials of the department should embark on curriculum change awareness campaign through meetings, seminars and pamphlets so that principals and educators can accept the changes in the curriculum before they go for training. The curriculum change awareness campaign will help to instill commitment to the changes on one hand and to minimise resistance during curriculum implementation, on the other.

In conclusion, principals may organise workshops at the school level and invite knowledgeable people in the implementation of the curriculum to facilitate training. Follow up in the form of classroom observation and examination of documents and learners' workbooks may also reinforce proper implementation of the curriculum. A school with well trained educators stands a chance of implementing the curriculum successful. Schools should have funds to be able to organise such workshops. The need for financial support is discussed in the ensuing section.

2.4.4 Financial support from the Department of Education

Schools need financial support either from the government, private businesses or parents in order to implement curriculum effectively. The government should lead in giving financial assistance to public schools because it is concerned with all learners having equal access to basic education. Financial assistance from private businesses to all schools cannot be guaranteed. Similarly, some parents do not have money to pay for the education of their children. The funds may be used for purchasing learning and teaching support materials, organising experts to facilitate workshops at a school level, transport to meetings and workshops, building halls for drama and dance exercises, libraries to encourage reading and research work and laboratories for experiments and artwork and constructing sports facilities for various sporting codes (Bush & Bell, 2002:191).

Davies et al (2005:165-168) explain the government funding to schools in England. They indicate that the Central Government allocates some funds (the Standards Grant) directly to schools and other funds are allocated to schools (the Standards Funds) via the Local Education Authorities. This arrangement was made to improve the funding to schools and to ensure that basic entitlement conforms to the requirements of the fair funding lobby. However, they explain that while the intention to fund fairly across England is clear, the opportunity to address the historic inequality of funding across Key Stages has been missed.

Bush and Bell (2002:191-202) indicate that the traditional welfare state model of school provision (in USA, Chile, Colombia, Milwaukee and Sweden) consists of state funding together with state provisioning. They say that funding can come from either the state or the private sector (parents, charities, churches and business sponsorship) depending on whether or not the school's assets (building and grounds) are owned and its management employed by the state. The state funding is not enough for the most deprived children.

Cunningham and Cordeiro (2000:346-347) present models of school funding practised in California. With a flat-grant model, state aid to local school districts is based on a fixed amount. This amount is then multiplied by the number of learners in the district. The model is criticised for being more expensive to educate some children than others. For example, a child requiring special-education services or bilingual education would cost a school district more to educate than a child not needing these services. With the power-equalising model, the state pays a percentage of local school expenditures in an inverse ratio to the school district's wealth. The wealthier the district, the less matching state monies it receives. The goal is equalisation between wealthier schools districts and those of less wealth. The model seems to be doing well in helping schools with the most deprived children to run effectively.

In a weighted-student model of financing public education, learners are weighted in proportion to their special needs. For example, learners requiring bilingual education or special needs classes would be allotted additional money according to the costs of those

services. One of the problems with this model is the complexity involved in assigning weights since some children receive more than one special education services (Cunningham & Cordeiro, 2000:346).

In South Africa schools receive funds from the Provincial Government and they are allowed to supplement the funds by school fees from parents. In terms of the SASA (RSA, 1996b:24) the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education. Schools on the section 21 list receive a lump-sum, per-learner transfer for the payments for which they have responsibility. The transfer is smaller for better-off schools than for poorer schools. Schools are required to be accountable in terms of the SASA (RSA, 1996b:26) of their expenditures on goods and services.

Schools that are not yet on section 21 lists are informed of their budget, even if it is a paper budget, to prepare them to understand the actual costs of running their schools. The allocation per learner is the same as that of schools on section 21 list. What is still to be determined is whether the funds from the government are sufficient for the implementation of the RNCS or not. The school fees from the neediest schools will not play a crucial role in supplementing funds from the government because many parents do not have the means of earning a salary or they earn low salaries. Thus, in terms of SASA (RSA, 1996b:26) these parents qualify for either partial or full exemption.

In conclusion, lack of funds does not prevent the principal from drawing up a prioritised list of curriculum needs. The list may also be presented to parents in a parents meeting and they may be requested to sponsor some of the needs. The school may also establish a marketing unit which should look for sponsors. Schools need facilities in order to implement the curriculum successfully. This is discussed in the following section.

2.4.5 Adequate facilities

Adequate facilities such as classrooms, halls, libraries, laboratories and playing fields are requirements for successful implementation of the curriculum.

Schools should have adequate classrooms to alleviate overcrowding of learners. Proper implementation of the curriculum cannot take place if learners are overcrowded. Languages, especially the practice of individual reading (Department of Education, 2004:59), cannot be treated fairly in overcrowded classrooms. Proper classrooms with adequate air ventilation are conducive for learning and teaching (Lemlech, 1998:79)

Other Learning Areas, such as Art and Culture and Life Orientation, need a hall for learning and teaching take place effectively. Drama and dance exercises should be done in an open space like in a hall (Department of Education, 2004:173). The normal classroom with chairs and tables is not conducive for drama and dance exercises.

In addition, the availability of laboratories in schools is important because other Learning Areas, such as Natural Science, have experiments that cannot be done in a classroom situation. Similarly, for the curriculum to be successfully implemented, there should be a library in a school to offer learners and educators a wide range of reading material (Lemlech, 1998:44).

Furthermore, the curriculum has Life Orientation as a Learning Area which consists of a Learning Outcome that should be implemented on a playing field. As such, the availability of a proper playing field is a prerequisite for teaching and learning of this learning outcome. The Learning Outcome 4 deals with track events and invasion games (Education Department, 2004:206). Thus, schools should have playing fields which enable learners to practise track events and various invasion games.

Therefore, adequate facilities are a prerequisite for the implementation of the curriculum. Similarly, the availability of resources, funds, training of principals and educators and

positive school climate are equally important for the success of the curriculum implementation. However, curriculum implementation has further challenges which are discussed in the ensuing section.

2.5 Challenges of the Revised National Curriculum Statement

The RNCS came into being as a way of improving the quality of the C2005. The Ministerial Review Committee chaired by Linda Chisholm confirmed that C2005 had weaknesses that made it difficult for principals and educators to implement it. According to Chisholm (2000:18-21), the weaknesses ranged from a skew curriculum structure, lack of alignment between curriculum and assessment, low quality of learning and teaching support materials, time frames that are unmanageable and unrealistic, inadequate teacher orientation and training to limited transfer of learning into classroom practice. It seems that the ANC government may have been too hasty in its implementation of the curriculum policy to eradicate racism and sexism from the syllabus (Sunday Times, 4 June 2000:22). It is hoped that these weaknesses are being identified and removed through the production of the RNCS policy documents for Grade R-9.

De Clercq (1997:140-144) argues that educators with a poor teaching and/or professional background, limited resources and working in difficult environment will find it near impossible to improve their professional performance through this form of outcomes-based curriculum. The argument is appropriate given the fact that the RNCS is more complicated than the content based curriculum. However, the problem of limited resources and poor professional background remains a challenge to be explored.

Jansen (1998:323) maintains that the language of innovation associated with outcome-based education was too complex, confusing and at times contradictory. On the contrary, the language in the RNCS has been simplified and its design features reduced so that educators can understand it better and give it meaning through their classroom practice.

Although the RNCS had been simplified, its paper work is likely to multiply the administrative burdens placed on educators. Jansen (1998:328) is of the opinion that outcomes-based education trivialises curriculum content. Learners do not learn outcomes in a vacuum. Thus, curriculum content is regarded as a critical vehicle for giving meaning to a particular set of outcomes.

The implementation of the RNCS may take place on an unequal basis between the previously advantaged schools and previously disadvantaged schools. Vally and Spreen (1998:14) state that, in contrast with the previously privileged schools, the previously disadvantaged schools have poorly qualified educators, a lack of parental support and little, if any, access to the private sector which makes it difficult to implement OBE. In addition, Kraak (1998:49) criticise OBE for its disregard for the centrality of the curriculum and the need for a professionally trained and motivated teacher corps. The previously disadvantaged schools need more financial support and well trained educators to implement the RNCS successfully.

Nurturing the new patriotism or affirming a common citizenship is one of the strategies expressed in the RNCS to familiarise young South Africans with the values of the Constitution (Department of Education, 2004:3). The question that arises is to what extent does the RNCS address the issue of common citizenship at the primary school level? The concept does not appear as a learning area or in one of the learning outcomes in the policy document. However, it is also understood that a curriculum embodying citizenship principles could also be compatible with principles of non-racism, anti-racism and democracy which are among the entitlement of common citizenship. Common citizenship, democracy and civic responsibility should be taught in schools as part of an attempt to build a citizenship ideal which incorporates different communities as equal citizens with equal rights.

Another challenging factor is the facts that in C2005 educators were expected to select appropriate learning content and develop a curriculum. The reality was ignored that some teachers do not have the skills, the resources or the time to develop their own curricula.

Curriculum development is a specialised activity and there is a need to inform educators about what they should be teaching in each learning programme in each grade (Educare, 2001:86). The question is to what extent does the learning outcomes in the RNCS specify the sequence of core concepts, content and skills to be taught and learnt in each learning programme at each grade level?

A South African study commissioned by the national Department of Education found that Grade 4 learners in South Africa have among the worst numeracy skills in Africa when compared to 12 other countries on the African continent. More than 10 000 Grade 4 learners participated in the South African study and scored an average of only 30% for numeracy compared with 51% for Botswana, 49% for Uganda and 36% for Zambia. A large proportion of Grade 4 learners scored below 25% for numeracy task, while only about 2% obtained scores in the 75-100% range (Sunday Times, 16 July 2000:1). Although the number of Grade 12 learners with higher-grade mathematics passes has increased, it is still low (City Press, 24 June 2007:30). The RNCS should be able to encourage learners to improve their performance in numeracy. Thus, the Education Department should ensure that the RNCS should not inherit the weaknesses of C2005 on the development of numeracy skills.

2.6 Conclusion

The literature study describes the role which the principal should play in the implementation of the RNCS. According to this literature study, the role of the principal in the implementation of the curriculum includes to oversee the curriculum planning in the school, assist in developing OBE learning activities, develop and manage assessment strategies, ensure that teaching and learning time is used effectively, ensure that classroom activities are learner-paced and learner centred, develop and use team planning techniques, develop and manage learning resources and monitor and support curriculum implementation. Furthermore, the principal should create a positive school climate conducive for teaching and learning. What is not yet known is whether principals are fully aware of their role in the implementation of the RNCS as revealed by this literature.

One cannot also rule out the fact that principals in different contexts may have different experiences that could add to the description of their role in the implementation of the RNCS.

In addition, the literature reveals important requirements for successful implementation of the curriculum. In order to address the Learning Outcomes and Assessments Standards properly, principals and educators should be trained adequately in the implementation of the RNCS, facilities and resources relevant to the implementation of the curriculum should be made available and there should be regular meetings between the district officials and principals and educators. The literature further reveals that the previously disadvantaged schools may find the implementation of the RNCS difficult due to the lack of adequate facilities and resources. What is not yet known is how far schools and the Education Department have gone in addressing these requirements for the successful implementation of the RNCS. The researcher also is unsure as to whether principals were offered training on the RNCS.

These findings of the literature study form the foundation of this research and provide a theoretical framework for the research. The findings are compared with the findings from the interviews in chapter four.

2.7 Summary

The introduction of the OBE and RNCS has had a great impact on the education system of South Africa. It changed the way principals used to manage the implementation of the curriculum. The literature review investigated the role which should be played by the principals in the implementation of the RNCS. It covers the role of the principal in managing curriculum change, the instructional leadership role of the principal in curriculum implementation and motivation and monitoring and supporting educators as the role of the principal in the implementation of the curriculum.

The review also discussed important requirements for the successful implementation of the curriculum. Therefore, the chapter achieved its objectives as set out in chapter one. The research methodology and the procedures followed in the study are discussed in the ensuing chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The literature review in Chapter two provided a theoretical foundation of the role of the school principal in the implementation of the RNCS. This chapter provides an account of how the qualitative investigation was designed and conducted. It also covers the method of investigation that includes data gathering techniques and the design of the research.

The chapter addresses how the information was gathered to actualise the objectives of the research and to determine the perception of participants on the implementation of the RNCS. It is necessary to establish the meaning attached by the participants to the RNCS and its implementation. It includes individual interviews with principals and officials from the Department of Education as well as the focus group interviews with educators and the reasons for conducting interviews.

The chapter also provides the research design in which the procedure for conducting the study is explained. The research design includes the statement of subjectivity, selection of informants, transcription of data, analysis of data and reliability and validity of the study as well as triangulation.

