THE ROLE OF SCHOOL MANAGEMENT TEAMS IN CURRICULUM CHANGE MANAGEMENT

by

NKHANGWELENI FLORENCE NDOU

Submitted in part fulfilment of the requirements

for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT
at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR H M VAN DER MERWE

MARCH 2008

DECLARATION

I declare that this dissertation of limited scope, entitled *"THE ROLE OF SCHOOL MANAGEMENT TEAMS IN CURRICULUM CHANGE MANAGEMENT"*, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

……………………………..   ………………………………….
Signature   Date
(Mrs. N F Ndou)

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my parents, Josiah and Luvhengo Mphephu.

ABSTRACT

The study focused on the role of the school management team in curriculum change management. Apart from a literature review, an empirical investigation based on a qualitative research paradigm involving semi-structured individual and focus group interviews was used to collect data at three secondary schools in the Tshilamba circuit in Limpopo Province.

Literature findings revealed that although, in the first place, politically inclined the introduction of Curriculum 2005 was also steered by the socio-economic needs of the country.

Empirical findings elicited that although managing curriculum changes was a challenging effort on account of an initial and continuous lack of adequate training, the school management teams of the selected schools were acquainted with significant knowledge and skills on curriculum change management. This pertains to lesson plan management, supporting and monitoring educators, managing the school register and timetable and managing school finances to select teaching and learning resources.

Key terms:

School management team, curriculum change process, curriculum implementation, curriculum, change, curriculum change, factors influencing curriculum change, Curriculum 2005, phases in managing curriculum change, the role of educators in the changed curriculum.

TABLE OF CONTENTS

Pages

CHAPTER ONE

ORIENTATION TO THE STUDY

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

INTERPRETATION AND FINDINGS OF THE EMPIRICAL INVESTIGATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Educational institutions, like all other organisations, require constant monitoring to identify areas for potential improvement. This is necessitated by the fact that commercial enterprises, non-profit organisations, service industries, government instrumentalities and educational institutions all undergo change (Badenhorst, Calitz, Van Schalkwyk, Van Wyk & Kruger 1996: 25).

Mudau (2004:1) stresses that when the democratic government took office in South Africa in 1994, one of the major challenges it was faced with was to redress the quality of education offered to the black majority. This necessitated a new curriculum that would empower previously suppressed, neglected and disadvantaged communities (Jansen & Christie 1999(a):146). In 1997, the then Minister of Education, Minister Sibusiso Bengu, launched a new curriculum called Curriculum 2005 (C2005), which offers an outcomes-based education (OBE) (DoE 1997:7). The curriculum was regarded as a key initiative in the transformation of the South African society because it was hoped that OBE would facilitate the development of an internationally competitive nation with a literate, creative and critical thinking citizenry (DoE 1997:7). C2005 was aimed at equipping learners with relevant skills and knowledge that would make them critical thinkers who are self-reliant and self-supporting.

In order to effectively implement curriculum changes in schools, the accountability and responsibility rest on the shoulders of the school management teams. The school management teams are rightfully regarded as the chief facilitators and managers of the schools. In line with their responsibilities, they are expected to work at a macro planning level at schools (Mampuru 2001:3). A macro-planning level involves looking at the school as a whole. The whole school development is also determined at this level and includes matters like the vision, mission and curriculum goals of the school, determining

school policies and regulations, whole staff development plans, multi-grade classrooms, gender issues and also curriculum needs (DoE 2001:3).

Jansen (1998:312) states that in some schools curriculum change is a disaster, as it is driven by political imperatives, which have little to do with the realities of the school activities. This leaves most of the school management teams unaware of what they should manage as they have not undergone any training.

1.2 BACKGROUND TO THE STUDY

1.2.1 EDUCATION CONDITIONS BEFORE 1994

During the apartheid era education was structured so that the control came from the top (DoE 2001:3). Consequently the legitimate roles of the school management and leadership were undermined. The principal had to manage the school on his/her own, although the Department of Education made managerial decisions. A principal was deemed to be successful if he/she was a good administrator (DoE 2001:1). The principals were at the receiving end of top-down management from the Department of Education and Training, and on the other hand they had to face community criticism (DoE 2001:1). Information systems usually broke down, and there were no opportunities for growth, incentives and assessment. Principals worked in an environment which was closely regulated and were used to receiving and giving instructions. Circuits and lower-level structures were no more than administrative units and could not respond to community needs (DoE 2000:5). The top-down management style followed by the Department of Education and Training is criticised and the impression is given that this has totally changed in the new dispensation. However, the question arises: Is this really true? However, many of these conditions are still prevailing in South African school today.

In addition, the education policy was based on the policy of separate development, which resulted in different Education Departments catering for different races, where certain sections of the populations, such as Whites, benefited from the system (Mokgaphame

2001:8). The majority of the Black population was disadvantaged by this policy. As a result, many Black children went to school, but received an inferior education (Maylam 1986:175). Learners became alienated from the education system because it emphasised learning by heart, and the teaching they received only focused on what they had to know for the examinations. Learners were not able to participate in the school system and they did not learn how to solve problems or think critically. To make matters worse, the apartheid education system did not promote equity and equality in terms of the distribution of resources (Mokgaphame 2001:8). Black schools did not receive the resources they needed and this generally created apathy and despondency.

1.2.2 EDUCATION CONDITIONS AFTER 1994

Following the South African 1994 general elections and change of government, almost every aspect of education continued to be the subject of debate and change, mainly as a result of government initiatives to help all learners realise their full potential. Curriculum changes and the implementation thereof required of schools to plan and develop learning initiatives that would meet the needs of individual learners. The concept of school management was included as part of the debate on change. According to Mokgaphame (2001:8), new policies and new legislations have redefined the concepts of leadership, management and governance in schools as a way of making them self-reliant and responsible for the management of their own affairs.

The introduction of outcomes-based education (OBE) as an approach to deliver Curriculum 2005 has meant changes to the curriculum (Mokgaphame 2001:7). For instance, there has been a change on how curriculum is delivered in the classroom and what is expected of all learners to achieve by the end of grade 12 (Mokgaphame 2001:7). These changes have an impact on teaching and learning practices, on how schools are managed at all levels of management and on all processes, strategies and structures which are to be put in place.

The new system of education emphasises equal access and improvement in the quality of education which is supported and informed by sound management practices (Mokgaphame 2001:7). Moreover, within a whole school development context, all planning and management should be a collaborative effort which should involve all role players in a context in which the changed curriculum plays a central role. The management at school level should be aware that increased learner performance, quality of teaching and learning and a healthy school environment rely strongly on good management plans and practices (DoE 2000:5). This means that education managers and leaders are to be judged on the quality of education their school delivers. To successfully put into practice the new educational policy, an appropriate management system of education has to be built from the ground up so that teachers and learners shape it according to their needs.

1.2.3 THE DEMANDS ON SCHOOL MANAGEMENT TEAMS

A school-based management structure presupposes a school management team, which consists of the school principal, deputy principal, the heads of department and senior teachers. Such school management teams were put in place to ensure that the school culture is dynamic and supportive of an effective teaching and learning culture (DoE 2000:2). It is the responsibility of the school management team to ensure that the school delivers its brief against its mission, vision, curriculum goals and action plans. The school management team is expected to align the current practices and plans to strategies, structures and systems which bring the school closer to attaining the outcomes of the new curriculum. In line with its responsibilities, the school management team is expected to select the best practices for the school to accommodate the diversity of needs which exists in the school. The school management team should bring practice as close as possible to the broader national intention of the OBE system with the aim of informing good practice and quality delivery within the whole school development (DoE 2000:2).

In addition, the school management team is entrusted with the following responsibilities, tasks and duties, (DoE 2000:3): planning and managing school finances, making

decisions, delegating work and coordinating work, solving problems, monitoring and evaluating how the plans are working, staff appraisal, keeping records, building and sustaining relationships, providing information, building teams which will produce good results, setting procedures that will help the school to achieve its goals and managing resources, the day-to-day management of the school, the implementation of the school's policies which have been determined by the school governing body and to ensure that the school becomes a dynamic environment for both learners and teachers. The school management team is also expected to give staff time to plan and carry out their work, roles and responsibilities. The school management team should also work out how the school can be best organized to bring about the vision of the school community so that the process of teaching and learning is a model of how responsible people behave in a democracy (DoE 2001:2).

The new curriculum requires the school management teams to work in democratic and participatory ways to build relationships and to ensure efficient and effective delivery. In many schools, however, the school management teams are struggling to translate changes and reform in the curriculum into practice, especially when it comes to providing a supportive environment at schools and extending the support into the classroom (DoE 2000: 16). A combination of poor resources and the absence of a culture of teaching and learning make it difficult, and even if school communities are willing to make a contribution, the members are often living in poverty themselves, often being poorly educated and unemployed (Mokgaphame 2001:8). School leaders are in the frontline of the struggle to develop new ways of doing things in schools. This task is made difficult because the school management team members are not clear on what to manage because they were not given practical guidelines for managing the implementation of curriculum changes in education, neither were they workshopped sufficiently on the challenges in the new curriculum implementation at school level (Ramparsad 2001:64). Most school management team members depend largely on verbal reports and handouts which, in many cases, are not correct. These kinds of problems leave most of the school management team members unaware of their role in managing curriculum change.

1.3 MOTIVATION FOR THE STUDY

In the 1990s, democracy was welcomed by all, including teachers, who then had to face curriculum changes, training for curriculum changes and bringing the education of the previously disadvantaged communities on par with the rest of the world (Mudau 2004:1). The process was difficult to manage, as change had to start with the drafting of policies and the setting up of structures and legislation. Despite the opportunities brought about by democracy and the need for improvement in education standards, the conditions in many schools today still need serious improvement (Joubert & Prinsloo 1999:55). For instance, most schools are characterized by a lack of resources, inadequate practical skills and a lack of content knowledge and methodologies. In other instances, educators feel that problems such as a lack of facilities like classrooms and an teacher-ratio which is too high, demoralise them and result in a lack of discipline in schools (Mudau 2004:18).

The researcher, being a parent, senior schoolteacher, citizen of Dzimauli village in the Limpopo Province and a student of higher learning, perceived that school management teams have different experiences of education in secondary schools. These manifest themselves in various ways. The school management teams in the area of the Tshilamba circuit often express their dissatisfaction with the way in which they are expected to manage curriculum changes in secondary schools. They complain about a lack of proper consultation on the part of the Ministry of Education.

Furthermore, the introduction of other learning areas such as Arts and Culture in Curriculum 2005 results in a challenging situation for schools. The reality is that there are very few formally trained arts educators in the majority of the secondary schools. In addition, inadequate resources, together with a lack of practical skills, content knowledge and arts methodologies have made the management of curriculum change more difficult in secondary schools of the Tshilamba circuit. The school management teams in these schools have a difficult path to tread in terms of dealing with the implications of how to make the management of curriculum change a reality.

It is now more than ten years since the scrapping of the apartheid curriculum. In an evaluation of the gains with the introduction of the new curriculum it seems that conditions are still the same in most of the secondary schools in the Tshilamba circuit as they were prior to the start of democracy. It is against this background that the researcher wants to investigate the role that school management teams fulfil in curriculum change management.

1.4 PROBLEM STATEMENT

Decentralised governance within the South African educational context requires the school management team to play a pivotal role in curriculum change management. Due to problems such as inadequate training regarding curriculum implementation, lack of guidelines for managing and monitoring the implementation of curriculum changes and the complexity of managing the new and the old curriculum simultaneously, most secondary school management team members are not successfully carrying out their role in managing curriculum changes. The problem which is a major concern of this study is:

- What is the role of the school management team in curriculum change management?

Most problems are too encompassing to be solved without being sub-divided. In dealing with the problem posed in the question above, it is necessary to sub-divide the main problem statement. Thus the main problem statement for this study gives rise to the following sub-problems:

- What curriculum changes need to be managed?
- How should the school management team manage curriculum change successfully?

1.5 AIMS AND OBJECTIVES OF THE STUDY

The main aim of this study is to investigate what the role of the school management team is in curriculum change management. Objectives flowing from this aim relate to the following:

- to investigate the curriculum changes that need to be managed;
- to determine the role of the school management team in managing curriculum changes successfully.

1.6 RESEARCH METHODOLOGY

In order to collect sufficient data to answer the postulated research questions, both a literature study and an empirical investigation based on a qualitative research design were undertaken.

1.6.1 LITERATURE REVIEW

The researcher consulted literature which is relevant to the topic such as dissertations and theses, journals, and other primary and secondary sources. These sources were consulted to acquire knowledge and information pertaining to the curriculum changes that need to be managed and the role of the school management team in managing these changes. This was done to provide a critical synthesis of what has already been written on the topic.

1.6.2 QUALITATIVE RESEARCH PARADIGM

According to Creswell (1994:154), 'research design' refers to the plan according to which relevant data are collected. This study on the role of the school management team in curriculum change management followed the case study design which included the use of qualitative methods. The researcher used the qualitative approach for the following reasons:

Firstly, the data were obtained in a natural setting (McMillan & Schumacher 1993:405). The researcher personally visited the selected individuals in their schools to collect data. This means that the variables being investigated were studied where they naturally occur, not in researcher-controlled environments under researcher-controlled conditions as is the case in a quantitative study. In this study the researcher interacted with the selected individuals in their natural settings.

Secondly, the researcher regarded qualitative approach as important because most of the descriptions and interpretations in this study were portrayed in words rather than numbers (McMillan & Schumacher 1993: 373).

Thirdly, the researcher viewed qualitative research as the best approach for the research because it provided the researcher with an opportunity to understand the social phenomenon from the participants' perspectives. Understanding was acquired by analysing the many contexts of the participants and by narrating participants' meanings, which included their feelings, beliefs, ideas, thoughts and actions regarding the management of the school curriculum (McMillan & Schumacher 1997:500).

Fourthly, the researcher used qualitative approach because they are a form of social inquiry that focuses on the way people interpret and experience events and the world in which they live. According to McMillan and Schumacher (1993:373), a number of different approaches exist within the wider framework of qualitative research, but most of these have the same aims, namely to understand the social reality of individuals, groups and cultures. This is opposed to a quantitative approach which involves numerous respondents with the aim of explaining or confirming the cause of relationships and hence generalising results to the whole population (Schulze 2002:11). Accordingly, the researcher used qualitative approaches to explore the behaviour, perspectives and experiences of the participants regarding the management of the school curriculum. This is in line with a contention by Holloway (1997:1) who points out that the basis of qualitative research lies in the interpretive approach to social reality.

Lastly, the researcher chose to use a qualitative research approach because it investigates a small, distinct group such as the school management team and its performance in managing curriculum change. This means that data analysis focused on the one phenomenon which the researcher sought to understand in depth regardless of the number of sites, participants or documents for the study (Leedy & Ormrod 2001:148).

1.6.2.1 Research population and sampling

Melville and Goddard (1996:29) maintain that a population is any group that is the subject of research interest. For the purpose of this study, all twelve secondary school management teams at the Tshilamba circuit formed part of the population of the study. The Tshilamba circuit is one of the circuits that fall under the Vhembe District in the Limpopo Province. The circuit consists of twelve secondary schools. Most of the secondary schools in the Tshilamba circuit are characterised by a lack of well-established school facilities such as water, classrooms, chalkboards, tables and chairs. Learners have to travel long distances from their homes to school every day. Two to three villages share one secondary school. Most of the teachers did not attend the OBE workshops because of the distances from the schools to the area where the training was conducted.

In terms of geographical location, the Tshilamba circuit is situated in the east of the Mutale local municipality in the Vhembe District. The circuit stretches from Dzimauli in the South to Tshiheni in the north and from Makuya in the west to Mutele in the east.

In terms of socio-economic conditions, the circuit is characterised by high rates of unemployment where most of the villages do not have access to electricity, clean water, schools and roads.

'Sampling' is defined as the strategies used to select a sample of participants chosen from the whole population to gain information about the larger group (McMillan & Schumacher 1993: 378). A 'sample' therefore refers to a subset of participants drawn from a population to represent the whole population (Melville& Goddard 1996:29). In

this regard the researcher searched for information-rich key informants from the management teams of secondary schools in the Tshilamba circuit. Information-rich participants are likely to be knowledgeable and informative about the phenomena under investigation (McMillan & Schumacher 1993: 378), which, in this case, refers to curriculum change management in the Tshilamba circuit. Apart from the criterion of information-rich standing, participants were also selected on account of convenience. On this basis the three secondary school principals and fifteen members of the school management teams of three secondary schools at the Tshilamba circuit were selected as sample of the study. The fifteen school management team members were arranged to represent five members per school.

1.6.2.2 Research methods

According to White (2002:82) qualitative researchers operate under the assumption that reality is not easily divided into discrete, measurable variables. Qualitative researchers are often described as being the research instruments because the bulk of their data collection depends on their personal involvement (interviews, observation) in the setting.

Holloway (1997:45) indicates that data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. Qualitative researchers sometimes reject the term 'collection of data'. They use, instead, 'generating' data. This term is considered more appropriate in qualitative approaches because researchers do not merely collect and describe data in a natural and detached manner, but are involved in a more creative way (Holloway 1997:45). In this study, in-depth individual interviews and focus group interviews were used as data collecting instruments to gather data on the role of the school management team in managing curriculum changes.

(a) In-depth individual interviews

The in-depth individual interview is sometimes called the 'informal conversation' interview (McMillan & Schumacher 1997:447) in that questions are not preformulated or themes identified before the interview takes place, but are developed spontaneously in the

course of the interaction with the interviewee. When this approach is used the researcher limits his/her own contribution to an absolute research question, and since no interview schedule is referred to, such an in-depth individual interview may be conducted without a preliminary literature study (Schulze 2002:61). This would have the advantage that the interviewer cannot contaminate the interview with any knowledge obtained before the investigation has begun. For the purposes of this study on curriculum change management, however, individual interviews were conducted on the basis of a semi-structured arrangement. The researcher, however, attempted to pursue the virtues of an informal conversation to ensure that participants reveal their true knowledge and feelings on curriculum change management. All interviews were recorded and transcribed.

According to Bless and Smith (2000:1), this method of collecting data is called the 'method of authority', because it regards the knowledge producers as authorities due to their ability to transmit the truth or knowledge about what they know or have experienced in their local environment. So, in this study, the researcher used probing to gain information pertaining to the role of the school management team in curriculum change management. If the interviewee deviated from the topic, the interviewer tactfully steered him/her back (Schulze 2002:61). This enabled the researcher to obtain an insider perspective of curriculum change management within context.

Three individual interviews were conducted with the three principals of the three selected secondary schools in the Tshilamba circuit.

(b) Semi-structured focus group interviews

The semi-structured focus group interview in a qualitative research paradigm aims at finding out what other people feel and think about the phenomenon which is investigated (Rubin & Babbie 1993:12). Focus group interviewing represents an open purposive conversation where the researcher asks questions on a specific topic where each participant makes comments. The interviewer introduces the topic and then guides the discussion by means of questioning. The researcher records both verbal and non-verbal

communication from the participants. The value of focus group interviewing relates to the fact that interaction enhances data quality, checks and balances on each other and an easy assessment of synergy and/or differences between participants (McMillan & Schumacher 1993:157).

For the purpose of this study, the researcher administered focus group interviews with the middle managers of the schools, i.e. the Heads of Department and senior teachers. The researcher conducted three focus group interviews; each focus group consisted of five people. These interviews enabled the researcher to gather data on the curriculum changes that need to be managed and the role of the school management team in managing these changes (par 3.4.2).

1.6.2.3 Data analysis and interpretation

According to White (2002:82), qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories. It makes many specific observations and then draws inferences about larger and more general phenomena. After identifying a theme in their data using an inductive process, qualitative researchers move into a more deductive mode to verify or modify it with additional data (Leedy & Ormrod 2001:150). In this study the researcher used open coding to analyse data. Open coding is "a process of breaking down, examining, comparing, conceptualising and categorising data" (White 2002:82). The procedure began with the naming and categorising of phenomena through close examination of data.

Leedy and Ormrod (2001:150) concur with White (2002:82) by confirming that data analysis in qualitative research is a systematic process of selecting, categorising, comparing, synthesising and interpreting data to provide explanations of the single phenomenon of interest. According to McMillan and Schumacher (1997:500-3), it entails the following cyclical phases:

- continuous discovery, especially in the field, but also throughout the entire study, to identify tentative patterns;
- categorising and ordering of data after data collection;
- qualitatively assessing the trustworthiness of data, to refine patterns;
- writing syntheses of themes and/or concepts.

In this study the researcher analysed, compared and identified the patterns and relationships of themes.

McMillan and Schumacher (1997:500-3) confirm that qualitative data analysis takes the form of written language. In this study, the researcher identified sentences and/or paragraphs from the transcribed interviews that supported the story line by underlining. In this way central facts supporting the central theme of curriculum change management were identified and subcategorised. This enabled the researcher to realise the saturation of data when repetitive themes occurred (section 3.6). Research findings were presented in a descriptive and narrative form supported by direct quotations from the raw data that serve to illustrate important findings (McMillan & Schumacher 1993:420).

1.6.2.4 Validity and reliability of the research

According to Hitchcock and Hughes (1995:105) 'validity' in qualitative research refers to the degree to which the explanation of a phenomenon matches the realities of the world. Hitchcock and Hughes (1995:105) stress the fact that 'validity' is the extent to which the description of events accurately captures instruments or techniques, data, findings and explanations of what is claimed. 'Validity' pertains to whether the researcher is observing, identifying and measuring what he/she says is being observed, identified and measured.

Qualitative researchers pay attention to the quality of the information that underlies their conclusions of inferences as opposed to quantitative researchers who ensure that data are collected in a valid and reliable manner. In addition, McMillan and Schumacher

(1997:404) emphasise that validity and reliability refer to quantitative research. In qualitative research these two concepts are interpreted as 'trustworthiness and transferability.' 'Trustworthiness' is used to determine the quality of inferences while transferability is used to determine whether the results of a study can be applicable to another context (refer to par. 3.7).