It was therefore decided that the use of a qualitative approach to the research would provide the necessary information to achieve the objectives of the research, namely, to investigate the requirements for the successful implementation of the RNCS, to determine the perceptions of principals on the RNCS, to identify and describe the role which the school principals play in the implementation of the RNCS and to determine the training that will enable the school principals to fulfill their role. The chapter further provides the context in which the research took place to give background to the strengths and weaknesses found in different schools.

It was briefly stated in Chapter one (cf. 1.6.1) that qualitative research is suitable for this kind of research. The researcher explores the use of the qualitative approach in detail in the following section.

3.2 A qualitative investigation

3.2.1 Qualitative research

The researcher selected a qualitative approach as a suitable approach because the purpose of the study was to determine the perceptions of participants of the implementation of the RNCS at the school level. Mothata (2000:136) describes qualitative research as a research technique used to collect and present data in the form of words rather than numbers. According to Bazeley (2007:2), qualitative methods are chosen in situations where a detailed understanding of a process or experience is wanted, where more information is needed to determine the exact nature of the issue being investigated, or where the only information available is in non-numeric form.

Hoberg (1999:76) is of the opinion that qualitative research is based on naturalistic inquiry where researchers use multi-method strategies to gather data. Qualitative researchers focus on individuals' social actions, beliefs, thoughts and perceptions. In terms of this approach data are collected by interacting with research participants in their natural settings such as schools and there is no manipulation of variables, simulation or externally imposed structures in the situation.

McMillan and Schumacher (1997:40) suggest that qualitative research is characterised by three features of ethnographic interviews which are as follows:

- They are conducted with individuals and small groups of people to capture participants' perspectives of the RNCS.
- They are semi-structured and open-ended to provide participants with opportunities to describe and explain the most salient issues of the implementation of the RNCS.

- Verbatim words and phrases from the interview are analysed and used as data to illustrate the findings.

Denscombe (2003:267) describe qualitative research as an umbrella term that covers a variety of styles of social research. It is any kind of research that produces findings not arrived at by means of quantification. It may refer to research about person's lives, stories, behaviour and organisational functioning, social movements or interaction relationships.

3.2.2 The role of the researcher

It is important to explain the role of the researcher so that the researcher understands his/her role clearly. Firstly, the researcher should ask for permission to conduct research from the identified sites. According to Denscombe (2003:273), the researcher in a qualitative study is the data gathering instrument. The researcher talks to principals and educators in schools, observes their activities, reads their documents and written records and records this information in field notes or journals. According to Walliman (2001:96), the researcher is interested in how the subjects of the research talk about their own experiences (theories) rather than imposing a theory from outside. The researcher, therefore, is expected to have the research skills that enable the research process to produce reliable and valid information. Patton in Du Plessis (2005:154) supports the above statement by maintaining that validity in qualitative methods hinges to a great extent on the skills, competence and the rigor of the person doing field work.

It is the duty of the qualitative researcher to establish good relationships with the participants so that they feel free to communicate their experiences. In addition, Goddard and Melville (2001:49) state that the researcher must remember that the subjects are individual human beings, and treat them with appropriate respect. The qualitative researcher must strive to build a relationship of reciprocal trust and rapport with his/her subjects. The quality of the data depends on this rapport in so far as it increases the likelihood of participants sharing authentic knowledge of their life world. According to

Walliman (2001:241), the researcher should avoid leading questions, excessive guidance and other factors which may cause distortion. The researcher collaborates with the participants in a professional manner in order to acquire the required information.

According to Hoberg (1999:83), the researcher is a curious learner who comes to learn from and with research participants. Thus, the researcher did not go to the field as an expert or a figure of authority. However, the researcher was confident and actively interacted with research participants in different ways to solicit information about the role of the school principal in the implementation of the RNCS. The researcher developed an interview guide topics that facilitated discussion with the participants. McMillan and Schumacher (1997:447) agree that the interview guide topics are selected ahead of time but the researcher decides on the sequence and wording of the questions during the interview.

3.2.3 Data collection strategies

Data collection strategies are selected taking into account the focus of the research and the desired timeframe for the study. The researcher identified individual interviews and focus group interviews for the purpose of this research work. Goddard and Melville (2001:49) state that the advantages of interview are that the researcher can ask the respondent to clarify unclear answers and can follow up on interesting answers. According to Hoberg (1999:77), data collection and analysis are interactive research processes that occur in overlapping phases. The phases are as follows:

- Phase 1: Planning

The researcher describes the kind of setting or sites, the kind of interviewees or documents that would seem logically to yield information about the problem. In this phase the researcher locates and gains permission to use the site, a network of persons or an archive of documents.

- Phase 2: Beginning data collection

The researcher establishes rapport, trust and reciprocal relations with the individuals and groups to be observed. The researcher obtains data primarily to become oriented to the field and to gain a sense of totality of the setting for purposeful sampling. In this phase the qualitative researcher develops a way to organise, code and retrieve collected data for formal data analysis that takes place in phase five.

- Phase 3: Basic data collection

The researcher begins to hear, see and read what is going on rather than just listen, look around or scan documents.

- Phase 4: Closing data collection

The researcher gives more attention to possible interpretations and verification of the emergent findings with key informants, the remaining interviews, or documents. The researcher senses that further data collection will not yield any more data relevant to the research problem.

- Phase 5: Completion

The researcher starts with formal data analysis and the construction of meaningful ways to present data. The researcher reconstructs initial diagrams, time charts, network diagrams, frequency lists, processes figures and others to synthesise a holistic sense of the totality, the relationship of parts to the whole.

The qualitative data, generated from interviewing principals, educators and officials from the Department of Education, is particularly powerful in illuminating and communicating key insights. Wagner, Kegan, Lahey, Lemons, Garnier, Helsing, Howell and Rasmussen (2006:134-135) state that seeing the phases and hearing the stories, hopes and opinions of those in education in our own community moves us (researchers) emotionally, reminds us of the imperative behind our work and enables us to see the information as living in three

dimensions instead of just one. The stories, the faces and the voices of the participants remain with the researchers with an insistency that numbers can rarely inspire.

3.2.3.1 Individual interviews with principals

Mothata (2000:89) refers to the word interview as a data gathering technique. Hoberg (1999:79) identifies three types of the specialised applications of the interview strategy, namely key informant interviews, elite interviews and career and life history interviews. According to Hoberg (1999:79), key informants interviews are in-depth interviews of individuals who have special knowledge, status or communication skills and they are willing to share that knowledge with the researcher. The researcher conducted individual interviews with four primary school principals as the key informants and as the people who are managing the implementation of the RNCS in schools.

The participants and the researcher agreed on a date, time and venue for the interviews. All the principals were interviewed in their offices. Before the interviews the informants were informed about the following:

- The purpose of the research.
- The strict confidentiality of the information given.
- The use of the tape recorder.
- The procedure to be followed during the interview.

The interviews were tape-recorded with the permission of the principals and they were later transcribed. However, one principal was uncomfortable with the use of tape recorder during the interview; therefore, the researcher took notes. The same principal postponed the interview three times due to a busy schedule. Although the researcher had prepared possible questions, they were used as guides. Generally, the interviews with principal proceeded without problems.

3.2.3.2 Individual interviews with the Department of Education officials

Qualitative interviews may take several forms such as the informal conversational interviews, the interview guide approach and standardised open-ended interviews (Hoberg, 1999:78). As in the interviews with principals, the researcher used the interview guided approach in which topics are selected in advance but the researcher decides the sequence and wording of the questions during the interviews. The strategy was selected because the researcher wanted to obtain people's perception of activities, roles, feelings, motivations, concerns and thoughts about the implementation of the RNCS. According to Hoberg (1999:78), selection of the interview strategy depends on the following context and purpose:

- To obtain future expectations or anticipated experiences
- To obtain the present perception of activities, roles, feelings, motivations, concerns, thoughts
- To verify and extend information obtained from other sources
- To verify or extend hunches and ideas developed by the participants or ethnographer

According to Walliman (2001:240), the interview technique has advantages because it is flexible and adaptable. Interviews enable the researcher to probe responses, raise follow up questions, clarify and elaborate to achieve specific accurate responses. The researcher is also aware of the disadvantages of the interviews. Interviews are potential for subjectivity, bias, higher costs and time consuming. Depending on the training and expertise of the interviewer, the respondent may be uncomfortable in the interview and unwilling to report true feelings. In order to overcome disadvantages the researcher should be thought of as a neutral medium through which information is exchanged.

Two officials from the Department of Education who are involved in the training of principals and educators in the implementation of the RNCS in Tshwane North D3

schools were interviewed. The appointment was made with one official; however, he invited a colleague to join in the interview. The interviews were conducted in the district office. The interviews were tape-recorded with the permission of the participants although the researcher also took notes. The participants were very cooperative and the interviews proceeded well.

3.2.3.3 Focus group interviews

According to Denscombe (2003:169), focus group interviews are used to elicit data from a small group of people on a specific topic or theme. Focus groups are generally regarded as a useful way of exploring attitudes on non-sensitive, non-controversial topics. They can elicit contributions from interviewees who might otherwise be reluctant to contribute and, through their relatively informal interchanges, focus groups can lead to insights that might not otherwise have come to light through the one-to-one conventional interviews.

The researcher identified groups of five educators per research field who participated in the interviews for thirty minutes to one hour. According to Walliman (2001:238), face-to-face interviews can be carried out in a variety of situations - in the home, at work, outdoors or while traveling. The interviewer is in a good position to be able to judge the quality of the responses of the subjects, to notice if the question has not been properly understood, and to reassure and encourage the respondent to be full in his/her answers. Visual signs, such as nods, smiles and others are valuable tools in promoting complete responses. The interviews for this research were conducted in the field. McMillan and Schumacher (1997:433) regard the focus group interview as a strategy for obtaining a better understanding of a problem or an assessment of a problem and concerns a new product or idea by interviewing a purposefully sampled group of people rather than each person individually.

Bogdan and Biklin in Mazibuko (2003:44) indicate that focus group interviews are a useful way of getting insights about what to pursue in individual interviews. In addition, McMillan and Schumacher (1997:453) state that by creating a social environment in

which group members are stimulated by the perceptions and ideas of each other, one can increase the quality and richness of data through a more efficient strategy than one-on-one interviewing. Thus, focus group interviews were conducted with educators who are involved in the implementation of the RNCS in the Intermediate Phase within the Tshwane North D3.

The researcher conducted one focus group interviews with five educators from a school situated in the informal settlement and one focus group interview with educators from a school in the township. Two focus group interviews were conducted with educators from city schools, formerly known as Model C schools. The interviews were conducted after school hours though the researcher arrived at the venue an hour earlier to familiarise himself with the environment. The interviews were also tape-recorded with the permission of the participants. They were conducted in English as all educators were proficient in the language. Educators actively participated in the interviews and the interviews proceeded well.

The researcher was aware of the disadvantages of the focus group interviews. According to Mazibuko (2003:44), the researcher should guard against a situation whereby one person dominates the interview by intervening and asking others to voice their opinions. Hoberg (1999:146) indicates that group members may ask irrelevant questions, thus requiring the interviewer to keep the discussion focused.

3.3 The research design

According to McMillan and Schumacher (2006:22) the research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. In other words, design indicates how the research is set up, what happens to the subjects and what methods of data collection are used. The purpose of a design is to provide the most valid, accurate answers possible to research questions. Bogdan and Biklen in Du Plessis (2005:148) add that the design refers to the researcher's plan on how to proceed in the research.

This research is qualitative in nature and it is conducted in a natural setting. There is no manipulation of variables, simulation or externally imposed structure on the situation. The research began with a planning phase in which general research questions, the kind of the site and types of participants needed were identified in accordance with McMillan and Schumacher (2006:322-323). Interviews were conducted with individuals and small groups of educators to capture their perspectives of the role of the school principal in the implementation of the curriculum. Questions were semi-structured and open-ended to provide the participants with every opportunity to describe and explain what is most salient to them. Verbatim words and phrases from the interviews were analysed and used as data to illustrate findings.

3.3.1 Statement of subjectivity

According to Marshall and Rossman (1995:145), a qualitative research proposal should respond to concerns that the natural subjectivity of the researcher will shape the research. The researcher was mindful of the fact that he should gain some understanding and empathy for the research participants in order to gain entry into their world. The success of qualitative research depends on the willingness of the participants to participate. Thus, the researcher had to gain the trust and confidence of the participants. Glesne and Peshkin in Mazibuko (2003:46) add that trust should be developed before people are willing to release certain kinds of information.