1.7 DEFINITION OF TERMS

The following terms were defined as essential concepts of the study:

1.7.1 SCHOOL MANAGEMENT TEAM

School management team represents the school's management structure which is responsible for the day-to-day running of the school and for putting the school's policies into operation. The school management team is also responsible for working out how the school can be categorised best to bring about the vision of the school community (DoE 2000:8). It is composed of the principal and the senior teachers. In schools with a large staff-learner population, the school management team normally consists of the school principal, the deputy principal(s) and the heads of department. The school management teams of the schools that formed the population and sample of this study consisted of the school principals, deputy principals and the senior teachers. The benefit of such a management team is that it maximizes a leader's potential while minimizing his/her weaknesses. It also provides multiple perspectives on how to meet a need or reach a goal, thus devising several alternatives for each situation.

1.7.2 CURRICULUM CHANGE MANAGEMENT

Curriculum consists of intentionally undertaken activities that are planned so that certain objectives will be reached, so that learners will come to know certain things and have habits and patterns of emotional response (Skillbeck 1996:212). In other words, *curriculum* is that which is taught at school. It is an approach that focuses on and

connects teaching in a school, giving meaning to what teachers do and making teaching predictable.

Change defined as a phenomenon that affects all aspects of a person's life (Mampuru 2001: 188) represents the struggle between what is and what is desired. *Change* may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices (Carlopio 1998:2). In the context of education, *change* means that the school principals are exposed to new controls and regulations, growth, technological developments and changes in the workforce (Kotter & Schlesinger 1979:106). *Change* has both technical and human aspects. It begins and ends with individuals acting in unison to make schools effective. In short, *change* refers to a planned, systematic process affected by individuals, and which takes time to come to fruition.

Curriculum change management therefore refers to a process whereby human resources are utilised to provide the successful implementation of an innovation of what is to be done at school with the aim of fulfilling the particular teaching and learning needs and achieving the stated goals of the school.

1.8 PLANNING OF THE STUDY

The division of this study adheres to the following structure:

- Chapter one contains an overview and the rationale of the study. This includes an introduction to the research and a reflection on the background to and motivation for the study. The statement of the problem, aims and objectives of the study and the research methodology as well as the research design are also briefly addressed in chapter one.
- Chapter two comprises of relevant literature on the changes that need to be managed by the school management team, the role of the school management team in managing these curriculum changes as well as the competencies of the

school management team in managing these curriculum changes. This is done to provide a theoretical background and framework to the problem under investigation.

- Chapter three represents a detailed explanation of the research design and research methodology employed in the study. This includes data collection and data interpretation procedures.

- In chapter four research findings are presented that are based on the data collected through the empirical investigation.

- Chapter five comprises of a summary of the study and is based on a critical integration of literature study findings and empirical research findings. This is followed by conclusions and recommendations for future investigation. Limitations of the conducted study are acknowledged and deductions with regard to the management of curriculum change determined.

1.9 SUMMARY

In this chapter the researcher presented a framework for the study. It was pointed out that although the accountability and responsibility of effectively implementing curriculum changes rest on the shoulders of the school management team who are regarded as the chief facilitators and the managers of the school, curriculum change in some schools has turned out to be a disaster. The reason was explained to adhere to a negation of contextual realities.

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

South Africa's first democratically elected government inherited all the problems bequeathed by the divisive, unequal and fragmented education system that for the past half century had failed to adequately educate the majority of the citizens of South Africa (Dean 2005: 1). The main problems of the education system related to a high dropout rate amongst Black school children linked to widespread poverty and social alienation, coupled with a lack of provision for quality education for over one million children. Furthermore, there existed inadequate educator training, particularly in Black colleges of education (Dean 2005:1).

These problems were coupled with the structural legacy of apartheid divisions, a rigidity-defined, politically-driven content-based curriculum prescribed by Whites for Blacks. The curriculum was used as an element of control and as a rationale for the racist model of the apartheid government (Jansen & Christie 1999(b):4). According to Mudau (1998:16), the curriculum was characterized by the lack of a culture of problem-solving and free enquiry or active learning. The curriculum successfully suppressed teachers' and pupils' intellectual and analytical abilities.

Attempts to change education have been philosophical as well as structural (Mudau 1998: 17). The long-term challenge is to change entrenched attitudes and values and to educate all the country's citizens for a modern democratic society.

Before focusing on aspects that initiate changes in the curriculum, it is important to understand the factors that influence curriculum changes within the South African context.

2.2 FACTORS INFLUENCING CURRICULUM CHANGE

Due to the worldwide dynamics for change on account of technological developments, the curriculum of a school is subjected to considerable pressure to change from its current situation. Within the South African context this demand is extremely prominent in order to enable the country's citizens to cope with the changing socio-political, economic and technological environments within the context of a 'new' democracy.

2.2.1 THE SOCIO-POLITICAL ENVIRONMENT

Curriculum change in schools reflects changes in society at large (Print 1993:224). Such changes are invariably indirect in nature and the association or linkage between societal and curriculum change is rarely a perfect match. Many societal changes may have a significant impact upon the school curriculum (Marishane 2002:117). Examples of societal changes include high levels of youth unemployment and the emergence of HIV/AIDS. The emergence of HIV/AIDS within the society, for example, has placed indirect societal pressure on the South African school curriculum to accommodate the teaching of health and sex education (Horn 2006:117). This has forced the schools to include the teaching of sex education by means of the subject Life Orientation as a way of trying to respond to the needs of the society. Similarly, the emphasis on a socio-political just society has demanded a changed focus in the teaching of human sciences-oriented subjects.

2.2.2 THE ECONOMIC ENVIRONMENT

The successful adaptation of workers to the country's structural change was also slowed down by the legacy of apartheid, particularly by the denial of access to quality education to the vast majority of the population for many years (Marishane 2002:117). After the 1994 general election, the South African economy, in line with global trends, has been undergoing a structural transformation into the new so-called service economy (Horn 2006:118). The implication of this transformation is that the main focus in the workplace

has shifted away from activities based in the primary sectors of agriculture and mining towards the more knowledge-based secondary and tertiary sectors. Unfortunately, a significant portion of the population lack many of the basic competencies required to meet the challenges posed by the new structural economic changes.

These economic changes have an important influence on a country's education (Shiundu & Omulando 1992:139). These changes influenced the curriculum to change in order to provide sufficient skilled manpower to meet the demands of the local and the global society. In South Africa many changes in the curriculum have come about due to the politically inclined demand for equity linked to the economically inclined demand for competency at the world market. For instance, on a very broad scale one could consider how the school curriculum in South Africa has changed to reflect the general economic changes in society since 1994 (Marishane 2002:117). These changes have exerted greater demands for basic competencies and a greater vocational orientation.

Furthermore, the increase in the importance of knowledge-based skills to adhere to a service sector economy has led to smaller demands for unskilled labour. In South Africa, greater emphasis needs to be placed on technical and occupational education, particularly at secondary and higher education levels. These changes were viewed as a progress towards a golden age (Blenkin, Edwards & Kelly 1992:186). More recent developments have put an increasingly higher demand on the cultivating of skills to be productive in a knowledge-based economy.

2.2.3 THE TECHNOLOGICAL ENVIRONMENT

Technological changes have serious consequences for changing the curriculum since they result in major changes in the kind of knowledge that society wants its youth to acquire. Technological changes lead to changes in the values and norms of society and thus put tremendous pressure on the curriculum (Shiundu & Omulando 1992:141). These changes bear testimony to the fact that the technological platform on which products and services are built is growing in complexity. Work processes are reorganised and new knowledge is

20

constantly introduced. Different skills and management competencies from those required in the previous age of mass production are therefore required. These new competencies include proficiency in Mathematics, computing, reading, writing and reasoning, the ability to use resources and information constructively, the ability to understand systems and master technology as well as flexibility to cope with change in the workplace (Pretorius 2001:77). The fact that South Africa is now part of the global economy means that businesses have to adapt to the structural changes required. All these changes require continuous evaluation to ensure that the curricula and content of subjects offered in schools are indeed suitable and equip learners to face the challenges in the workplace. These challenges relate to an increased demand for science, engineering and technology-orientated skills, of which the demand for knowledge and skills in the use of computers and calculators is but one example (Horn 2006: 117).

2.3 CURRICULUM CHANGE PROCESS

Many educational change processes are technically simple but socially complex. In this regard Everard and Morris (1990:223) point to the fact that personal and social changes within schools are complex and, on occasion, contradictory and confusing. Some of this confusion is the result of staff members actively embracing a rigidly bureaucratic approach which serves their interest, rather than the needs of their clients. In this regard, Van der Merwe (2002:72) is of the opinion that the implicit assumption of a curriculum-led approach, in which the teacher and the learner are one and the same, has to be questioned, and the learner given a separate identity and a greater degree of autonomy. Against this background, the process of curriculum change management should provide the means by which high quality learning is achieved.

In South Africa the process of curriculum change after 1994 found teachers ill prepared for the new demands placed on them. Teachers were exposed to embryonic changes resulting from the vision of a national curriculum designed to provide direction for changes across the country (Jansen 1998:1). Curriculum change in South Africa became the pious wish for changes in the social system at large. In order to understand these

socio-political and economic changes foreseen to be brought about by curriculum change in South Africa, one should be able to understand the process of curriculum change which includes a number of aspects namely, need, mobilisation, implementation and institutionalisation (Blignaut 2001:3).

2.3.1 NEED

The beginning of the curriculum change process lies in the expressions of concern, dissatisfaction or need with the current curriculum or curriculum practices (Dean 2005: 2). Consequently, a demand or expressed need may come from a variety of sources such as teachers, learners, parents, administrators, employers, educational systems or a combination of these sources. Change will not occur without this need being present. At times persuasive methods to promote change are necessary if curriculum change is to succeed. People must recognise and accept the need for curriculum change (Print 1993:226). If classroom teachers, for instance, do not recognise and accept the need for a particular curriculum innovation they will become resistant to it and hence place the success of the curriculum change in jeopardy. Thus the first phase of successful curriculum change may involve those initiating the changes to convince change participants of its value.

In South Africa, political developments have played a major role in the need for curriculum change. Pressure from the South African citizens and international communities underlined a great demand for educational change for the sake of social equality and South Africa's labour market to compete with world markets (Horn 2006:118). This was a constant threat to the then apartheid government (McGregor 1992:21). One of the most common incidents that pointed to the need for educational change in South Africa was the Soweto student riots of 1976 (Maylam 1986:177).

Although it is important to recognise the significance of 1990 as a critical turning point in the curriculum debates in South Africa, it was after the 1994 general election that the Department of Education realised the need for transformation in the education system

(Jansen & Christie 1999(b):5). The result was the release of a number of White Papers on education, one of which was the White Paper on Education and Training of 1995. The White Paper on Education and Training of 1995 emphasised the need for major changes in education and training in South Africa in order to normalise and transform teaching and learning in South African education (Gauteng Department of Education 2002:1). The White Paper stressed the need for a shift from the traditional aims and objectives approach to outcomes based education (OBE). The White Paper 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 (Curriculum Review Committee 2000: 30).

On account of this vision the National Curriculum Framework was adopted that focused on the process of curriculum design. The principles related to curriculum design include human resource development, learner-centeredness, relevance, differentiation, redress and learner support, nation building and non-discrimination, critical and creative thinking, flexibility, progression, credibility and quality assurance (DoE 1997: 7).

2.3.2 MOBILISATION

Mobilisation is the process whereby the system prepares for a change in state (Blignaut 2001:3). *Mobilisation* can be described in terms of four functions, namely, policy image development, planning, internal and external support. In the context of South Africa and the adoption of C2005, mobilisation by the DoE involved the strategies of the setting up of pilot schools accompanied by an elaborative advocacy programme (Blignaut 2001:3). Media in Education Trust secured the lucrative tender of publicising the curriculum and emerged in producing high gloss publicity material to celebrate the success of C2005 (Gauteng Department of Education 2002:1). This advocacy campaign was a public relations campaign designed to seek political advantage for a ministry widely criticised for bungling the implementation process (Jansen & Christie 1999(b):13). The curriculum was piloted in all nine provinces. However, the programme was fraught with numerous substantial problems.

Delivery of the essential material needed for effective implementation was often uneven and often the essential documents were confined in the principal's office (Jansen & Christie 1999(b):13). External and internal support was often missing from the mobilisation phase of micro-implementation (Blignaut 2001:4). The teaching and learning support services in many provinces were not established and in those provinces where it existed, officials were not appointed or lacked the necessary capacity to offer the necessary support. Principals were also not supportive of radically transforming the curriculum because this threatened the status quo. The DoE soon realised that it was necessary to empower principals to become the change agents. External support of C2005 was often composed of criticism from the media and educational and religious groupings (Blignaut 2001:4).

2.3.3 IMPLEMENTATION

The implementation phase may be considered as a continuum, stretching from the need of a new curriculum until its complete acceptance (Print 1993:227). In the curriculum change process, implementation begins with the initial attempts by teachers to effect the innovation into various schools/institutions. As this phase progresses, participants usually develop confidence and expertise and so it has a greater chance of success. This is a crucial phase in the change process. In the South African education context the implementation of C2005 was scheduled to commence in 1998 with grades 1 and 7 as the first recipients, followed by grades 2 and 8 in 1999, grades 3 and 9 in 2000, grades 4 and 10 in 2001, grades 5 and 11 in 2002 and grades 6 and 12 in 2003 (DoE 1997: 10).

Unfortunately, the above schedule was not adhered to due to some unfortunate situations such as the inadequate training of teachers, especially the grade seven teachers, who felt that they were not fully supported as compared to their counterparts in the Foundation Phase, and the unavailability and inadequate supply of learning and teaching materials in most schools (Curriculum 2005 Review Committee 2000: 20). As a result the DoE came up with an alternative implementation plan of C2005 which was to begin with the

phasing in of OBE in grade 1 in 1998, followed by grade 2 in 1999, grades 3 and 7 in 2000, grades 4 and 8 in 2001, grades 5 and 9 in 2002, grades 6 and 10 in 2003, grade 11 in 2004 and grade 12 in the year 2005 (Young 1997:5).

2.3.4 INSTITUTIONALISATION

For the innovation to have been institutionalised required that innovation is used continually over time (Print 1993:231). This phase has to take time and change cannot be considered to have occurred successfully until institutionalisation is evident. Many innovations appeared to succeed in the earlier stages only to flounder when exposed to the broader context for which they were intended. Many innovations in the curriculum received the artificial support in the form of finance, consultants and administrative favour during the early stages of implementation. The removal of these supportive factors led to the demise of the innovation. By contrast, schools that were lacking support and which were essentially destabilised by high staff turnover, inadequate leadership support, low levels of resources, poor support services and constant student mobility had difficulty institutionalising change (Print 1993:232).

In the case of South Africa, institutionalisation was affected by a lack of the adequate training of teachers who were expected to implement C2005. This was evident in Jansen and Christie's (1999(a):146) study conducted in Kwazulu–Natal and Mpumalanga provinces which shows that the training was one-shot workshop per grade without follow-up support. The training left most of the teachers without the necessary OBE knowledge. In these provinces, the teachers regarded the OBE training as inadequate. There were two groups of opinions regarding the issue of training. The first group felt that the training was useful but much more training was still needed. The second group was disillusioned about the training they received and as a result they felt that totally different training was required (Jansen & Christie 1999(a):146).

The institutionalisation of C2005 was delayed by a lack of adequate OBE-related learner support materials. It was also noted by Jansen and Christie (1999(a):146) in Kwazulu-

Natal and Mpumalanga that all schools only had the basic documentation, which consisted of the Foundation Phase programmes of Literacy, Numeracy and Life Skills. In his study conducted in the Eastern Cape, Penlington (1999:4) found that although the key teachers had been given the OBE-related learner support materials, there was no evidence as to whether the materials reached all teachers in the schools. This opinion was also supported by Potenza and Monyokolo (1999: 5) who indicate that in the Brakpan/Benoni district in the Gauteng Province not all schools received the basic documentation of the Foundation Phase programmes when OBE was implemented in grade 1 in 1998.

Inadequate clarification as to how OBE lessons should be conducted also affected institutionalisation. This was noted by Jansen and Christie (1999(a):147) in Kwazulu-Natal and Mpumalanga, where the teachers were not doing anything different from what they were doing prior to the introduction of OBE. Some teachers, including the well-qualified ones who were regarded as the best facilitators, were uncertain about whether their classroom practice was in line with the OBE stipulations. Most of the teachers were still using the traditional teaching approach. In addition, they were not certain as to which available resources should be utilised.

Confusion as regards the assessment strategy also delayed the institutionalisation of C2005. (Nakabugo & Siebörger 2000: 6). Teachers did not know what, where, how and when to assess the learners. Most teachers understood continuous assessment to mean that they should test the learners more frequently. This delayed the institutionalisation process as teachers had to be retrained.

Furthermore, the Review Committee's report indicates that fierce debate on C2005 is an ongoing feature in many staffrooms, indicating a low level of institutionalisation (Blignaut 2001:4). Administrative support from authorities and the principals was found to be lacking and this contributed significantly to a low level of institutionalisation. Many principals failed to support the adoption of C2005 as they were not mobilised to accept the change as indicated earlier. It must be noted that a complete measure of the degree of institutionalisation was not possible at that stage due to the phasing in approach of the Department (Blignaut 2001:5). A more complete measure of the degree of

institutionalisation would be possible once the curriculum was phased in in all grades. This reveals that there is discrepancy between curriculum policy and classroom practice and that institutionalisation has yet been reached in terms of C2005.

2.4 CURRICULUM CHANGE IN POST-APARTHEID SOUTH AFRICA

Due to the impact from the different external environments there is nothing like a perfect curriculum for all ages (Shiundu & Omulando 1992:131). As the environment changes and societies portray new needs, the curriculum has to keep changing to address these needs. A change in society will provoke changes in the school curriculum because the school is a social institution, serving the society. Changes in the school community, its population and professional staff should be reflected in the related changes in the school curriculum. In addition, curriculum changes can also be perceived from sociological perspectives as a variety of educational changes (Shiundu & Omulando 1992:131). In other words, educational change is one form of social change, because a change in society may call for a change in the curriculum. A changed curriculum results, then, again in changes in the society, e.g. more correctly skilled manpower for the labour market.

Before the 1994 general election in South Africa, the country never had a truly single national system of education and training (DoE 2000:2). The South African education system was characterised by the unpredictable curriculum policy environment which had been described as racist because it perpetrated race, class, gender and ethnic divisions and emphasised separation instead of common citizenship and nationhood (Jansen & Christie 1999(b): 9). Much of the South African education system literature shows that there had been severe conflict of interest between education and training. Numerous investigations undertaken reveal that there was a need to restructure the curriculum to reflect the values of the recent democratic society and to link the National Qualification Framework and the South African Qualification Authority (SAQA) (DoE 2000:2). In view of this, there was a need to develop a new curriculum relevant to the South African context, after thorough evaluation of the old curriculum.

After the April 1994 general elections, South Africa found itself at the crossroad of change that was inevitable due to the political past of the country. This change was fuelled by a political strategy to drive change in all sectors of the government. As a result, the government of national unity inaugurated a nationwide process to transform the country's curriculum, particularly its aims and methodology. The government was seen to be delivering on education promises, and thus needed a new curriculum that would be partially implemented before the 1999 general elections (Siebörger 1998:2). Over the course of 1996 and 1997, various curriculum committees representing a range of stakeholders were charged with producing the new curriculum. The new curriculum's structure and framework were centrally pre-determined and non-negotiable, the model was to be outcomes-based, and the traditional subjects were to be abolished in favour of learning areas. Extensive use was made of internationally recognised authorities to formulate curriculum policy for the local education situation. During the process the new curriculum, which is based on outcomes, emerged. The new curriculum was characterised by new educational terminologies, for example learner, educator and facilitator and also by the programme and phase organiser.

2.5 CURRICULUM 2005

C2005 was understood to be a planned process and strategy of curriculum change underpinned by elements of redress of past imbalances, equity, development and improvement in the quality of the South African education provision (DoE 2000:8). In this regard, C2005 was and is still seen as a dynamic vehicle that can be used for the realisation of aims and objectives towards the acquisition of useful and applicable skills by the learners (Mark 1999:1). C2005 is viewed as a valuable instrument to change the traditional apartheid curriculum that was content/academic-based to a skills-based curriculum which is more applicable for the new social, political and economic development needs of the 21st century South Africa. C2005 is based on the premise of life-long learning with outcomes-based education (OBE) as the main vehicle for the propagation of the idea that every learner is capable of a certain level of success (DoE 1997: 12).

This approach inculcates skills development in the provision of education in formal schools of learning where it emphasises that learners will and must learn for life because this approach will leave the learner with something to build on after all else learned at school has been forgotten (Siebörger 1998:2). For this to be achieved, the attainment of outcomes must be well managed. School management teams have an important role to play in aligning current practices and plans to strategies, structures and systems, which would bring the school closer to attaining the outcomes. The challenge is to select the best practices for all schools to accommodate the diversity of needs which exist in all schools and to bring practice as close as possible to the broader national intention of the OBE system which relates to explicit outcomes (Siebörger 1998:2). The introduction of the outcomes-based curriculum as an approach to deliver C2005 has meant changes to the curriculum, how it is delivered in the classroom and what should be expected from all learners to achieve at the end of grade 12 (Jansen 1998:1). OBE also meant changes in the role of the teachers and their assessment strategies.