3.3.1.1 Status

The researcher is an educator in a primary school in Tshwane North D3. He is actively involved in the implementation of the RNCS. The researcher is also an education specialist (school based). He is, therefore, in charge of the implementation of the curriculum at the school and he is familiar with the management of the implementation of the curriculum. However, the researcher entered the field as a learner and tried not to impose his opinion on the research. He allowed all participants to speak freely and tell

him everything about the implementation of the RNCS and the role of the school principal in the implementation of the curriculum. The participants were assured of the confidentiality of their responses.

3.3.1.2 The language issue

The researcher is known to the community and he is familiar with the languages used in the community of Soshanguve and the Tshwane North area. The researcher understands the dynamics and politics of the community in which the schools are situated. As a result, the participants were able to discuss issues with the researcher lucidly with no language barriers. Interviews were conducted in English since all participants understand it. However, occasionally the participants and the researcher used Afrikaans and Sepedi to clarify certain points. Such points were translated into English after agreeing on them.

3.3.2 The context of the study

The researcher found it necessary to describe the context in which the research took place as it has an impact on the implementation of the RNCS. Tshwane North is one of the twelve districts of Gauteng Province in South Africa. It is situated in the north of Gauteng Province. Tshwane North is characterised by informal settlements, township, suburban and urban areas. Schools are located in all these areas.

The implementation of the RNCS poses various challenges to principals in different areas. Many parents in the informal settlement are unemployed. As a result, they cannot pay school fees. Thus, their schools are under resourced. Some learners rely on the school nutrition program for the lunch meal which makes teaching and learning difficult when food is not delivered in time. Principals in other areas may experience overcrowding in classrooms and inadequate training in the implementation of the curriculum.

3.3.3 Selection of informants

According to McMillan and Schumacher (2001:401), qualitative research uses small samples of people nested in their context and studied in depth. In addition, Hoberg (1999:58) states that generally in qualitative research a small, distinct group of participants will be investigated to enable the researcher to understand the problem in depth. Thus, a small sample affords the research the opportunity to focus on the detail and quality of an individual or small group's experiences. In this study the researcher used judgement sampling to select the informants. Judgement sampling involves the deliberate choice of informants on the basis of specific qualities which endow them with special knowledge that the researcher values.

The researcher selected five educators and a principal from each of the four schools identified as the research fields and one district official for in-depth interviews. Schools are situated in different areas, namely an informal settlement, a township, a suburb and an urban area. The informants were selected on the basis of a set of criteria outlined below:

- They must have been teaching for at least four years to ensure that they are familiar with the RNCS and they have gained experience in teaching.
- They must be fully qualified educators.
- They must be willing and capable of providing valuable information for the research to succeed.
- They must represent various areas as described in the context of the study.
- They must be teaching in the intermediate phase.
- The district official must be a person who is responsible for the training of principals and educators in the implementation of the curriculum.

The researcher had to secure permission from the Gauteng Department of Education, district and schools. School principals assisted in identifying relevant educators and coordinating the meeting between educators and the researcher. The characteristics of participants are discussed in chapter four.

3.3.4 Interview guide

According to Patton in Du Plessis (2005:154) the interview guide is a list of questions or issues that are to be explored in the course of interviews. An interview guide is prepared to ensure that a number of people respond to the same information. McMillan and Schumacher (1997:447) mention that, in the interview guide, topics are selected in advance but the researcher decides the sequence and wording of the questions during the interview.

The researcher devoted considerable time to thinking through the key points that warrant attention during the interview. Therefore, an interview guide was used in this study to ensure that all relevant aspects of the research were covered in the interviews. The main themes on the interview guide were the role of the school principal in the implementation of the RNCS, the training received by the principals, the requirements for successful implementation of the RNCS and management of curriculum change. However, the interview guide did not dictate the structure of the interviews as participants were also allowed to raise issues relevant to the topic. The interview guide is provided as an appendix 1 at the end of this book.

3.3.5 Transcribing the data

Bazeley (2007:44) supports the idea that transcribing involves translating from an oral language, with its own set of rules, to a written language with another set of rules. Transcripts are not copies or representation of some original reality; they are interpretative constructions that are useful tools for given purposes. According to Bazeley (2007:45), there is always the danger that transcribed words may lose some meaning as tone, volume, emotionality and accompanying facial and body gestures and disposition cannot be portrayed.

The researcher transcribed all tape-recorded interviews verbatim immediately after the interviews had taken place. The transcription was done by the researcher himself in order to retain the form and style of the participants' expressions. The goal in transcribing the data is to be as true to the conversation as possible, yet pragmatic in dealing with the data. A diary was also kept to record phrases and body language accompanying them during and immediately after the interviews.

Bazeley (2007:45) provides the following suggestions which should be kept in mind when transcribing the data:

- A full transcript will include all 'ums, mmms', repetitions and the like. Repetitions communicate something about the thinking or emotion of the interviewee.
- In the same vein, do not correct incomplete sentences or poor grammar: it is important to capture the form and the style of the participant's expression.
- Note events which create interruptions to the flow of the interview, for example, tape off or telephone rings. Note also other things that happen which may influence interpretation of the text.
- Record nonverbal and emotional elements of the conversation, such as (pause), (laughter), (very emotional at this point). Emotional tone and the use of rhetoric are important to record. For example, something said sarcastically, if simply recorded verbatim, may convey the opposite of the meaning intended.
- If one of the speakers (or the interviewer) is providing a non-intrusive affirmation of what another is saying, one option is to record that affirmation simply by placing it in parentheses or square brackets within the flow of text [Int: mmm], rather than taking a new paragraph and unnecessarily breaking up the text flow.
- Digressions from the topic of the interview are a controversial issue. The decision about whether or not to include that text centres on whether there is any meaning in the digression. Unless there clearly is significance in what was said, it is usually sufficient to skip the detail of that part of the conversation.

3.3.6 Analysis of the data

According to Hoberg (1999:131), qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns among the categories. The researcher initially read the transcripts and the notes repeatedly in order to gain familiarity with them. The researcher also listened to all recordings of the interviews, at the same time confirming the accuracy of the transcriptions. Marshall and Rossman (1995:113) indicate that reading, reading and reading once more through the data force the researcher to become familiar with those data in intimate ways.

The researcher searched through the data for regularities, patterns and topics in the data and wrote words and phrases to represent these topics and patterns. Taylor and Bogdan in Mazibuko (2003:56) maintain that in qualitative research coding is a systematic way of developing and refining interpretations of the data. Thus, the researcher divided the data into topics or categories in order to work with it easily. The emerged categories or topics were colour coded.

3.3.7 Reliability and validity of the study

The researcher deems it important to discuss the reliability and validity of the research. According to McMillan and Schumacher (2001:181), reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant meanings from the data. In the classic meaning of reliability, according to Denscombe (2003:273), the criterion of reliability is whether the research instruments are neutral in their effect, and would measure the same result when used on other occasions. But with qualitative research the researcher self is an integral part of the research instrument. The researcher reinforced the reliability of this research work by providing an explicit account of:

- The aim of the research and its basic premise;
- How the research was undertaken, and

- The reasoning behind key decisions made in relation to things such as sampling.

In supplying this information, the researcher hopes that it is possible to reach a conclusion about how far another researcher would come up with the same findings.

Shimahara in Mazibuko (2003:44) maintains that validity and reliability of the research are crucial in all social research regardless of disciplines and methods employed. Collected data must be accurate, authentic and represent reality. According to McMillan and Schumacher (2006:131), issues of instrument validity and reliability in qualitative research depend largely on the skills of the researcher.

According to Denscombe (2003:273) measures to enhance reliability involve a complete description of the research process, so that an independent researcher may replicate the same procedures in comparable settings. This includes the following: a delineation of the physical, cultural and social contexts of the study, a statement of the researcher's roles in the research setting, an accurate description of the conceptual framework of research and a complete description of the methods of data collection and analysis.

Wiersma in Mazibuko (2003:45) maintains that, regardless of the form research takes or the end to which it is directed, researchers want research to be valid. Marshall and Rossman (1995:143) contend that the strength of a qualitative study that aims to explore a problem or describe a setting, a process, a social group or a pattern of interaction will be its validity. According to Marshall and Rossman (1995:99), using a combination of data type increases validity as the strengths of one approach can compensate for the weaknesses of another approach.

The researcher gained knowledge of data collection and analysis strategies in order to maintain the validity of the research. The researcher used a range of techniques in a single study to corroborate findings for reliability, including the use of mechanically sophisticated methods of recording, transcribing and analysis.

3.3.7.1 Reliability in data collection

McMillan and Schumacher (1997:404-406) maintain that qualitative researchers commonly use a combination of strategies to enhance reliability in data collection. Thus, the researcher used a combination of strategies to ensure that data was reliable, namely verbatim accounts of conversations, transcripts and direct quotations which were used as data, mechanically recorded data using a tape recorder and low-inference descriptors such as concrete, precise descriptions from field notes and interview elaborations.

3.3.7.2 Internal validity

Internal validity refers to the degree to which the explanations of phenomena match the reality of the world. McMillan and Schumacher (2006:324) describe validity of qualitative designs as the degree to which the interpretations and concepts have mutual meaning for the participants and the researcher. In that way, the researcher and the participants should agree on the descriptions and the meanings of different events. Davies and Mosdell (2006:27) say that internal validity means making sure that the findings are as reliable as they can be by eliminating all possible sources of error in the way the study is designed. The researcher used the following strategies to increase internal validity of the study:

- The researcher revisited the research fields for comparison and corroboration in order to refine ideas and to ensure the match between research-based categories and participants' reality.
- The language used in the interviews was familiar to the participants which increased common understanding.
- Interviews and observations were conducted in schools (natural settings) to reflect reality of life experience accurately.
- The researcher also guided against his subjectivity by keeping a memo that would alert him during data analysis.

Denscombe (2003:274) mentions the following ways in which checks on the validity of the findings can be undertaken:

- Do the conclusions do justice to the complexity of the phenomenon being investigated and avoid oversimplification while also offering internal consistency?
- Has the researcher's self been recognised as an influence in the research but not a cause of biased and one-sided reporting? This is a difficult tightrope to walk, but vital in the context of qualitative research.
- Have the instances selected for investigation been chosen on explicit and reasonable grounds as far as the aims of the research are concerned?
- Have alternative possible explanations been explored? The research needs to demonstrate that the researcher has not simply plumped for the first explanation that fits, rather than see if rival theories work or whether there are hidden problems with the proposed explanation.
- Have the findings been triangulated with alternative sources as a way of bolstering confidence in their validity?
- How far do the findings and conclusions fit with existing knowledge on the area, and how far do they translate to other comparable situations? (external validity)

3.3.8 Triangulation

According to Denzin and Lincoln (2005:5) triangulation is the use of multiple data collection techniques. It enables the researcher to study the data from more than one perspective. The use of multiple data collection techniques increases both the validity and reliability of the research outcomes.

In addition, Denzin and Lincoln (2005:5) indicate that the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question. All data collection techniques have strengths and weaknesses. Triangulation helps to emphasise the strengths and minimise the weaknesses. Therefore, by using

complimentary methods, a researcher can cover the weaknesses of one method with the strengths of another.

In this study, the data collected have been triangulated in the following manner:

- Comparing data from focus group interviews with educators and individual interviews with principals.
- Comparing data from individual interviews with principals from different schools.
- Comparing data from focus group interviews with educators from different schools.
- Comparing data from individual interview with an official from the Department of Education and individual interviews with school principals.
- Using handouts and circulars on the implementation of the RNCS from the Department of Education to confirm statements made by participants.

3.4 Summary

This chapter dealing with research methodology provides information about how the research was conducted. The chapter covers the use of a qualitative approach to research, it describes the methods used to obtain data and it covers the design of the research. The researcher is confident that the validity of the research could be guaranteed due to precautionary measures taken and described above.

In the next chapter, the researcher analyses the data emerging from the interviews with educators, school principals and officials from the Department of Education.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of this chapter is to present data collected during individual interviews with four principals, focus group interviews with twenty educators and interviews with two officials of the Department of Education. The chapter presents discussions on the research aims, namely the role of the school principal in the implementation of the RNCS, the requirements for successful implementation of the RNCS and the training received by the principals. These aims were covered by the topics on the interview guides which allowed the research participants to discuss what they do to ensure that curriculum is implemented correctly, to identify the requirements for successful implementation of the RNCS from the research participants' point of view and to determine the kind of the training needed to enable principals to manage the curriculum properly. The chapter also presents the perception of principals on the RNCS based on the discussions during the interviews. Furthermore, the chapter describes the management of curriculum change to reveal how principals cope with managing curriculum change.