2.5.1 THE ROLE OF THE TEACHER IN THE CHANGED CURRICULUM

The nature and demands of C2005 bring change to the role of teachers because with its OBE approach C2005 represents a radical paradigm shift from the traditional approaches of teaching and learning (DoE 1997: 10). With the traditional approach the teacher was at the centre of the teaching and learning activity. In the paradigm shift towards an OBE approach, emphasis is placed on the acquisition of life-long learning skills in which the role of the teacher becomes a facilitating one (Siebörger 1998:2). OBE as an educational philosophy is organised around the basic beliefs and principles that start with the premise that "all learners can learn, acquire useful skills and consequently succeed in life" (Nakabugo & Siebörger 2000:288). In the acquisition of such life-long learning skills, learners are exposed to several alternative learning methods and are expected to demonstrate what they have been able to acquire in different ways through assessment (DoE 2002:6). In this instance, the primary focus is on the application of the acquired skills to solve everyday problems encountered in real life situations. OBE therefore places the success of the learner on the learner while the teacher becomes a facilitator

able to interact with the learner only to provide correctional inputs to direct the learner towards the achievement of set goals and objectives.

2.5.2 ASSESSMENT IN THE CHANGED CURRICULM

Prior to the introduction of OBE, most South African schools adopted an approach to learning and assessment that placed a strong emphasis on the accumulation of isolated facts and skills (Nakabugo & Siebörger 2000:288). Assessment was generally separated from instruction and largely took the form of assessing discrete, isolated or fragmented knowledge and skills. Assessment in this paradigm was characterized by paper-and-pencil tests that emphasised academic exercises and the recall of textbook-based knowledge. The assessment criteria were rarely made explicit before learners attempted the assessment task (DoE 1997: 23). Learners were assessed individually with much secrecy surrounding the tests. Assessment was largely driven by the need to produce marks that could be recorded and reported to prove to the relevant authorities that assessment had taken place, rather than being an integral part of the learning process. This system was aimed at informing the educators of learners' progress and providing a basis for reflection on teaching. Many teachers within this system simply assessed what they believed they had taught well, so that the learners' marks would reflect highly on their teaching ability. It was not focused on the growth and development of the learner, or in the interests of the learners (Nakabugo & Siebörger 2000:288).

C2005 brought about many suggestions for changes to assessment practices. Schools are challenged to put in place assessment plans and strategies, which support the teaching and learning practice, monitor learner performance and record learner attainment (DoE 1997: 25). Assessment is now done so as to assess whether the learning outcomes of the particular activity or experience have been achieved. C2005 emphasises that the learners' achievement of outcomes should be assessed from the beginning to the end of the school cycle (Nakabugo & Siebörger 2000:288). A variety of assessment methods would be available to ensure that the methods are suited to the outcomes performance being assessed. The methods would not disadvantage individuals or groups by hindering or

limiting them in ways unrelated to the evidence sought. Learners would understand the assessment process and the criteria to be applied and can contribute to the planning and accumulation of evidence. For this reason, there will be no passing or failing. Learners who do not meet the criteria for attaining a standard could apply for re-assessment. The learner would decide when he/she is ready for assessment (Nakabugo & Siebörger 2000:288). Only at the end of grades 9 and 12 would there be comprehensive external assessment (DoE 1997: 8). Some external assessment will be done at the end of grades 3 and 6 (Nakabugo & Siebörger 2000:288).

2.6 THE IMPLEMENTATION OF THE CHANGED CURRICULUM

The staged implementation of C2005 began in 1998 in grade one, facing Provincial Education Departments, schools and teachers with a radical departure from anything they had previously encountered (Jansen 1998:1). The changes in curriculum impacted on teaching and learning practices, on how schools are managed at all levels of management and on all processes, strategies and structures which are to be put in place.

The experience of the changes that have been introduced in education since 1994 has cautioned the education planners that the management of curriculum change is a complex and difficult issue. These changes demand ingenious leadership who sets the pace, takes directions and aligns people by motivating and inspiring individuals to keep moving ahead in spite of major obstacles and resistance to change (Dean 2005: 3). The new curriculum changes needed to be managed properly on a continuous basis. The school management team who shoulders the responsibilities of ensuring sound management practice should pay attention to continuously managing curriculum change.

Within a whole school development context, all planning and management should be a collaborative effort. It should involve all role-players in a context in which the curriculum plays a central role. The concept of whole-school development is essential for the successful implementation of the new curriculum. Learning is a life-long process, which begins before school, and the learning environment is not limited to the classroom (DoE

1997(a): 8). School based management will be challenged to translate changes and reform in the curriculum into practices which provide a supportive environment at schools and extend the support into the classroom.

In political terms the school management teams are compelled to demonstrate to the communities they serve that schools are not adrift, but are headed in a positive direction. The school management team should be capacitated and be empowered so that they become conversant enough with the qualities of transformed leadership and the roles thereof. According to Ornstein and Hunkins (1993:287) the school management team must be visionary leaders who possess a clear vision of the missions of their schools and a strong belief in professional values. Although this kind of leadership may differ nationally, provincially and even institutionally, such leaders need to align learners, parents, teachers and all stakeholders to be able to cope with curriculum change effectively and efficiently so that they make contributions towards the implementation and eventual improved citizenship.

2.7 PHASES IN MANAGING CURRICULUM CHANGE

Curriculum change presupposes five phases. This implies that there are five phases that need to be managed (Mampuru 2001:195): diagnosis, planning, implementation, stabilisation and evaluation.

2.7.1 DIAGNOSIS

Curriculum change is necessary if the group of participants in the educational institution loses faith in current practices, activities and the outcomes of actions (Knoop 1987:15). According to Van der Westhuizen (2000:94), dissatisfaction within the group is usually diagnosed by means of one of the following: the school management team may become aware of a situation that requires alteration in the school; teachers may become aware of a situation that needs to be altered and report this to the school management team and

parents or members of the community may become aware of something that needs to be changed and bring their concerns to the attention of the school management team.

Education system in South Africa was blamed for preparing learners differently to fulfil their presupposed positions in social, economic and political life (Kramer 1999:1). This resulted in inferior education for the majority of South Africans, namely the Blacks, and an exclusive focus on knowledge at the expense of training. Education was concerned with the content of the syllabus that had to be taught to learners in each subject (DoE 1997: 1). The government of National Unity felt that it was impossible to terminate the concern and decided to introduce the new curriculum in 1997 (Mark 1999:1).

2.7.2 PLANNING

The school management team needs to find alternatives to the problem that has been diagnosed in a creative fashion, analyse these alternatives and finally make choices between possible solutions (Mampuru 2001:195). Each of the planned alternative solutions should have the potential to limit dissatisfaction, activate further forces and operate against forces of resistance to change. It is necessary to create an appropriate climate for change by continuously communicating with those involved in the change by establishing work committees to investigate the problem and by discussing whatever problems are encountered with the school committee.

Planning for curriculum change in post-apartheid South Africa started in 1995 when the White Paper for Education and Training called for the transformation of the school curriculum and the establishment of a wide range of democratic structures to develop the new curriculum. Between 1995 and 2000, a wide range of democratic committees was responsible for different curriculum design activities (Curriculum 2005 Review Committee 2000:3). The National Education and Training Forum began a process of syllabus revision and subject rationalisation (Curriculum 2005 Review Committee 2000:3). The purpose of this process was mainly to lay the foundations for a single national core syllabus which was informed by principles derived from the White Paper

on Education and Training 1995, the South African Qualifications Act (No 58 of 1995) and the National Education Policy Act (No 27 of 1996) (Gauteng Department of Education 2002:2).

During the planning phase for the new curriculum, the National Education Policy Act (No 27 of 1996) provided for the development of the following curriculum design tools to support an outcomes-based approach (Gauteng Department of Education 2002:1):

- critical cross-field outcomes;
- specific outcomes;
- range statements;
- assessment criteria;
- performance indicators;
- notional time and flexi-time.

The National Education Policy Act (No 27 of 1996) formulated the following additional curriculum design tools in the succeeding year, as stated by the DoE (1996:124):

- phase organizers;
- programme organizers;
- expected levels of performance;
- learning programmes.

2.7.3 IMPLEMENTATION

According to Mampuru (2001:197), implementation is the most difficult phase of the change process as most of the shortcomings of the change may appear at this stage. The phasing in of C2005 started in 1998 with grade 1 (Mudau 2004: 9). The following problems were experienced during the pilot study with 270 schools in 1997 (Siyakwazi 1998:10):

- Confusing terminology and language: Submissions point to three particular problems: the use of meaningless jargon and ambiguous language, the unnecessary use of unfamiliar terms to replace familiar ones and the lack of a common understanding and use of C2005 terminology. Jansen (1998: 3) states that the language of OBE and its associated structures were simply too complex and inaccessible for most teachers to give these policies meaning through their classroom practices.

- Overcrowded classrooms: The fact that grade one learners need lots of guidance and support meant that the teacher who implements group-work has to move around to all the groups. This was impossible because most of the classrooms were overcrowded. This fact was confirmed by some teachers in the Limpopo Province who indicated that it was impossible to manage a class of 40 learners (DoE 1997: 31).

- Lack of resources: The implementation of C2005 was affected by the inadequate provision of learning and teaching support materials which were supposed to be accessible to everyone, including to teachers and learners (Potenza & Monyokolo 1999:7). Lack of these learning and teaching support materials ranged from the availability to quality (Potenza & Monyokolo 1999:8). The absence of basic resources such as pencils, textbooks, exercise books, worksheets and duplicating machines in many schools exacerbated the problem (Rogan 1999:37). In some situations an teacher may find himself/herself with 80 to 90 learners in a small bare room with no equipment but a chalkboard and some pieces of chalk, in addition to a few textbooks with not enough pencils or paper.

- Inadequate training: Although the teachers were willing to implement C2005 successfully, training was generally regarded as insufficient and at times inappropriate (Siyakwazi 1998:5). Many problems and difficulties were experienced in the process of training with regard to models, duration and quality. Training was focused too much on orientation to the new terminology. Little

attention was given to the substance of OBE. In addition, participants sensed that district trainers themselves often did not understand OBE and training. Although there was evidence that training had improved with time and experience there was a need for training that would be less theoretical and more sustained. Dissatisfaction with two to three day training workshops without follow-up support was a general feature (Siyakwazi 1998:5).

- Time: A factor related to time was that a number of the learning areas in curriculum 2005 were new, in that they represented subjects that were seldom taught in South Africa prior to the introduction of C2005 (Rogan 1999:30). Two of these are Technology and Economic and Management Science, for which substantial in-service education and training were required.

All these factors indicate that the meaningful implementation of C2005 is yet to be achieved (Rogan 1999:30). What is also evident is that it is difficult for the school management team to manage the school without the necessary equipment. These problems still prevail at schools because school management teams failed to act as the central facilitators during the implementation phase (Mudau 2004:9).

2.7.4 STABILISATION

New norms come into existence during the stabilisation phase. People need to be encouraged and rewarded during the stabilisation phase to ensure that support for the changes is maintained and to prevent regression to old ways (Walker & Vogt 1987:42). In terms of C2005, however, teachers were not supported. This fact is emphasised by the Curriculum Review Committee (2000: 47) which stated that there were virtually no ongoing support and development when teachers were back from training or workshops. Teachers felt that they were left to either sink or swim. There were no support structures in place to encourage teachers to deal with the pressures of the classroom implementation. Much of this is ascribed to the shortage of personnel at provincial and district levels, as well as shortages regarding transport and other infrastructural needs

(Curriculum Review Committee 2000:47). This means that stabilisation in terms of C2005 was far from being reached because the same problems were still prevailing in most schools countrywide where the school management teams were unable to offer suitable support to the teachers during the implementation of C2005 (Blignaut 2001:4).

2.7.5 EVALUATION

Evaluation should indicate the degree of success of the change. In the case of South Africa, the implementation of OBE since 1997 has failed to deliver the expected results (Slabbert 2001:289). Consequently, the implementation of OBE was most problematic in the previously disadvantaged schools that it was supposed to help, mostly because the leadership of these schools were not aware of what they should do to manage the curriculum successfully (Marishane 2002:118). It was the above-mentioned challenge which led to the then Minister of Education, Minister Kader Asmal, to appoint the Curriculum Review Committee (DoE 2001:1) to investigate:

- steps to be taken in respect of the implementation of C2005 in grades 4 and 8 in 2001;
- key success factors and strategies for a strengthened implementation of C2005;
- the structure of the new curriculum.

The review committee recommended that strengthening of the curriculum is required, streamlining its design features and simplifying its language through the production of an amended national curriculum statement (DoE 2000: 65). The revision of curriculum 2005 resulted in a Revised National Curriculum Statement for all grades which it was thought would help in the quest for solutions to some of the challenges identified in the implementation of Curriculum 2005 (DoE 2000: 65).

2.8 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN MANAGING CURRICULUM CHANGE

The school management team has the day-to-day responsibility for the professional and operational management of the school, under the leadership of the principal (DoE 2002:24). This means making sure that the policies agreed on by the school governing body are put into practice, that all areas in the school function effectively and that people work productively towards achieving the school's vision and mission (DoE 2002:24). With regard to change, much of the school's activities revolve around the school management team. This determines to a great extent, the school's success or failure when change is implemented (Hall 1998:49). The introduction of C2005 created an inexorable sense of crisis management in which somewhat haphazard events and incidents seemed to have run teacher's lives rather than carefully formulated plans and intentions. In order to effectively manage curriculum change, the school management team should take into account both the degree to which the total school community will be affected by the curriculum change and the degree to which the school community is aware of the changes. As a result, the school management team should play an active role in managing curriculum change.

A school management team functions effectively if the senior managers (principals and deputy principals) and the middle managers (heads of department and senior teachers) work together (Van der Merwe 2002:35). Apart from possessing detailed knowledge of the realities of teaching and learning the senior managers should offer clarity of purpose and vision in order to help the school management team to act with authority (Van der Merwe 2002:30). Ofsted (1994:3) indicates that the higher order cultural and symbolic role of the school management team pertains to ensuring an adequate foundation of experience and knowledge with the opportunities for discussion, reflection and evaluation, in order to give learners the maximum scope to develop the spiritual, moral, social and cultural dimensions of human life. The key role of the school management team is to encourage members of staff to reflect upon, debate and agree on collective interpretations of how the curriculum should be taught and the range of experiences

which learners should be offered. However, the reality indicates that a lack of time and resources are the constraints that hamper school management teams to take on more than routine administrative tasks (DoE 2002:24). This effectively hampers the process of teaching and learning.

This study on the role of the school management team in curriculum change management focuses on how the school management team encourages staff to reflect upon, debate and agree on collective interpretations of the curriculum with regard to content, assessment and outcomes. According to Lofthouse, Bush, Coleman, O'Neil, West-Burnham and Glover (1995:24), the school management team should manage the school according to set school management criteria.

Against the background of curriculum change management, these management criteria will be discussed in the following paragraphs.

2.8.1 MANAGING THE SCHOOL ENVIRONMENT FOR CURRICULUM CHANGE

The school has different levels of accountability at school management and classroom management level. This accountability relates to ensuring that quality teaching and learning happen within the school (DoE 1997: 14). It is the responsibility of the school management teams to ensure that their schools deliver their brief against the mission, vision, curriculum goals and action plans for their schools. With regard to the demand for curriculum change, the success of a school lies in its success in creating a supportive environment for curriculum change to take place. There are a number of indicators that can be put in place to measure this success. The main indicator relates to increased learner performance and attainment. A second important indicator relates to defining ways of motivating teachers and learners to accept challenges presented to them by the new practice (DoE 2000:28). Related to this is the identifying and developing of support strategies and mechanisms and the defining of teaching and learning expectations. This means that the outcomes for teaching and learning practices should be clearly spelt out.

2.8.2 PROVIDING SOUND PLANNING, TIME MANAGEMENT AND ORGANISATIONAL SKILLS

Inefficient use of time could be symptomatic of ineffective management (Van der Westhuizen 2000: 191). The introduction of C2005 with its OBE approach in schools necessitates a fresh look at how time is being managed to the best advantage of school management, teachers, and learners. Forward planning is one of the main tools in achieving this. Planning for each year should take place during the third and fourth terms of the previous year. A calendar on the staff room wall on which all staff members enter the regular functions they are involved in, is one way to capture all the school activities. The school management team checks everything and this calendar forms the basis of a year plan for the school. Regular Provincial Education, Department and district dates also need to be entered (DoE 1997: 21). At the beginning of each term, any new dates are added and each staff member receives a copy of the term plan to help in planning his/her own time and class activities. Teachers write in their own dates and deadlines together with the school timetable framework within which the school can operate.

The timetable of each school is unique as it takes into account the specific circumstances in that school. However, there are some general factors, which should be taken into account when drawing up the school timetable. The reasons for having a timetable are (DoE 1997: 22):

- to ensure that learning programmes and learning activities are given the appropriate time allocation;
- to share equitably communal facilities - these may be the school hall, library, outdoor learning spaces, art room, and computer lab;
- to share equitably the community facilities that may be accessible to the school community such as a public swimming pool and public library;
- to share the services of specialist school staff and visiting specialists, such as remedial teachers, music, art and drama teachers;

- to make sure that everyone begins and ends the school day at the agreed time;
- to allow for regular recreational time for learners and teachers;
- to allow for regular communal school activities such as school assembly.

It is stipulated, however, that where OBE has been introduced throughout the school, and class teaching is the norm, there is no need for a school to have every minute of the day specified by school management (DoE 1997: 22). Within each grade, teachers work together to specify how much time is allocated to different learning programmes and activities each week, building in enough flexibility to answer to unexpected needs and opportunities.

In schools with specialist learning areas or subject teaching i.e. secondary schools, the timetable is much more complicated, as teachers need to move from class to class (DoE 1997: 23). Their movements have to be coordinated so that there is always a teacher in each class. Each grade will have a specific amount of time to be spent on learning programmes or subjects, which is determined at national level.

2.8.3 OFFERING PROFESSIONAL EXPERTISE IN TERMS OF CURRICULUM KNOWLEDGE

The school management team should offer support for individual members of the teaching team and should have the ability to lead staff development. In terms of C2005, the school management team should contextualise the planning for the delivery of OBE (DoE 2000:29). It is important that the school management team be conversant with OBE documents to be able to manage curriculum change successfully.

2.8.4 ENSURING FAITHFUL CURRICULUM IMPLEMENTATION

A school management team is challenged to show, through practice and support, how it is able to extend broader management action plans to support classroom management (DoE 2000:42). The idea of the school management team acting as critical friends to the

classroom teacher is encouraged. In the context of a critical friend, line managers have their roles defined by the nature and scope of the support they provide at classroom level.

The role of the school management team in the implementation of the curriculum, which includes the implementation of curriculum change, will include the following (DoE 1997(b): 42):

- deciding with the teacher the purpose of a class visit;
- determining what criteria will be used to monitor classroom practice;
- developing a profile of each educator with the teachers themselves;
- discussing in an ongoing way the feedback from class visits and how to feed through recommendations into future practice;
- supporting review and reflective practice;
- providing immediate feedback;
- developing post-classroom visit action plans;
- reporting and recording structures;
- determining the professional needs of each educator;
- ensuring quality assurance practices at classroom level;
- seeing that the syllabus is covered in adequate detail.

What seems to be presently prevailing in many secondary schools is that the role of the school management team is divorced and removed from classroom management practices (DoE 1997: 20). This evidently is detrimental to effective teaching and learning.

2.8.5 DRAWING UP THE SCHEMES OF WORK

The school management team should possess the ability to update work objectives for teams and individuals. The school management team must be able to plan activities and determine work methods to be used to achieve objectives (DoE 2000:42). It has to be able to negotiate work allocation, and evaluate teams, individuals and themselves against objectives. The team must be able to provide feedback to teams and individuals on their

performance (Van der Merwe 2002:32). Against this background, the new curriculum requires the school management team to involve other stakeholders such as parents, to determine, for example, the work-methods to be used to achieve the objectives of the school (DoE 2000:42).

2.8.6 DEVELOPING SUPPORTIVE RELATIONSHIPS WITH ALL STAKEHOLDERS

The school management team should be able to develop and manage relationship with learners, the staff, parents, the governing body and the community. Developing supportive relationships with all stakeholders involved includes the following (DoE 2000:29):

- to identify problems and opportunities;
- to promote the school and its services;
- to recruit learners and operate admission policies;
- to evaluate and review relationships and to promote the school in general.

Following the aims and approaches of C2005 with its embedded OBE approach the parents and the broader community have an important role in the education of children. Parents and guardians share the primary responsibility for the education of their children. A healthy partnership between schools and parents is absolutely essential for the establishment of a culture of Lifelong Learning Development (DoE 1997: 5). The school management team should be able to manage the involvement of parents in the education of their children as required by the changed curriculum.

2.8.7 PLANNING AND CONTROL OF RESOURCES

Planning determines the success rate of the implementation and acceptability of curriculum change (Van der Merwe 2002: 32). This means that the school management team has to give special attention to how it intends to manage curriculum change as a

process. The school management team is expected to evaluate the effects of the changes. The school management team should also change its strategy to persuade the school to accept the changes and communicate the aims of the changes to the school community. The school management team should record in writing the planning for the proposed changes for circulation among members of the school community and share with the staff during the staff meeting the information about the transformation that the changes will bring (Van der Westhuizen 1996:153).

Curriculum change is most effective when it is well-planned (Van der Merwe 2002: 32). This includes costing the process in terms of time and resources. Allocating a realistic amount helps to ensure that the change is a success and will reinforce the school management team's commitments to the initiative. School management teams should be realistic about the timescales involved and the resources needed to implement effective change. They should establish a tight budget that is dedicated to the initiative and which cannot be used to fund other activities (DoE 1997: 5). The school management team needs to understand the financial position of the school and needs to be able to participate in managing the school's finances, including helping with fundraising.

One of the problems with the implementation of C2005 is resource constraints; which includes financial and human resources. When people have to carry out their plans to reach their goals, they usually need human and material resources (DoE 2000:26). The school management team needs to find out where to get these resources. The school management team also needs to decide how the material resources are used and who will mind them. In addition, the school management team should control and monitor activities against the budget. Teachers, other staff members, learners, parents and other members of the school community could be responsible for looking after different resources. This helps to make them feel responsible for the success of their schools.