The characteristics of the participants and their schools, together with their experiences, are discussed in this chapter. The presentation of characteristics does not violate the assurance of confidentiality and anonymity given to the participants during the interviews. The chapter also focuses on significant themes which were discussed in the interviews.

4.2 Schools included in the research

Four primary schools were chosen in this study. School A is situated in an informal settlement. The school fee is ± R150 per learner annually. 23% of parents are unable to pay the school fee because they are unemployed and they have no means of earning an income. Therefore, they are exempted from paying school fees. The total income of the

school, including a grant from the Department of Education, is not more than ± R350 000. The school is under Section 21 and does its best to raise funds. Unfortunately, they do not raise a considerable amount. See table 4.2.1 for more information.

School B is situated in a township (suburban area). Parents in this area are employed, so they are able to pay the school fee. The school charges a fee of ± R350 per learner annually. The school is also under Section 21 and it receives a grant from the Department of Education. The total income of the school is ± R550 000 including money from fund raising and donations. See table 4.2.1 for more information.

Schools C and D are situated in the City of Tshwane (formerly known as Pretoria). Their school fees are ± R3 000 per learner annually. These schools are also under Section 21 and they receive small grants from the Department of Education. The total income of school C is ± R1 million and school D is ± R2.5 million. Both schools are able to make large amounts of money from fund raising and donations. They have educators employed by the School Governing Bodies who are paid from the school funds to alleviate work load.

The Schools C and D have more facilities and resources than school A and B. Some of the learners in schools C and D are from the township. Availability of facilities and resources makes it possible for schools C and D to implement the curriculum in innovative ways unlike schools A and B.

Table 4.2.1 Schools in the research

Schools	School A primary	School B primary	School C primary	School D primary
Location	Informal settlement	Township	Town	Town
No. of learners	671	840	807	1139
No. of educators	18	22	25	46

No. of classrooms	14	18	22	38
Laboratory	None	None	Available	Available
Library	None	None	Available	Available
Admin. block	None	Available	Available	Available
Staffroom	None	Available	Available	Available
Computer centre	None	Available	Available	Available
Type of sports ground	Informal	Informal	formal	Formal

Key:

Admin. : Administration

No. : Number

4.3 Biographical information of participants

4.3.1 The school principals

The researcher found it relevant to include biographical information about the four principals who were interviewed in this study. This information is necessary in order to understand the background of the participants in relation to their responses. Their detailed information is in Table 4.3.1.1. All hold the Degree of Bachelor of Arts.

Table 4.3.1.1 School principals

Principals	School A	School B	School C	School D
Age	37	52	44	61
Gender	Male	Female	Male	Male
Academic qualifications	Masters degree	BEd	BA	Bed

Professional qualifications	PTD	STD	HED	HED
No. of years of experience as principal	6	7	5	21
No. of years of experience as educator	7	18	17	11
Training on instructional leadership	Yes	Yes	Yes	Yes
Instructional leadership service provider	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Training for RNCS	Yes	Yes	Yes	Yes
RNCS training service provider	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Training for OBE	Yes	Yes	Yes	Yes
OBE training service provider	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa

Key:

- BA : Bachelor of Arts
 BEd : Bachelor of Education
 HED : Higher Education Diploma
 PTD : Primary Teachers' Diploma
 OBE : Outcomes-based education
 RNCS : Revised National Curriculum Statement
 STD : Secondary Teachers' Diploma

Table 4.3.1.1 shows that some principals are well qualified and they have attended training (cf. 4.4.6) on OBE and on the RNCS. They further attended information sessions

on curriculum organised by the Department of Education. The ensuing sections discuss the training (cf. 4.4.6) received by the principals and indicate whether the training was successful or not. All the principals have more than six years of experience as principals. Therefore, they are likely to be able to manage the implementation of the RNCS in their schools.

4.3.2 Educators

The researcher interviewed twenty educators in total. Their biographical information is displayed in Tables 4.3.2.1 to 4.3.2.4.

Table 4.3.2.1 Educators at school A

Educators	1	2	3	4	5
Age	30	38	40	39	34
Gender	Female	Male	Female	Male	Female
Academic qualifications	Std 10	BA	BA	BA	BA
Professional qualifications	PTD	PTD	STD	PTD	PTD
No. of years of experience	7	14	16	14	11
Grade taught	4-6	4-6	4-5	5-6	4-5
Training for RNCS	Yes	Yes	Yes	Yes	Yes
Service provider for RNCS training	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Duration of RNCS training	1 week	1 week	1 week	1 week	1 week

Was training cascaded model?	Yes	Yes	Yes	Yes	Yes
Training for OBE	Yes	Yes	Yes	Yes	Yes
Service provider for OBE training	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Duration of OBE training	1 week	1 week	1 week	1 week	1 week
Developmental workshops on RNCS at school	Staff, and L/Area meetings	Staff, and L/Area meetings	Staff, and L/Area meetings	Staff, and L/Area meetings	Staff, and L/Area meetings

Key:

L/Area : Learning Area

The focus group in school A included three females and two males with ages ranging from 30 to 40. All educators are teaching in the Intermediate Phase which has already implemented the RNCS. The educators have many years of teaching experience and they all have attended one week's training on OBE and RNCS organised by the Department of education and Unisa. Out of five educators, four have obtained the degree of Bachelor of Arts. All five educators are qualified teachers with a teaching diploma although one female educator has a Secondary Teachers' Diploma.

Table 4.3.2.2 Educators at school B

Educators	1	2	3	4	5
Age	54	38	43	35	52
Gender	Female	Male	Male	Female	Female
Academic qualifications	Matric	Matric	Matric	Matric	Matric

Professional qualifications	PTC	PTD	STD	HED	PTD
No. of years of experience	27	13	16	11	25
Grade taught	4-5	5-6	5-6	4-6	4-6
Training for RNCS	Yes	Yes	Yes	Yes	Yes
Service provider for RNCS Training	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Duration of the training	1 week	1 week	1 week	1 week	1 week
Was training cascaded model?	Yes	Yes	Yes	Yes	Yes
Training for OBE	Yes	Yes	Yes	Yes	Yes
Service provider for OBE	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Duration of the training	1 week	1 week	1 week	1 week	1 week
Developmental workshops on RNCS at school	Learning area meetings	Learning area meetings	Learning area meetings	Learning area meetings	Learning area meetings

The focus group in school A included two males and three females with ages ranging from 34 to 54 years. They are all teaching in the Intermediate Phase which is implementing the RNCS. They also have many years of teaching experience and they have attended one week's training on OBE and RNCS. All educators are qualified teachers with teaching diploma.

Table 4.3.2.3 Educators at school C

Educators	1	2	3	4	5
Age	30	39	25	36	40
Gender	Female	Female	Female	Female	Female
Academic qualifications	BED	BA	BA	BA	BA
Professional qualifications	PTD	HED	HED	HED	HED
No. of years of experience	7	15	3	12	15
Grade taught	4-5	3	4-5	5-6	4-5
Training for RNCS	Yes	Yes	Yes	Yes	Yes
Service provider for RNCS training	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa	Dept. of education and Unisa
Duration of the training	1 week	1 week	1 week	1 week	1 week
Was training cascaded model?	Yes	Yes	Yes	Yes	Yes
Training for OBE	Yes	Yes	Yes	Yes	Yes
Service provider for OBE training	Dept. of education and Unisa	Dept. of education and Unisa	UP	Dept. of education and Unisa	Dept. of education and Unisa
Duration of training	1 week	1 week	1 year	1 week	1 week

Developmental programmes on RNCS at school	Staff and L/Area meetings	Staff and L/Area meetings	Staff and L/Area meetings	Staff and L/Area meetings	Staff and L/Area meetings
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The focus group in school C included females only with ages ranging from 25 to 40 years. Four educators are teaching in the Intermediate Phase and one educator is teaching in the Foundation Phase. The two phases are implementing the RNCS. One educator has three years of teaching experience while other educators have many years of experience. All educators attended one week's training on OBE and RNCS except one educator who covered OBE at the University of Pretoria (UP) as part of a teachers' diploma. All educators have the degree of Bachelor of Arts and they are qualified teachers with a teachers' diploma.

Table 4.3.2.4 Educators at school D

Educators	1	2	3	4	5
Age	36	25	52	37	25
Gender	Female	Female	Male	Female	Female
Academic Qualifications	BED	BA	BA	BA	BA
Professional qualifications	HED	HED	HED	HED	HED
No. of years of experience	12	2	26	14	2
Grade taught	4-6	3	5-6	4-5	3
Training for RNCS	Yes	Yes	Yes	Yes	Yes
Service provider for RNCS training	Dept. of education and Unisa	UP	Dept. of education and Unisa	Dept. of education and Unisa	UP

Duration of training	1 week	1 year	1 week	1 week	1 year
Training for OBE	Yes	Yes	Yes	Yes	Yes
Service provider for OBE training	Dept. of education and Unisa	UP	Dept of education Unisa	Dept of education and Unisa	UP
Duration of training	1 week	1 year	1 week	1 week	1 year
Developmental programmes on RNCS at school	Staff and Phase meetings	Staff and Phase meetings	Staff and Phase meetings	Staff and Phase meetings	Staff and Phase meetings

In school D the focus group included four female educators and one male educator with ages ranging 25 to 52 years. Three educators are teaching in the Intermediate Phase and two are teaching in the Foundation Phase. The two phases are implementing the RNCS. All participants have the degree of Bachelor of Arts and they are qualified educators with a teacher's diploma. Three educators have more than two years of teaching experience; the other two educators have two years of teaching experience. The latter were trained in OBE and RNCS as part of a diploma at the University of Pretoria. The other three educators attended one week's training on OBE and RNCS.

4.3.3 The Department of Education officials

Two officials of the Department of Education were interviewed in this study. They work at the district's curriculum unit responsible for the training of principals and educators in curriculum matters. The officials have many years of teaching experience and years of experience of work in the district curriculum unit. They observed the training of principals and educators done by Unisa. Unisa, in consultation with the Department of Education, developed the RNCS training manuals.

4.4 Themes discussed in the interviews

4.4.1 Change and curriculum change

Educators from school A feel positive about the introduction of the RNCS though they indicate that the training was very short. Thus, they do not have enough information to implement the curriculum successfully.

An educator from school A stated:

The district facilitators also do not have enough information on the implementation of the RNCS because when they are approached for assistance they are not sure of their responses.

The focus group from school B accepts the curriculum change. However, they pointed out that the curriculum does not give enough time for reading (cf. 4.4.8) hence learners lack reading skills. They complained about the inadequacy of one week's training (cf. 4.4.6) on the RNCS.

One educator from school B added:

We were expected to implement the RNCS before we understand it. The Department of Education introduces frequent curriculum changes (cf. 4.4.8) that deny us the opportunity to master a particular system before we can switch over to another system. For example, they introduced the National Protocol on Assessment while we were still familiarising ourselves with assessment and reporting as contained in each Learning Area Statement.

Another educator from school B stated:

We are not really kept abreast because the last time we met with Mathematics facilitators was in October 2005 and now is September 2006. We are not sure if we are still in the right direction. Principals should have been given thorough induction on the implementation of the RNCS in order to lead the process.

The focus group from school C welcomed curriculum changes as a move in the right direction. They agreed with each other that everything changes and people have to learn to live with and take changes positively.

One educator from school C stated:

We are fortunate at our school because our principal is one of the people who are at the forefront of the curriculum changes in the district. He keeps us informed of any change.

The focus group from school D felt positive about the RNCS and its implementation. Those who were trained on the RNCS as part of study for the teachers' diploma at the university were satisfied with the training they received. However, those who attended one week's training with the rest of the educators felt that the training was inadequate.

One educator from school D mentioned:

One week's training was very short. At the end of the training we were still not sure of what we must do to implement the curriculum.

The principal from school A accepts the change and said that it is for the good of the country. C2005 had difficult vocabulary whereas the RNCS vocabulary is user friendly. He was concerned about one week's training on the RNCS; it was not enough. He mentioned that principals and other members of SMT were trained for four hours on the management of the implementation of the RNCS.

The principal from school A said:

The training was also not adequate because when I got back to school I was not sure of where I should start. I had to contact the district officials now and then for advice.

The principal from school B mentioned that circumstances determine change and nobody can prevent changes from happening. However, she is uncertain about whether the RNCS will improve teaching and learning even if it is implemented successfully.

The principal from school C mentioned:

There will be change from now and then. There was a change in the past, there is change now and there will be change in the future. We have to learn to adapt to change.