2.8.8 DEVELOPING SUPPORT TEAMS, INDIVIDUALS AND THE SELF TO ENHANCE PERFORMANCE

Providing support with curriculum change implementation entails developing and improving teams through planning and activities. It also entails identifying, reviewing and improving development activities for individuals, developing oneself within the job and evaluating and improving the development processes used. Teachers are more likely to respond positively to initiatives if they are given additional support during the planning and development stages (Van der Merwe 2002: 32). The most valuable support the school management team can provide is by giving staff members time to plan and implement their work roles and responsibilities. Other ways in which the school management team can provide support include the following: providing a clear positive vision of the initiative and the benefits that the change will bring to learners, ensuring that the school management team member has a working knowledge and understanding of the demands of the new curriculum initiative, taking time to find out the strengths, talents, experience and abilities of staff from the outset; involving staff members to develop a sense of ownership and commitment to the curriculum change initiatives; fostering an innovative culture in which all initiatives, whatever the origin, are considered positively as having potential benefits for the institution and channelling resources to where they are needed most (Van der Merwe 2002: 32).

2.8.9 CREATING, MAINTAINING AND ENHANCING EFFECTIVE WORKING RELATIONSHIPS

A curriculum change manager must establish and maintain the trust and support of his/her staff and immediate managers; must establish and maintain relationships with colleagues; must identify and minimise interpersonal conflict; must implement disciplinary and grievances procedures and must counsel staff (Van der Merwe 2002:32). In terms of C2005, members of the school management team can be called upon to play interpersonal roles as representatives of authority in schools (DoE 2000:24). They may, for example, represent the school at a sports event, choir competition or departmental meeting or lead

an assembly or other meeting in the school, play a role in motivating and supporting the people in the activities of the school for which they are responsible, and establish links with people and groups outside their school.

In school, the school management team should be responsible for building teams. There are many different styles and approaches to leading and managing, but the school management team will manage best if they think of the school management team as part of a team or part of several teams (DoE 2000:42). The school management team members must make sure that they work as an effective management team and that they manage the process of team-building in other areas of the school. What seems to be happening in most secondary schools is that some of the members of the school management teams are creating divisions within the school because they form part of divided groups (Mampuru 2001:51). This makes it difficult for them to enhance effective working relationships. The school management team should create these participative decision-making structures for achieving certain specific goals relating to curriculum change implementation.

2.8.10 SELECTING AND MAINTAINING TEACHING AND NON-TEACHING STAFF

Against the background of curriculum change management, it is crucial that the school management team defines future personnel requirements, determines recruitment methods, and determines specifications that will maintain quality people and assess and select candidates against team and school requirements (Van der Merwe 2002:32). Keeping teachers in the teaching profession is an important task that needs to be managed. The only way to keep teachers in their profession is through appraisal. Teacher appraisal is an important part of the management process which needs to be managed.

Appraisal can make significant contributions to the motivation, development and effective use of staff (Mampuru 2001:51). Against the background of the fact that the staff of a school is its most important and expensive resource, an effective appraisal

46

system is highly desirable to school management teams. To be effective, appraisal depends both on training in the relevant skills for those who participate, and on training in the implementation and running of the process. Relevant skills to be trained in include those related to observation and interviewing as well as the development of appropriate staff development skills. In terms of the new curriculum the school management teams should be able to manage the process of selecting and maintaining both teaching and non-teaching staff. They should also be part of the selection process.

2.8.11 MAKING CURRICULUM CHANGE A HIGH PRIORITY

To make curriculum change happen, it must be given a high priority by the school management team. This entails that the school management team should identify opportunities and constraints on the aims, policies and objectives of the school. With regard to C2005, school management teams were willing to make curriculum change a high priority but due to the fact that most of them were not well-trained, the school management teams could not carry out all the curriculum tasks successfully (Jansen 1998:4).

2.8.12 MANAGEMENT OF GENDER ISSUES

The school management team is challenged to address the issues surrounding gender imbalances at management level, which includes curriculum matter (DoE 1997: 57). Historically, female educators operated at the lower grade levels and filled very few management positions. For that reason, learning content and context is fraught with examples focusing on male stereotypes. Within the context of addressing imbalances for redress and equity, school management teams should purposely address this issue and create more opportunities for developing gender balanced content and context. Against the background of C2005 and the Constitution of South Africa the school management teams were in general willing to balance gender at management level but the fact that many females were not willing to enter the management level might have constrained the development of gender balanced school management teams (Jansen 1998:4).

2.8.13 MONITORING AND EVALUATING PLANS

With regard to managing curriculum change implementation, the school management team should be able to monitor and evaluate how their plans are working. This is an important function due to the following reasons (DoE 2000:28):

- Monitoring and evaluation help people to realise that they must take responsibility for what they said they would do. People often make promises but then do not follow them through. If people know their actions will be monitored and evaluated, they are more likely to do what they said they would.
- Monitoring and evaluation help future planning. By seeing whether a plan is actually helping to reach a goal or not, planners can decide how they should plan for the future.

Monitoring and evaluation are sensitive issues but are extremely important for school excellence because they ensure learning, developing and growing. As many people as possible should be involved in preparing a framework for monitoring and evaluation. There needs to be general agreement on what will be monitored, when it will be monitored, where it will be monitored and who will do the monitoring.

2.9 CONCLUSION

After the 1994 general election, South Africa found itself at the crossroads of changes that were inevitable due to the political past of the country. One of the major changes that faced South Africa was the adoption of a truly single national system of education and the introduction of outcomes-based education as an approach to deliver C2005. This meant changes on how curriculum is to be delivered in the classroom. For the sake of the effective management of these changes, the school management team was to align current practices and plans to relevant strategies, structures and systems to attain the outcomes of the new curriculum. In line with its responsibilities, the school management team has the

day-to-day responsibility for the professional and operational management of the school under the leadership of the principal. This implies that the school management team should encourage members of staff to reflect upon, debate and agree on how the curriculum should be taught. It also implies that the school management team must negotiate work allocation, and evaluate teams, individuals and themselves against the set objectives. The school management team has to be able to plan activities, determine work methods, monitor and evaluate how their plans are working and manage relationship with learners, the staff and parents. However, the reality indicates that lack of time and resources are the constraints that hamper school management teams to take on more than routine administrative tasks.

In this chapter, the researcher provided a theoretical framework on how curriculum change needs to be managed. This was preceded by an explanation of why curriculum change has become necessary and what the main aspects of curriculum change are that need to be managed. This implies that the literature review has partially answered both research sub-questions insofar as answers were provided as to what curriculum changes need to be managed and how these changes need to be managed by the school management team.

The empirical research will shed light on the efficiency of managing the implementation of curriculum change as it is experienced at the Tshilamba circuit in the Limpopo Province.

In chapter three, the empirical research design and methodology for this study will be explained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents a description of the research design for the empirical investigation employed in this study. It includes a detailed explanation of the research approach used and the data collecting and data analysis methods employed.

The study is aimed to answer the following research questions:

Main question:

- What is the role of the school management team in curriculum change management?

Sub-questions:

- What curriculum changes need to be managed?
- How should the school management team manage curriculum change successfully?

3.2 RESEARCH AIMS

With the literature review answers were found as to what the reasons for curriculum change are and how curriculum change should ideally be managed. This provided answers to the first research sub-question on what curriculum changes need to be managed, and partially to the second research question as to what should be focused on to manage curriculum change successfully. With the empirical investigation the aim is to find answers to the second research sub-question, namely, how the school management team should manage curriculum change successfully within context. This is done by focusing on the performance of school management teams in the Tshilamba circuit. Actual performances are determined and then evaluated against ideal performances as is evident from the literature review. This is done to determine guidelines for an

improvement of the real situation. This information will be collected by conducting three individual and three focus group interviews.

3.3 RESEARCH DESIGN

As was mentioned in chapter one, a research design represents the plan according to which relevant data are collected (Creswell 1994:154). To summarize what was stated in paragraph 1.6.2 as the reasons for employing a qualitative research approach, it relates to the fact that data were obtained in a natural setting. Descriptions and interpretations were portrayed verbally. The social phenomenon for investigation is understood from the participant's perspective in that social inquiry focuses on the way people interpret and experience events and the world in which they live and investigations relate to small and distinct groups such as the school management teams of selected schools.

Added to paragraph 1.6.2, more reasons can be postulated as motivation for employing a qualitative research design. Firstly, the researcher viewed qualitative research methods as the best because it allows the researcher to use more than one method of data collection (Creswell 1994:154). In this study, the researcher used semi-structured focus group and in-depth individual interviews to collect data.

Secondly, a qualitative research approach requires data that is rich in the description of people and places (Hoepfl 1997:3). For the purpose of this study, the researcher used purposive sampling methods to draw in information-rich participants. The participants were able to give information pertaining to the role of school management teams in curriculum change management.

Lastly, the researcher viewed a qualitative research approach as the best method because it allows the researcher to collect data continuously until the data were saturated (Creswell 1994:154). In this study, the researcher continued to collect data until she realised that no new information was available. This means that the researcher continued

to collect data until she experienced a repetition of what was already said concerning the role of school management teams in curriculum change management.

3.4 DATA COLLECTION METHODS

The research focused on a case study approach. A case study approach is a form of qualitative descriptive research which is used to look at a small group of participants. This means that the end product of a case study is a rich 'thick' description of the phenomenon under study. A 'thick' description refers to the complete, literal description of the incident or entity being investigated within a context that is bounded by time and place (Creswell 1998:37).

A case study is regarded as an intensive, holistic description and analysis of a single instance, phenomenon, or a social unit within a limited time scale (Merriam 1988:21). The implication of this is that the researcher is not necessarily looking for findings that are generalised to wider populations although findings may be applied usefully to similar contexts. In this study, the researcher is interested in studying the role of the school management team in curriculum change management in a specific context to establish salient features that are necessary to enhance the proper management of curriculum change.

With a case study approach a variety of qualitative research methods may be employed such as in-depth individual interviews producing narrative data, participant and non-participant observation, focus group interviews and ethnographic fieldwork (Creswell 1994:12). With this case study, the researcher used in-depth individual interviews and semi-structured focus group interviews to gather data in order to answer the research question on the role of the school management team in managing curriculum change successfully.

3.4.1 IN-DEPTH INDIVIDUAL INTERVIEWS

In-depth interviews involve asking open-ended questions, listening to and recording answers, and then following up the answers with additional relevant questions (Bless & Smith 2000:1). With this kind of interviewing the questions are not preformulated or themes rigidly identified before the interview takes place. The researcher limited her own contribution to an absolute research question as starting point to gain an in-depth understanding of participants' opinions and experiences on the role of the school management team in curriculum change management. From the absolute research question follow-up questions were pursued with reference to an interview schedule to ensure that all relevant aspects, as were determined by the literature review were addressed. This enabled the researcher to obtain an insider's view of the participants' understanding and interpretation of the investigated phenomenon. The researcher conducted three in-depth individual interviews with three secondary school principals in order to find answers to the question on how curriculum change is managed and how it should be managed by the school management teams. The researcher used a tape recorder to record data during the interviews.