The principal from school C had the opportunity of attending the training on the RNCS with other trainers who were identified to facilitate the training of the entire educator and principal corps. Hence, he found one week's training adequate. He was of the opinion that if the RNCS is implemented successfully it will improve the quality of teaching and learning in South Africa.

Principal D accepts change as part of human life, feels positive about the introduction of the RNCS and sees the RNCS as an improvement of C2005. He also attended training on the RNCS with other trainers with a view to training the entire educator and principal corps. He considered one week's training adequate.

The principal from school D mentioned:

Change is part of human life. We must learn to adapt to change because in most cases it brings about improvement in what we do.

According to the Department of Education officials principals were trained together with educators. The officials indicated that the training was successful based on the evaluation forms received at the end of the training. However, they confirmed that there was no special training for the principals on the management of curriculum implementation and no awareness campaign on the RNCS before training. They also indicated that the quality of the training at different levels was not the same as weaknesses in the first training were rectified in the subsequent training.

An official of the department stated:

There was no resistance for curriculum change from educators or principals. However, there was a problem with educators and principals struggling to understand the implementation of the curriculum.

Discussion

The participants agreed with the literature (cf. 2.2) that change is inevitable, necessary and universal and this understanding encouraged them to accept change. The participants do not regard this curriculum change as the result of shifting balances between groups in society that compete for the opportunity to exercise power as William (1999:121) argues. Rather, they agreed (cf. 2.2.1) that curriculum change is not always politically motivated; sometimes it might be motivated by the need for improvement in the education system or social development. However, the participants are critical about frequent changes that do not give them the opportunity to master a particular system, implement it fully and recognise its weaknesses before they switch over to another system.

The participants also agreed that change is the process of moving from the present way of doing things to a new way of doing things in order to become more effective and efficient in service delivery. Therefore, they see the RNCS as an improvement of the C2005.

The researcher also attended the one week's training on the RNCS with other Intermediate Phase educators and principals. He confirmed that school management teams were trained to manage the implementation of the RNCS on the last day of the training for four to five hours.

4.4.2 Managing curriculum change as the role of the principal

According to the principal from school A, it was not easy to manage change while educators were still trying to adapt to C2005. The principal encouraged educators by explaining to them that change is part of life, necessary and unavoidable.

The principal from school A stated:

I encouraged educators to be positive and focus on their strengths. A series of staff meetings, phase meetings and learning area meetings were held to discuss an appropriate approach to the implementation of the RNCS. It was difficult to manage the implementation of the curriculum because I did not have enough information due to inadequate training.

According to principal B management of curriculum change involves all stakeholders. The principal should meet with different stakeholders to talk about the changes and how they affect their activities in the school.

The principal from school B mentioned:

After one week's training on the RNCS I started to talk about it in SMT and staff meetings which are held twice a month to reach common understanding and to change the mindset of educators. I also changed my mindset about the curriculum and exercised patience in communicating with educators about the implementation of the RNCS. I found it difficult to manage curriculum implementation because I could not answer the questions raised by the educators as I did not have enough information.

According to principal C the principal must be at the forefront of change. The principal must adapt to change and be able to put the vision into practice. The principal had sound knowledge of the RNCS and its implementation because he had been trained to train other educators and principals in the district. Thus, he was also able to lead the process of the curriculum implementation at the school.

The principal from school C stated:

The principal must lead by example and show educators that he is positive about the change in order to make educators to be positive about change.

According to principal D, the principal should have knowledge of what the change is all about to be able to communicate it to others. The principal should have a vision about change and be able to translate it into an operational plan. The principal had enough time

to make sense of the curriculum because he had been trained to train other educators and the principals in the district. In that way, he did not encounter problems in managing the implementation of the curriculum.

The principal from school D stated:

I used staff meetings which are held every week to update educators on the RNCS, to clarify uncertainties and motivate them.

The District Officials from the Gauteng Department of Education (GDE), in an attempt to manage the curriculum change, organised the training sessions for all educators and principals in the province. The one week's training sessions were organised by the GDE in collaboration with Unisa.

One District Official mentioned:

The training was coupled with orientation as to what caused the change in the curriculum. However, there was no awareness campaign before the training to make the educators aware of the curriculum change that was going to take place.

Discussion

The four principals are familiar with managing the process of change. They were able to hold meetings with staff members and other stakeholders in order to discuss curriculum change and create a common understanding. The principals also motivated their staff members to accept change positively. However, the principals from schools A and B did not have adequate information to give to their staff members due to inadequate training. Du Plessis (2005:96) emphasises the importance of training (cf. 2.2.2) before implementation by stating that training is a prerequisite for meaningful and successful implementation of the curriculum. In addition, change itself is a complex phenomenon that one needs to make sense of it before being able to take any control over the process.

The two principals from school C and D had the information on their finger tips because they had attended training of the trainers on the implementation of the RNCS. Hence,

they were able to lead the implementation of the RNCS with confidence. Unfortunately, most principals in Tshwane North D3 did not have the same privilege of attending training of the trainers on the RNCS. Therefore, most principals encountered the problem of inadequate information and could not answer staff's questions. This suggests that most principals were not in a position to lead the implementation of the curriculum.

MacLaughlin (2002:187) states that the training (cf. 2.4.3) of principals and educators in a new curriculum is deemed to be ineffective if it is concentrated and scheduled to take place prior to implementation only as in the form of once-off training only. The training should be preceded by an awareness campaign on the curriculum change which allows principals and educators to discuss salient points of the curriculum change.

4.4.3 The role of the principal in the curriculum implementation

According to the principal from school A the role of the principal in the curriculum implementation is to make the resources available (cf. 2.4.1), motivate educators and give them guidance where possible. The principal should have a management plan from the Heads of Departments (HODs) that indicates dates for checking educators and learners' work. Based on the HODs' report the principal should draw up a development programme (cf. 2.3) which is linked to the IQMS.

The principal from school A stated:

Curriculum implementation is the core responsibility of the principal. HODs are there to help the principal.

According to the principal from school B, the role of the principal in the implementation of the curriculum is to motivate educators (cf. 2.3.1), make sure that HODs check the educators and learners' work, address learning area problems during staff and learning area meetings, ensure a positive school climate and establish communication.

The principal from school B stated:

It is necessary to make educators feel important by giving everyone of them a task and expecting report back. During report back the principal should give motivating remarks (cf. 2.3.1). The principal may create positive school climate (cf. 2.4.2) by ensuring that relevant policies are in place and adhered to by every body, resources are available, people exchange greetings when they meet and drink tea together in the morning during information session.

According to the principal from school C, the principal should play a leading role in the implementation of the curriculum. Apart from HODs, the principal should also conduct class visits (cf. 2.3.2) to appreciate what the educators are doing and assist them where they encounter problems. He/she should pay attention to positive aspects and help educators address their weaknesses. The principal should motivate (cf. 2.3.1) staff members by demonstrating dedication, enthusiasm and hard work. He/she should organise experts to give workshops on educational issues to the educators at the school.

The principal from school C stated:

I demonstrate to educators how to teach mathematics concentrating on teaching methods. I always talk about teaching methods in the staff meeting. I allow the HODs to check my work. The educators in this school are happy and proud of the principal visiting their classrooms to see their work.

According to the principal from school D, the principal should have sound knowledge of the curriculum because curriculum implementation is the core function of the school. He should demonstrate compliance (cf. 2.3.2) with policy documents and circulars from the Department of Education. The principal should give educators the structure (skeleton) of the work and allow them to develop it (add the flesh).

The principal from school D stated:

The principal should take more time reading (cf. 2.2.2) the policy documents and circulars from the Department of Education to enrich his/her knowledge in order to be able to give guidance to others. He/she should be able to demonstrate reading lesson

to others if there is a problem with reading. He/she must have programmes for staff development (cf. 2.3.2) and coordinate availability of facilitators if he/she cannot facilitate it. The development should be linked to the IQMS. He/she should lead educators through vision, goals and values and ensure that there is common understanding. The principal should create positive school climate (cf. 2.4.2) through relaxed atmosphere and policies.

According to the Department of Education officials, planning is the most important process in the delivery of education and achieving curriculum goals. They emphasised that the principal should have thorough knowledge of the implementation of the curriculum in order to lead the planning process. He/she should be able to provide educators with guidance on the format and features of lesson plans, work schedules and learning programmes. The principal should organise resources and facilities (cf. 2.4.1) to enable educators to carry out their duties. He/she should establish good leadership and management that will encourage communication (cf. 2.3.2) which in turn will help staff members to reach common understanding.

One of the district officials stated:

The principal is an official of the department placed in the school to be an eye of the department. Thus, he/she should conduct class visits (cf. 2.3.2) to see what educators are doing in order to support them and give real report on their performance. He/she should not rely only on the reports of HODs. By conducting class visits the principal supports the HODs. The principal should motivate and set a good example by allowing HODs to check his/her work. The principal should know what is expected of educators in various Learning Areas in order to lead compliance.

Another district official added:

Schools are the beacon of transformation. The management style of a school needs to keep pace with transformation in the curriculum and reflect the principles of OBE. The role of the principal and other members of the School Management Team (SMT) is crucial to ensure that quality teaching and learning takes place. They are central to

management of curriculum (cf. 2.3.1) which includes critical understanding of education legislation, curriculum and related policies, managing curriculum planning, managing human resources: that is teacher utilisation based on subject/learning area specialization, managing human resource planning in terms of recruitment and development, managing curriculum resources, managing LTSM, managing the establishment and the functioning of curriculum structures within a school. By curriculum structures I mean School Assessment Team, School based support team and Learning area / Subject / Grade and or phase committees with regular formal meetings. The SMT manages the allocation of time for compliant and effective time tabling. In addition, the SMT manages the facilitation of parental involvement to support curriculum implementation.

According to the focus group from school A, the principal should work hand in hand with the HODs (cf. 2.3.2) and monitor the educators' work through the HODs. He/she should establish a curriculum committee which will ensure that curriculum is properly implemented and to monitor adherence to the policy.

According to focus group from school B, the principal should give educators moral support because the RNCS affects other educators (cf. 2.2.2) emotionally. The principal should provide human and material resources to make the work easy for the educators.

The focus group from school B stated:

The principal should come to the classroom to see what makes the educators not to cope with curriculum implementation and be able to help.

According to the focus group from school C the role of the principal is to oversee curriculum (cf. 2.3) implementation, coordinate the work through the HODs, have more knowledge of the RNCS than educators and be able to give (cf. 2.3) information where needed.

The focus group from school C stated:

Every week we submit our lesson preparations for the following week to the HODs. The learners' work is checked every month by the HODs. However, the principal checks the learners' work and educators' files any time he wants.

The role of the school principal according to the focus group from school D is to support educators in their activities, give guidelines on planning and allow individuals to adapt guidelines to their Learning Areas, motivate staff members, set a good example for them and create an atmosphere that will encourage educators to consult him/her if necessary.

The focus group from school D stated:

The HODs check our work every month and we are happy with that. The principal also gets into our classrooms (cf. 2.3.2) without notice to see our work and this keeps us on our toes. Like the HODs, the principal gives us feedback on his observations.

Discussion

The participants agree that the role of the principal in the implementation of the curriculum is to support educators through resources and facilities, give educators guidelines on planning for teaching and learning, motivate educators and create a positive school climate through the creation of policies.

All participants, except participants from school A, agree that the principal should conduct class visits to appreciate what the educators are doing and give assistance where needed. The participants from school A argue that the principal should manage teaching and learning through the HODs as they are in charge of teaching and learning. Other participants indicated that the principal is an official of the Department placed at the school to be 'the eye' of the Department. Thus, the principal should conduct class visits to observe what is happening in the school and give a proper report on the performance of educators.

The researcher supports class visits by the principal to observe educators in practice and give them real support based on observation. Curriculum implementation is at the center

of teaching and learning. Thus, the principal should have thorough knowledge of the curriculum and be able to lead the implementation. By conducting class visits the principal carries out his/her responsibilities to supervise, guide and offer professional advice on the work and performance of all staff in the school in accordance with Terms and Conditions of Employment of Educators determined in terms of section 4 of the Employment of Educators Act, 1998 (RSA, 1999b:12). The principal should, where applicable, offer lessons in one of the learning areas to maintain contact with classroom realities.

According to this study, the role of the school principal in the implementation of the curriculum includes but is not limited to the following:

- To communicate the purpose of the curriculum, the structure of the curriculum and the procedures in the implementation of the curriculum.
- To monitor compliance with the curriculum policy document and circulars.
- To lead and manage curriculum planning (learning programmes, work schedules and lesson plans). He should also offer lessons in one of the learning areas to keep in touch with reality.
- To lead and manage assessment of learners. The principal should be able to guide educators on the format and features of the assessment plan.
- To implement and monitor the performance management system, also known as the Integrated Quality Management System.
- To manage the allocation of time for learning areas on the time table.
- To manage punctuality and attendance to lessons.
- To manage human resources in terms of educator utilisation based on learning area specialisation.
- To manage human resources in terms of recruitment and development.
- To manage curriculum resources including teaching and learning support materials.

- To manage the establishment and the functioning of the curriculum structures (School Assessment team, School Based Support team, Learning Area/Grade and or Phase committees).
- To mediate curriculum policies to educators (cf. 2.3)
- To create a positive school climate through adherence to policies, by being consistent, by sincerely involving educators in decision-making, by exercising effective management behaviour, praising educators on a job well done and making educators feel at home.
- To delegate some curriculum management duties to other members of the SMT and to support them.
- To provide instructional leadership through classroom observation, giving feedback on observation, motivating and supporting educators for effective classroom practice and personal growth.
- To give meaning to educators' activities for stimulation and to inspire educators to work creatively, energetically, cooperatively, collaboratively and coordinatively. Burke and Krey (2002:23) state that action that is not meaningful has little chance of been creative or stimulating.

Therefore, the principal should be well informed and spend time studying educational policies and circulars in order to provide effective leadership in curriculum management.

4.4.4 Requirements for successful implementation of the Revised National Curriculum Statement

Requirements for successful implementation of the RNCS according to principal B are adequate resources, a reasonable learner-teacher ratio and support from the Department of Education.

According to principal D requirements for the successful implementation of the RNCS are knowledge, resources and understanding of the structure of the curriculum (skills, values and attitudes).

Principal D stated:

90% of work in Foundation Phase should be skills, which is communication, numeracy and life skills, and 10% of work should be academic work (knowledge). 90% of work at Grade 12 should be academic work and 10% of work should be skills.

According to the focus group B, requirements for successful implementation of the curriculum are human and material resources, knowledge of planning (lesson plan, work schedule, learning programme and assessment) and knowledge of learning content.

Focus group C agreed with focus group B on the requirements for the successful implementation of the RNCS with some additions. The latter added cooperation among educators, proper planning, proper management and knowledge of the RNCS.

The district officials from Department of Education mentioned quality training of principals and educators, change of mindset and readiness to implement the curriculum, team planning, a conducive environment and resources as the requirements for successful implementation of the curriculum.

Discussion

According to the participants the requirements for the successful implementation of the curriculum are as follows:

- Adequate human and material resources
- Reasonable learner-teacher ratios
- Support from the Department of Education
- Knowledge of the curriculum
- Quality training
- Readiness to implement the curriculum
- Proper curriculum management
- Team planning

- Conducive environment
- Knowledge of the learning content

The researcher agrees with the participants on the requirements for the successful implementation of the curriculum and adds the following:

- Compliance with curriculum policy documents
- Support from SMT to educators (class visits and observation)
- Parental involvement
- Functional curriculum structures (School Assessment Team and School Based Support team)
- Availability of facilities (laboratory, library, playing grounds, hall)

Other learning areas such as Life Orientation and Art and Culture need adequate space in the hall (cf. 2.4.5) to perform warm-up exercises, drama and dance. A laboratory is necessary to carry out experiments that cannot be carried out in a classroom. Learners with learning barriers should get appropriate assistance from the curriculum structures such as the School Based Support Team. Similarly, the learners' parents should be involved to consolidate work done by educators.

4.4.5 Perceptions of principals on the implementation of the Revised National Curriculum Statement

Principals see the RNCS as the change that brings about simplification in curriculum terminology. As such, educators may implement it without struggling with language terminology. According to the principals, their role in the implementation of the curriculum is to make resources available, motivate educators, create policies, conduct class visits, give educators guidance and coordinate the availability of the facilitators for workshops.

Similarly, their understanding of the requirements for the successful implementation of the curriculum leaves much to be desired. They mentioned a few requirements (cf. 4.4.4) and omitted others that address the learning outcomes of certain Learning Areas such as availability of facilities (laboratory, library, playing grounds, hall).

The principal from school B states:

I am not sure whether or not the curriculum will bring about effective learning and produce the learner that is envisaged by the Department of Education.

Another principal was not in favour that teachers should develop their own learning programmes.

The principal from school D states:

The conceptual development is lost in the process of developing own learning programmes because educators do not have knowledge of conceptual development.

Discussion

One principal is not sure of the credibility of the RNCS in delivering the quality of education envisaged by the Department of Education. This uncertainty may be attributed to the lack of understanding due to inadequate training and information. Another principal criticised the idea that educators should develop their own learning programmes. He argued that conceptual development is lost in the process of developing own learning programmes because educators do not have the knowledge of conceptual development. The argument is not well founded because research has not been conducted to examine whether or not educators can develop conceptualization during the development of learning programmes.

Although principals show lack of thorough understanding of the role they should play in the implementation of the RNCS, they are willing to manage the implementation of the curriculum.

4.4.6 Training of principals and educators on the Revised National Curriculum Statement

The principal from school A stated:

Principals were trained for about four hours in managing the implementation of the RNCS. Unfortunately, the time was short to discuss all the information thoroughly. At the end of the training I was confused, not knowing where to start because they covered so many topics in a short time. I still need another training that will focus on the RNCS and its implementation.

The principal from school B added:

Yes, I was trained on the RNCS, but the training session on managing the curriculum implementation lasted for a short time. After the training I was not ready to manage the implementation of the curriculum. Fortunately, all educators in the school attended the training on the RNCS so, I relied on their knowledge.

The principal from school C mentioned:

I and other officials from the Department of Education attended training on the implementation of the curriculum to come and train other principals and educators. The training covered many topics including Education Management, School Management, Leadership and inclusion, apart from curriculum management and management of curriculum implementation. The principals were (cf. 2.4.3) trained as learning area educators together with educators and for few hours they were trained on managing curriculum implementation.

The principal from school D added:

I facilitated training for School Management Teams (SMT) on curriculum management. Though the training was for few hours, it was fruitful and I hope that principals will be able to read the information further on their own. Principals and educators were trained on curriculum planning in different Learning Areas, for example: they were trained on the important features of the learning programme,

work schedule and lesson plan which are three levels of planning. They were also trained on clustering the Learning Outcomes and Assessment Standards. The training did not cover the learning content required to address the Learning Outcomes and Assessment Standards nor the requirements for successful implementation of the RNCS.

Discussion

The interviews reveal that training of principals and educators was inadequate hence principals and educators were unable to implement the curriculum properly. Furthermore, the training did not include the learning content required to address the Assessment Standards from different Learning Areas. However, the training included other important topics such as clustering of Assessment Standards and three levels of planning.

Learning areas such as Art and Culture are taught in all primary schools even though educators are not trained with regard to visual art, drama, dance, wind instruments and drums. Not only was the training of principals focused on the curriculum and its implementation, but it also included other aspects of education management which made it difficult for principals to grasp the implementation of the curriculum. The principals and educators need training that is focused only on curriculum and its implementation. The successful implementation of the RNCS (cf. 2.4.3) and high quality learning depends on the capabilities of principals and educators.

4.4.7 Support from the Department of Education

The Department of Education has the responsibility to support schools in different ways. The principals from school A and C share this view.

The principal from school A mentioned:

The officials from Department of Education should always be available to assist us with information. We also need financial assistance for workshops in the implementation of the curriculum and to buy learning and teaching resources. We

want to utilise the funds in organising people with expertise in curriculum implementation to come and train us at the school.

The principal at school B added:

The Department of Education should assist in training principals and educators, providing human and material resources, providing facilities to reduce overcrowding and visit schools regularly for assistance.

Other participants see the support from the Department of Education differently.

The principal at school D stated:

The Department of Education should establish a sound administration system so that when we need assistance, they do not send us from one office to the other. Officials should be knowledgeable and have information on their finger tips in order to help principals and educators in the implementation of the curriculum.

According to the Department of Education officials, principals and educators are supported with curriculum information through meetings, workshops and visits to schools (on site support).

One official stated:

We give schools human and material support. The curriculum brought new Learning Areas such as Technology, so some schools needed additional educators.

Discussion

It is important to note that all schools need support from Department of Educations in one way or another. Currently, the Department of Education supports principals and educators with curriculum information through meetings, (cf. 2.4.3) workshops and school visits. This kind of support is important if it can be done (meeting with principals and educators on curriculum matters), at least, once per term. The district officials should

keep (cf. 2.4.3) continuous contact with principals and educators to provide advice and assistance.

Furthermore, the Department of Education provides schools with human resources to cater for new Learning Areas and to alleviate the work load. The Department of Education also provides schools with posters for teaching and learning, circulars for information and funds (cf. 2.4.4) to buy teaching and learning materials. Nevertheless, other participants are of the opinion that the Department of Education should provide schools with adequate funds to cater for curriculum needs. Many schools in the district Tshwane North D3, especially the previously disadvantaged schools, are without halls, proper playing fields, laboratories and libraries.

4.4.8 Challenges on the implementation of the Revised National Curriculum Statement

Officials from the Department of Education stated:

Learning Area educators' lack of attendance at the cluster meetings prevent the Department from reaching its goal of giving adequate information. Some educators offer more than three Learning Areas, so they attend meetings frequently. Sometimes Learning Area meetings are called at the same time, so they miss information on the other Learning Areas. We are supposed to meet educators once a month but due to budget constraints sometimes we fail to do that.

Educators from school A stated:

The learner-teacher ratio is a problem at our schools. Some classrooms have more than fifty learners. The RNCS needs reasonable pupil-teacher ratios. The Facilitators from Department of Education do not have adequate information to assist educators and principals because when they are approached for assistance they are not sure of their responses.

Educators from school B added:

The last time we met with the facilitators for mathematics was in October 2005; now it's September 2006. The RNCS does not give enough time for reading (cf. 4.4.1) hence learners' reading skills develop at a slow pace and in most cases their reading skills is below their grade. We are also worried about frequent curriculum changes (cf. 4.4.1) that deny us the opportunity to master a particular system before we switch over to another system. The educators teaching Art and Culture are struggling to teach visual art, drama and dance because training did not cover the content of Learning Areas.

The focus group from school C added:

Officials from the Department of Education do not visit our school regularly. We phone them when we need advice. Certain concepts are treated once in English Grade four and never again in Grade five and six. Mathematics Grade four is full of problem solving skills while learners have not yet understand basic operations such as multiplication and divisions. The RNCS is not standardised.

Principal from school A explained:

The inception of the Integrated Quality Management System (IQMS) brought a new problem in that the educators think that the School Management Team (SMT) can no longer conduct class visits. They argue that the Development Support Groups are there to conduct class visits.

The focus group from school A argued:

It is not correct for the principal to get to the classroom to check the educators and learners' work because it is the work of the HOD.

Discussion

The challenges are very serious as they have an impact on teaching and learning in schools. The discussion highlights and puts the challenges in perspective. The researcher did further research on the First Additional Language in the RNCS policy document to check the concepts which are dealt with once in Grade Four and not repeated in Grade

Five and Six. The researcher found that the following concepts (Department of Education 2004:69) are, indeed, treated only in Grade Four throughout the Intermediate Phase:

- Modals to express possibility, probability and necessity (Learning Outcome 6).
- Singular and plural forms of nouns (Learning Outcome 6).

The concepts were supposed to have been repeated in Grade Five for the learners to understand them clearly.

Furthermore, the researcher checked whether problem solving skills in Mathematics Grade Four are dealt with before learners have understood basic operation signs such as multiplication and division. The researcher found that Learning Outcome 1, Assessment Standards 6, 7 and 8 address problem solving skills (Department of Education 2004: 100-101). However, educators are at liberty to arrange the Learning Outcomes and Assessment Standards to suit their situation.

The time for reading is inadequate for classrooms with more than 30 learners. Individual reading, especially in Grade Four and 5, consumes a considerable amount of time. As such, six to eight periods (30 minutes each) a week is a short time for individual reading for large numbers of learners. Unfortunately, most of the schools in the district have 1: 40 teacher-learner ratio (cf. 4.4.4) which poses serious problem for reading. Similarly, overcrowding in classrooms is problem when coming to reading and teaching in general. Overcrowding affects most of the previously disadvantaged schools (cf. 2.5). Intermediate Phase educators expect learners to be able to read when they enter Grade Four. However, there are learners in Grade Four and Five who cannot read their Home Language and First Additional Language.

The Department of Education officials should visit schools regularly to give them on site support. The school visits should be at least once per quarter, not once in a year, to give principals and educators moral support. The district officials should have a thorough knowledge of curriculum implementation to be able to disseminate accurate information.

In addition, the Department of Education officials should have regular cluster Learning Area meetings with educators and principals to discuss the implementation of the curriculum based on the learning area in order to improve professional performance.

Educators should attend the learning area meetings to support the effort made by the Department of Education to give as much information about curriculum implementation as possible. Educators and the Department of Education officials should prepare before the meeting so that they know areas which need to be clarified and to prepare questions. The dates of the cluster learning area meetings should be planned in such a way that they do not clash to encourage educators' attendance.

Some educators argue that a HOD should not conduct class visits because it is the duty of the DSG. Others argue that the principal should not conduct class visits because it is the duty of the HOD. The DSG performs its duties to advance the implementation of the IQMS and it does not prevent the HOD to perform his/her contractual duties to monitor the process of teaching and learning. Similarly, the principal has the responsibility to support both the HOD and educators through class visits.

The frequent changes in the education system, especially in curriculum, present serious challenges to educators and principals. The Department of Education should develop strategies that give educators and principals emotional and intellectual support during changes. Proper consultation should take place before changes are introduced to put principals and educators at ease.

4.5 Summary

The chapter discussed the management of curriculum change as it is part of the role of the school principal and Department of Education. Proper consultation with all stakeholders and the training of the curriculum implementers were emphasised. The chapter also discussed the role of the school principal in the implementation of curriculum which is the main theme of the research. The principal should grasp the three levels of planning,

namely lesson planning, work schedules and learning programmes. In addition, the principal should understand the implementation of the National Protocol on Assessment in order to manage the implementation of the curriculum effectively.

The requirements for the successful implementation of the curriculum were also discussed. Apart from support in the form of finance and resources, principals and educators need support in the form of continuous communication with officials from the Department of Education. The challenges in the implementation of the curriculum were also discussed.

Chapter five concludes the research with an overview of the investigation, synthesis of significant findings and recommendations for further research.

CHAPTER 5
AN OVERVIEW OF THE INVESTIGATION, GUIDELINES AND
RECOMMENDATIONS

5.1 Introduction

The main consideration of the research was the role of the school principal in the implementation of the RNCS at schools in D3. The role of the school principal in the implementation of the RNCS (cf. 1.4.2) is the foundation of the research because the researcher had discovered that principals do not know how to implement the curriculum successfully. The inability of the principals to lead the curriculum implementation process affects the educators' performance adversely. Furthermore, it may impede the curriculum implementation as envisaged by the curriculum initiators and prevent the curriculum from achieving its objectives. Thus, to investigate the role of the school principals in the implementation of the RNCS was the main aim of the research.

It was necessary to ascertain the kind of the training (cf. 1.4.2) that the principals (cf. 2.4.3) had received (cf. 4.4.6) on the implementation of the RNCS. This was based on the assumption that principals may not understand their roles and fail to fulfill them if they are not well trained. In addition, the researcher needed to establish whether the inability to lead the curriculum implementation process is based on inadequate training or other factors on the part of some principals.

The researcher found it necessary to investigate the requirements (cf. 1.4.2) for successful implementation (cf. 2.4) of the curriculum (cf. 4.4.6). The investigation was based on the understanding that even if principals have the expertise to lead the curriculum implementation process, they will be hindered by a lack of relevant curriculum implementation tools and facilities. The investigation of the requirements was as important as the exploration of the principals' perceptions on the RNCS. The principals should see the implementation of the RNCS as essential to quality education.

Chapter five provides the reader with a general overview of the investigation to show that the objectives (cf. 1.4.2) of the research have been achieved. A synthesis of the main findings is provided in this chapter. Recommendations for improving the role of the school principal in the implementation of the RNCS at a school are also provided. These recommendations derived from the research conducted in chapter four. In addition, recommendations for further research are provided in this chapter.

5.2 An overview of the investigation

The main aim of the study was to explore the effectiveness of the role which the school principal plays in the implementation of the RNCS. The research started in chapter one in which the historical background of the events that led to the introduction of the RNCS were explored. The problem statement (cf. 1.3.1) and the aim of the research (cf. 1.4.1) were formulated in order to guide the investigation. A qualitative approach (cf. 1.5) was selected as a method to be followed in gathering information because the investigation focused on the research participants and their experiences of the implementation of the RNCS.

The research methodology is further explained in chapter three. Apart from the research methodology, chapter three presents the research design (cf. 3.3) which describes the plan and structure of the investigation. The research design explains the procedures for conducting the research.

The first objective of the study was to identify and discuss the role which the school principal plays (cf. 1.4.2) in the implementation of the RNCS. The aim was explored in chapter two through a literature study. The most significant findings of the literature review are: the principal's primary task is to ensure (cf. 2.3) that learners receive quality teaching by ensuring that educators have necessary knowledge of curriculum implementation and resources to facilitate learning. The literature review also revealed that the training of principals and educators in curriculum implementation (cf. 2.4.3) is a prerequisite for successful implementation of the curriculum. In addition, the literature

review reveals that facilities (cf. 2.4.5) such as halls, laboratories, playing fields, libraries, in addition to adequate classrooms, should be made available for the curriculum to be implemented successfully.

Chapter four also explored the role of the principal (cf. 4.4.3) in the implementation of the curriculum through individual interviews and focus group interviews with district officials from the Department of Education, principals and educators who are involved in the implementation of the curriculum.

The findings in chapter four show that the objective of the study has been reached. The role which the school principal should play (cf. 4.4.3) in the implementation of the curriculum (cf. 2.3) was identified and discussed. The findings include the role of the principal as an instructional leader (cf. 2.3) which is to provide a curriculum framework within which educators can operate, to create a positive school climate through the creation of policies, monitoring, supporting (cf. 2.3.2) and motivating staff (cf. 2.3.1) to inspire commitment to curriculum implementation. Principals can play their roles if they are properly trained on the curriculum.

The second objective was to investigate the requirements (cf. 1.4.2) for the successful implementation of the RNCS. Research through interviews was conducted (cf. 4.4.4) to gain an in-depth understanding of the requirements for successful implementation of the curriculum and to supplement the findings of the literature study (cf. 2.4) with the views of the research participants.

The research reveals that the participants are not fully aware of the requirements for the successful (cf. 4.4.4) implementation of the RNCS. Their discussion mainly revolves around resources and knowledge of the curriculum at the expense of the facilities needed (cf. 2.4.5) to address individual assessment standards. Nevertheless, the aim was to bring to light these requirements so that readers of this research can enrich their knowledge. The researcher observed that some of the schools do not have adequate facilities (cf. 4.4.4) to implement the curriculum. It is the duty of the Department of Education (cf.

4.4.7) to ensure that schools have the relevant facilities (cf. 2.4.5) to implement the curriculum properly.

The third objective was to determine the perceptions (cf. 1.4.2) of the school principals on the implementation of the RNCS. Individual interviews with principals were conducted to reveal their perceptions (cf. 4.4.5) on the implementation of the curriculum. The research reveals that principals do not have a clear understanding of the curriculum and its implementation due to inadequate training. However, they accept the curriculum.

The fourth objective was to determine the training (cf. 1.4.2) to equip principals to fulfill their role (cf. 2.4.3) in the implementation (cf. 4.4.6) of the curriculum (cf. 5.3.4). This aim was also investigated through a literature review in chapter two and interviews in described in chapter four. Both the literature review and the participants agree that principals need intensive training on the management of curriculum implementation.

The fifth objective was to determine how the findings of this study can contribute to strengthening the role of principals in the implementation of the RNCS. This aim is dealt with in chapter five through the presentation of recommendations.

In the light of having met all the objectives, a synthesis of significant findings, based on the interviews, is presented.

5.3 A synthesis of significant findings and recommendations

5.3.1 Managing curriculum change as the role of the principal

The research on managing curriculum change indicates that principals did what they could to manage the implementation of the curriculum. They had meetings with their staff members (cf. 2.2.2) and other stakeholders on curriculum change. However, the majority of principals did not have adequate information (cf. 4.4.2) to give to their staff members due to lack of training on managing curriculum change. Unfortunately, inadequate training of principals has an impact on the implementation of the RNCS.

Furthermore, the study indicates that (cf. 4.4.2) principals were not trained on managing curriculum change rather they were trained for few hours on how to manage curriculum implementation. As such, they do not have the skills in the management of curriculum change. Principals are managing the curriculum at the delivery point; consequently, they should have knowledge and skills to lead the process of curriculum change (cf. 2.2.2) at school level.

Recommendations

The Department of Education should train (cf. 2.4.3) principals on the management of curriculum change. Ideally, the principal, together with staff members, should (cf. 2.2.2) diagnose the problem, plan for change, implement change and review the developments. Working as a team with the staff would ensure that those who are affected (cf. 2.2.2) by the implementation of change are involved from the beginning in the planning and they should develop a positive attitude towards change.

5.3.2 The role of the principal in the implementation of the curriculum

The research reveals that principals, like educators, restrict the role of the principal in the implementation of the curriculum to (cf. 4.4.3) providing resources and facilities, motivating the staff, creating a positive (cf. 2.4.2) school climate and conducting class visits. The partial understanding of the role of the principals in the implementation of the curriculum is attributed to inadequate training (cf. 4.4.6) which was also indicated by the participants. This suggests that principals do not play (cf. 4.4.3) their role fully in the implementation of the curriculum. On the contrary, District Officials from the Department of Education gave crucial information on the role of the principal in the implementation of the curriculum that could be shared (cf. 2.4.3) with principals and educators to reach common understanding.

The research also reveals that the role (cf. 2.3) of the principal (cf. 4.4.3) in the implementation of the curriculum is, among others, to:

- Oversee the curriculum planning in the school.
- Understand education legislation, curriculum and related policies and interpret them to educators.
- Manage curriculum planning (learning programmes, work schedules and lesson plans.
- Manage human resources: that is educator utilisation based on subject/learning area specialisation.
- Managing curriculum resources.
- Managing the establishment and the functioning of curriculum structures within a school.
- Managing the allocation of time for compliant and effective time tabling.
- Manage the development and implementation of assessment strategies.
- Ensure that classroom activities are learner-paced and learner centred.
- Develop and use team planning techniques

The study also shows that the participants do not agree on (or do not understand in the same way) who should conduct class (cf. 4.4.3) visits. Some participants are of the opinion that the principal should conduct class visits and monitor educators and learners' work. Others are of the opinion that it is the duty of the Head of Department to observe educators in practice and monitor their work.

Recommendations

The study recommends intensive training of principals on their role in the implementation of the curriculum. The District Officials should have regular meetings with the principals to share their knowledge on the role of the principals in the implementation of the curriculum. The principal should perform a wide range of functions (cf. 2.3.2) to implement (cf. 4.4.3) the curriculum effectively.

Principals and educators should consult (cf. 4.4.3) the Terms and Conditions of Employment of Educators determined in terms of section 4 of the Employment of Educators Act, 1998 to remind themselves on the duties and responsibilities of a principal and Head of Department.

5.3.3 Requirements for successful implementation of the Revised National Curriculum Statement

The study shows that principals and educators do not have as much knowledge as the district officials on the requirements for successful implementation of the curriculum. Their knowledge revolves around resources, knowledge (cf. 4.4.4) of planning, knowledge of learning content, cooperation (cf. 2.4.2) among educators and proper management while many educators teaching Art and Culture do not have knowledge of music, visual art, dance and drama.

The district officials mentioned five more requirements for curriculum implementation which were not mentioned by principals and educators. This shows inadequate sharing of information. The principals' partial knowledge of the requirements for successful implementation of the curriculum has a negative impact on the implementation of the curriculum. Facilities (cf. 4.4.4) such as halls, playing fields, laboratories (cf. 2.4.5) and libraries are not mentioned by the participants as important requirements for successful implementation of the curriculum. It implies that certain important (cf. 4.4.5) requirements that could help educators to execute their duties effectively are not in place at schools.

Recommendations

The study recommends regular (cf. 2.4.3) meetings between (cf. 4.4.7) the district officials and principals to share knowledge on the requirements for successful implementation of the curriculum. Information sharing may also be done in the form of

circulars from the Department of Education and written submissions from schools. The department should workshop educators on learning content (cf. 4.4.6) such as visual art, music, dance (cf. 2.4.4) and drama. Schools should also invite experts (cf. 2.4.3) in the fields of visual art, music, dance and drama to come and train educators.

5.3.4 Training of principals and educators

The research reveals that principals attended one week's training (cf. 4.4.6) on the RNCS together with educators. The training was differentiated according to Learning Areas. The training also served as an orientation (cf. 2.4.3) to the reasons for curriculum change. It included the different policies such as religious policy, language policy, policy on inclusion and others. Apart from policies, the training (cf. 4.4.6) was primarily focused on lesson planning, work schedules, learning programmes, clustering of Assessment Standards and integration of Learning Outcomes. Principals and educators were not trained on the content required (cf. 4.4.6) to address Assessment Standards even though some of the Learning Areas or Learning Outcomes were new to educators and principals. Most of educators have little knowledge of visual art, drama and dance as assessment standards contained in Art and Culture as a Learning Area.

Some principals attended a four hour session (cf. 4.4.6) on how to manage the implementation of the RNCS. The session was not focused on only curriculum management and management of the implementation (cf. 2.4.3) of the RNCS. It covered topics such as education management, (cf. 4.4.6) school management, leadership, participatory leadership and motivation. Therefore, the topics could not be fully covered in four hours. The session also failed to present important requirements (cf. 4.4.4) for the successful implementation of the curriculum. The inadequacy of training was the result of a lack of focus in the training programme and the short duration of the training.

Recommendations

The Department of Education should organise training (cf. 2.4.3) for principals and educators on the curriculum. The training should focus (cf. 4.4.6) on curriculum management and curriculum implementation. Apart from curriculum planning, educators should be trained on the learning content required (cf. 4.4.6) to address individual Assessment Standards in different Learning Areas. After the training, principals and educators should organise their own training at the school level to share the information received during training.

5.3.5 Support from the Department of Education

Some participants indicate that the Department of Education supports schools by providing them with curriculum information during school visits, meetings (cf. 2.4.3), workshops (though not regularly) and through circulars. The Department also provide schools (cf. 4.4.7) with funds (cf. 2.4.4), though inadequate, to supplement school fees and posters for teaching and learning. Some schools recently were declared ‘no fee schools’ which means that these schools can no longer levy school fees. The schools are situated in poor communities where most parents are unemployed and live on social grants from the government.

On the contrary, other participants indicated that the Department of Education is not doing enough to provide schools, especially the previously disadvantaged schools, with facilities such as (cf. 2.4.5) halls, proper playing fields, laboratories and libraries. These facilities address some of the Learning Outcomes in the Learning Areas. Without these facilities the curriculum cannot be implemented properly.

Recommendations

The study recommends that the Department of Education should provide schools with adequate funds to cover curriculum needs. The department should organise curriculum workshops at least once per quarter. The Department should provide schools with curriculum facilities such as halls, playing fields, laboratories and libraries. Furthermore,

the schools should look for donations from business people to supplement the funds from the government. Where possible, business people should be co-opted to serve on the School Governing Body so that they can address financial problems faced by schools and render assistance.

5.3.6 Challenges in the implementation of the curriculum

The research indicated the following challenges that are experienced by principals and educators in the implementation of the curriculum:

- Concepts such as modals to express possibility, probability and necessity, and singular and plural forms of nouns in First Additional Language are found in Grade four learning programme. These concepts are not found in Grade five and six learning programmes. Some learners in Grade five and six still struggle with this concepts and they do not have the opportunity to learn them.
- Problem solving skills (cf. 4.4.8) in Mathematics Grade four are presented too early before learners have understood basic operation signs.
- Time for reading in Languages (cf. 4.4.8) is inadequate, especially in classrooms with more than 40 learners.
- District officials do not have adequate knowledge of curriculum implementation.
- Educators' attendance of cluster meetings (cf. 4.4.8) is poor which may also be caused by a clash of Learning Area meetings. Poor attendance of cluster meetings may retard sharing of information on the RNCS.
- Frequent changes in (cf. 4.4.8) the education system, especially curriculum changes, make it difficult for principals and educators to understand what they are doing in the classroom.
- If educators select their own leaning content and core concepts, they may lose conceptual development (cf. 2.5) during the process as they do not have the knowledge and skills to develop a curriculum. The question can be asked to what extent do the learning outcomes in the RNCS specify the sequence of core

concepts, content and skills to be taught and learnt in each learning programme at each grade level.

- A South African study commissioned by the national Department of Education found that Grade Four learners (cf. 2.5) in South Africa have among the poorest numeracy skills in Africa when compared to 12 other countries on the continent. To what extent does the RNCS encourage numeracy skills to improve the performance of learners in numeracy?
- A large number of the previously disadvantaged schools (cf. 2.5) do not have the necessary facilities such as a laboratory, hall, library and sports fields to implement the RNCS properly.
- Most of educators teaching Art and Culture (cf. 4.4.8) have little knowledge of visual art, drama and dance which are the Assessment Standards and key concepts to be addressed.

Recommendations

The Assessment Standards in a phase should be linked to enhance progression. Educators teaching Mathematics Grade Four are at liberty to arrange the Assessment Standards in such a way that learners can understand the basic operations before starting with problem solving skills. Schools that are offering three languages should consider offering two languages, namely Home Language and First Additional Language. This could increase time for the effective teaching of those two languages. Learner numbers in classrooms should not exceed 30 to provide time for individual reading.

The Department of Education officials at the district should be properly trained before they train principals and educators. Cluster meetings should be arranged to prevent clashes in Learning Areas because many educators offer more than one Learning Area. Principals should support educators in attending the Learning Area meetings. The Department of Education should give educators and principals the opportunity to implement a policy before it is changed.

It is recommended that educators be provided with a core curriculum with a sound knowledge base for each grade in each learning programme. A curriculum with a sound knowledge base will enhance the learning of content by learners and assessment by educators will be facilitated.

It is further recommended that the national Department of Education should establish a commission to evaluate the effectiveness of the RNCS in developing numeracy skills among Grade Four learners.

The research reveals that most schools from the previously disadvantaged communities do not have facilities such as a laboratory, hall, library and sports fields. It is recommended that the Department of Education should find ways of addressing this issue. Moreover, the researcher recommends that the Department of Education should organise training for educators who are teaching Art and Culture in visual art, drama and dance.

5.4 Recommendations for further research

The research shows that principals find it difficult to manage the implementation of the RNCS. As a result, it is recommended that future research investigate strategies that could improve the quality of training of principals in managing the implementation of the RNCS.

In the light of the concerns raised in the research about the frequent changes in the education system, especially the curriculum, it is recommended that further research should investigate strategies to assist educators and principals cope with frequent changes in the education system, especially in the curriculum.

The research reveals that time allocated for languages does not give adequate time for individual reading, especially in classrooms with more than 30 learners. It is

recommended that future research investigate the strategies to address this problem, such as the use of parent aides to listen to reading.

It is recommended that future research investigate the extent to which the learning outcomes in the RNCS specify the sequence of core concepts, content and skills to be taught and learnt in each learning programme at each grade level.

The research revealed that C2005 has failed to develop adequate numeracy skills among Grade Four learners. It is recommended that future research investigate this problem.

In the light of the concerns raised about educators teaching Art and Culture with little knowledge of visual art, drama and dance, it is recommended that future research determine appropriate training for educators teaching Art and Culture to enable them to teach visual art, drama and dance effectively.

5.5 Limitation of the study

The main purpose of the research was to determine the role of school principals in managing the implementation of the RNCS. However, the study had certain limitations.

The obvious limitation of the study is the small size of the sample which is typical of qualitative research. It cannot support a general theory on the role of the principal in managing the implementation of the RNCS. The study was designed to be exploratory and descriptive in nature; as a result, no attempt is made to generalise or quantify the findings.

Although the researcher gave assurance of confidentiality and anonymity of the interviews, one participant refused to allow the use of a tape recorder in the interviews. As a result, the researcher had to take notes during the interview proceedings.

The fact that the researcher is a full-time educator denied him the opportunity to be in the research field from early in the morning until the end of the school day. Spending the whole day in the research field would have produced additional data. The researcher was restricted to spending a few hours in the field during afternoons.

The study was purposefully limited to schools chosen on the basis of economic background of residents in different areas. In addition, the sites and participants were chosen on the basis of their willingness to take part in the research. It implies that different participants and sites could have yielded different findings.

In spite of these limitations, data collected from this study identified important areas that can contribute to a better understanding of the role of the principal in managing the implementation of the RNCS. The findings also suggest aspects for further research.

5.6 Summary

The role of the school principals in managing the implementation of the RNCS has been identified and described successfully. The research has identified the key areas which form part of the role of the principal in the implementation of the curriculum. The research reveals that the inability of principals to manage the curriculum is not based on lack of ability but on inadequate training. The duration of the training was short and the training was not focused solely on managing curriculum implementation but on education management as a whole. The requirements for successful implementation of the curriculum were not discussed in the training. The research managed to identify the requirements and it was found that many schools, especially the previously disadvantaged schools, do not have the necessary requirements to implement the curriculum successfully.

A qualitative approach was followed as research methodology to get information from research participants. This approach enhanced the quality, validity and reliability of the

information gathered. Furthermore, the qualitative approach was suitable to meet the aims of the research.

The characteristics of the sites and biographical information of participants were presented to give the background of the sites and participants involved in the research. The presentation of the findings revealed the perceptions of the principals on the RNCS. Principals understand the RNCS as an improved curriculum and they accept the responsibility to manage its implementation.

However, the research also managed to reveal factors that hamper the implementation of the curriculum. The factors include inadequate training of principals and educators, lack of appropriate facilities especially in the previously disadvantaged schools, lack of resources, lack of knowledge of learning content in some learning areas including Art and Culture, overcrowding in classrooms and high learner-teacher ratios. Therefore, the research has attained its objectives.

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APPENDIX 1

INDIVIDUAL INTERVIEW SCHEDULE

1. How do you manage change in terms of:
 - Planning
 - Attitude towards change
 - Commitment ?
2. How effective was the training of principals and educators in the RNCS?
3. What role does the principal play in the implementation of the RNCS?
4. In what way do you as principal monitor and support your staff?
5. How effectively are principals and educators monitored and supported?
6. What are the requirements for the successful implementation of the RNCS?
7. What strategies do you as principal use to motivate your staff?
8. In what way does the staff development take place?
9. How are the resources in the school managed?
10. What is your role in developing the curriculum in terms of:
 - Learning Programmes
 - Work Schedules
 - Lesson Plans?

FOCUS GROUP INTERVIEW SCHEDULE

1. What is your feeling about educational changes that are been introduced in the country?
2. How does the Department of Education ensure that you keep abreast with the changes that are taking place in the education system?
3. How effective was the training of educators in the RNCS?
4. What role should the school principal play in the implementation of the RNCS?
5. What support do you get from the Gauteng Department of Education in the implementation of the RNCS?
6. What are the requirements for successful implementation of the RNCS?
7. What challenges do you meet in the implementation of the curriculum especially in classroom?

APPENDIX 2

EXAMPLE OF AN INTERVIEW

Researcher: What roles do you as a principal play in the implementation of the Revised National Curriculum Statement?

Principal: To make resources available, to motivate educators and give them guidance where possible. Curriculum implementation is the responsibility of the principal. HODs are there to help the principal.

Researcher: Were you trained in the RNCS and for how long?

Principal: Yes, for a week

Researcher: Toward extent was the training effective?

Principal: The training was not necessarily effective; you see it when you come to the practical implementation, when you plan at the school. Though we were trained for a week, principals were trained for four hours in managing the implementation of the curriculum. Unfortunately, time was short to discuss every topic thoroughly. I still need training in managing the implementation of the RNCS.

Researcher: What support do you give to the educators in the implementation of the curriculum?

Principal: This one is a serious challenge because of conflict of roles. The inception of the Integrated Quality Management System brought a new problem in that the educators think that the School Management Team may no longer conduct class visits. They argue that the Development Support Groups are there to conduct class visits. As a learning Area educator I sometimes sit

together with educators and develop Work schedules and Lesson plans. I make sure that they have the resources and they attend learning area meetings. We have a management plan which indicates the date on which the HODs should check the educators' files and learners' books.

Researcher: How do you develop your staff?

Principal: When there is a new policy I always call staff meeting to communicate information to the staff and ensure that we have common understanding. I also draw up a development programmes based on the report of the HODs from the class visits. We link the development programme to the Integrated Quality Management System. Sometimes we club together with the neighbouring schools and invite experts to come to workshop us on the identified topics.

Researcher: What strategies do you use to motivate your staff?

Principal: I acknowledge and praise the good work done by individual staff members in staff meetings. I sometimes link the interests of individual educators with the goals of the school so that educators enjoy what they do.

Researcher: What support do you get from the Department of Education?

Principal: The support we get from Department of Education is inadequate. Officials from Department of Education should always be available to assist us with information. We also need adequate financial assistance for workshops in the implementation of the curriculum and to buy learning and teaching resources.