The interview schedule covering the important aspects for investigation that was referred to during each interview is presented as Appendix A.

3.4.2 SEMI-STRUCTURED FOCUS GROUP INTERVIEWS

Focus group interviewing is characterized by the bringing together of several participants to discuss a topic of mutual interest to themselves and to the researcher (Morgan & Spanish 1984:253). It represents an open, purposive conversation where the researcher asks questions to which the participants provide checks and balances answers (McMillan & Schumacher (1993:157). The interviewer introduces the topic and then guides the discussion by means of questions and follow-up questions on answers. The researcher records the verbal communication from the participants and observes non-verbal messages that accompany the discussions.

For the purpose of this study, the researcher administered focus group interviews with the middle managers of the selected schools, i.e. the Heads of Department and senior educators. The researcher conducted three focus group interviews; each focus group consisted of five participants. These interviews enabled the researcher to gather data on the management of curriculum changes. An interview schedule, already referred to, was based on two perspectives, namely the real as opposed to the ideal management of curriculum change, and how the gap between the two scenarios could be narrowed (See Appendix B).

3.5 SELECTION OF PARTICIPANTS

Melville and Goddard (1996:29) indicate that in deciding on the participants for the study, the researcher chooses a number of individuals whom he/she selects according to pre-determined criteria, for the sake of a valuable contribution to increased knowledge. For the purpose of this study, the participants were selected from three secondary schools in the Tshilamba circuit. As was stated in paragraph 1.6.2.1, the Tshilamba circuit is representative of rural schools in which school management teams encounter difficulties in dealing with the implications of how to make the management of curriculum change a reality in the post-apartheid South Africa.

Participants were purposively selected to enable the researcher to draw in only information-rich participants who have reliable information and experience of the management of curriculum change. It is the middle managers, i.e. senior educators and Heads of Department, which are responsible for seeing that curriculum is implemented, therefore, a purposive selection of such participants was on the basis of their active involvement which was determined prior to approaching them as participants. This helped the researcher to collect rich data and useful information (Holloway 1997:142). A total of three secondary school principals at the Tshilamba circuit, and fifteen members of the school management teams from three secondary schools, i.e. five members from each secondary school, formed the core of the study. The members from the school management teams represented middle managers who are actively involved in curriculum

change management. According to Charlton (1992:98), instructional leaders acting as middle managers, i.e. Heads of Department and senior educators provide curriculum direction and help educators with curriculum matters such as:

- curriculum planning;
- ensuring that teaching and learning manifest effectively

3.6 DATA PROCESSING

Interviews were recorded; this was followed by verbatim transcriptions. In qualitative data analysis, the researcher aims to gain new understanding of the situations and processes being investigated (Creswell 1994:153). Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories (White 2002:82); it makes many specific observations and then draws inferences about larger and more general phenomena. After identifying a theme in their data using inductive processes, qualitative researchers move into a more deductive mode to verify or modify themes with additional data (Leedy & Ormrod 2001:150). In this study, data were analysed for content, using open coding to attach labels to signals of text and selective coding to determine recurring categories in data themes (Morgan & Spanish 1984:253). The procedure began with the naming and categorising of phenomena through the close examination of data.

In this study, the interpretation of the results is presented in a narrative form supported by direct quotations that serve as confirmation of important interpretations. This was in line with McMillan and Schumacher's (1997:500-3) contention that qualitative data analysis takes the form of written language.

3.7 TRUSTWORTHINESS AND TRANSFERABILITY

The validity and reliability of the qualitative investigation was interpreted and evaluated on account of adhering to trustworthiness and transferability.

3.7.1 TRUSTWORTHINESS

'Trustworthiness' concerns convincing the audience and the self that the findings of an inquiry are worth paying attention to and worth taking account of (Lincoln & Guba1985:290). Following Lincoln and Guba (1985:290), the strategies used to ensure the trustworthiness of qualitative research relates to the credibility and transferability of findings.

Credibility determines that the research was conducted in such a way that the phenomenon was accurately described (Schulze 2002:79). It is the most important component in establishing the trustworthiness of the findings and inferences from the qualitative research. The following strategies were used to determine the trustworthiness of this study on curriculum change management (Tashakori & Teddlie 1998:75):

- Minimise the distance: Participants are used to gain information and to minimise the distance between the researcher and the participants. The researcher achieved this by personally visiting the participants in their schools to collect data.
- Member Checks: To verify the accuracy of the results member checks were done. The participants were given the results of the study and asked to confirm whether the conclusions were accurate or not.

3.7.2 TRANSFERABILITY OF THE FINDINGS

Transferability determines whether the results of a qualitative study can be applicable to another context, as opposed to quantitative research where the researcher is looking for results that can be generalized (Schulze 2002:79). The findings of this study will not be generalized to a larger population although the findings could usefully be applied to similar environments.

3.8 ETHICAL CONSIDERATIONS

Ethical measures are principles which the researcher should bind herself with in conducting her research (Schulze, 2002:17). In this study, the researcher followed the following research ethics:

3.8.1 PERMISSION TO CONDUCT THE RESEARCH

In order to conduct research at an institution such as a university or school, approval for conducting the research should be obtained before any data is collected (McMillan & Schumacher 1993:195). In this study, the researcher first sought permission from the Tshilamba circuit manager before collecting data in the targeted secondary schools (See Appendix C).

3.8.2 INFORMED CONSENT

Participants should be given enough information pertaining to the study before data collection (Schulze 2002:17). In this study, the participants were given adequate information on the aims of the research, the procedures that would be followed, the possible advantages and disadvantages for the participants, the credibility of the researcher and the way in which the results were to be used. This enabled participants to make an informed decision on whether they wanted to participate in the research or not. No form of deception was used to ensure the participation of the participants (De Vos, Strydom, Fouché, Poggenpoel, Schurink & Schurink 1998: 27).

3.8.3 CONFIDENTIALITY AND ANONYMITY

A researcher has to be responsible at all times and be vigilant, mindful and sensitive to human dignity (Gay 1996:85). This is supported by McMillan and Schumacher (1997:195) who stress that information on participants should be regarded as confidential unless otherwise agreed on through informed consent. In this study, participants'

confidentialities were not compromised, as their names were not used in the collection of data. No private or secret information was divulged as the right to confidentiality of the participants was respected (Huysamen 1994:134). For this reason no concealed media was used. Only the researcher had access to names and data to ensure the confidentiality of the participants. Research findings were therefore presented anonymously.

3.8.4 DISSEMINATION OF THE RESEARCH FINDINGS

As a mark of the researcher's gratitude for their participation, participants would be informed of the findings of the study (Schulze 2002:19). This should be done objectively. Unnecessary detail should not be supplied and the principle of confidentiality should not be violated. In this study, each school was given a copy of the final research.

3.9 SUMMARY

In this chapter, the research design and the rationale for using the qualitative research approach was discussed. Ethical issues were dealt with and the methods to be used in collecting data to answer the research questions were outlined and explained.

In chapter four the collecting, analysing and interpretation of the empirical research data will be explained and the research findings will be discussed.

CHAPTER FOUR

INTERPRETATION AND FINDINGS OF THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

The primary aim of this study was to investigate what the role of the school management team is in curriculum change management. This investigation was undertaken by means of a literature study and an empirical investigation. Chapter four focuses on reporting on the empirical investigation by providing answers to how the school management teams in the Tshilamba circuit manage curriculum changes in reality, and also on reporting on their knowledge of the ideal manner to manage the implementation of the changed curriculum. The information was collected by using qualitative methods which involved in-depth individual interviews and semi-structured focus group interviews.

4.2 METHODOLOGY IN BRIEF

Three in-depth individual interviews and three semi-structured focus group interviews were conducted in selected secondary schools in the Tshilamba circuit. The three in-depth individual interviews were conducted with the principals of the three secondary schools in the Tshilamba circuit. The aim of these interviews was to establish the overarching responsibilities of the principal in curriculum change management. Three semi-structured focus group interviews were conducted with the members of the school management teams of the three secondary schools in the Tshilamba circuit. The aim of these focus group interviews was to ascertain what the responsibilities of the management team members, acting as middle managers, are in ensuring that curriculum changes are implemented. With both kinds of interviews the researcher focused on distinguishing between reality, i.e. what exactly transpires at the specific schools as opposed to the ideal situation, i.e. what participants said they know they should do with regard to curriculum change.

The focus groups were composed of a total of ten heads of departments and five senior teachers. The one focus group consisted of three heads of departments and two senior educators; the other focus group comprised of three heads of departments and two senior educators and the third focus group was made up of four heads of departments and one senior educator.

4.3 ANALYSIS PROCESS

In analysing the data the researcher started by reading the transcripts in their entirety several times in order to get a sense of the interviews as a whole before dividing it into parts, to determine the emerging categories and themes. Similar topics were clustered together in all the interviews. Data were compared to establish themes, trends and patterns. Emerging themes, patterns and trends were identified and written down. Emerging themes were cross-referenced with the research question to ensure that the investigation stayed on track. The themes were categorised into topics. Related topics were categorised and data materials belonging to each category were grouped together.

4.4 RESEARCH FINDINGS

The findings of the study's empirical investigation based on the main categories that emerged from the data that was collected during the interviews are organised and discussed under the following four main headings:

- curriculum changes brought about in South Africa after the 1994 general elections;
- factors influencing curriculum changes;
- the role of the school management team in managing curriculum changes;
- difficulties experienced in managing curriculum changes.

The findings discussed under each main heading are presented in sub-sections that are aligned to the sub-categories that emerged from the interview data.

4.4.1 CURRICULUM CHANGES BROUGHT ABOUT IN SOUTH AFRICA AFTER THE 1994 GENERAL ELECTIONS

The researcher categorised curriculum changes into three aspects, namely the introduction of C2005, outcomes based education (OBE) and the introduction of new learning areas.

4.4.1.1 Introduction of Curriculum 2005

An overwhelming majority of the participants agreed that the introduction of Curriculum 2005 was one of the major changes that the new Government brought about after the 1994 general elections. Apart from the participants all being aware that C2005 represented a break from the traditional curriculum which was content-based to the new curriculum which is outcomes-based, some participants explained this break as primarily inspired by political initiatives to appease voters in the pursuit of solutions to the educational and employment problems of the country. One of the principals had the following to say: *"The government introduced Curriculum 2005 which is guided by the principles of OBE to ease the peoples' minds that our country's children will from now on be equipped with a better education to earn a good living".* In this regard participants unanimously agreed that C2005 represents an instrumentalist approach to knowledge in its shift from content-based to outcomes-based education. This was confirmed by one of the principals who said that, *"The traditional approach turns itself into rote learning whereas the new approach focuses on outcomes. It focuses on knowledge and skills that learners have to master at the end of the syllabi to be able to, for example, become good technicians".* The comment further illustrates the widely held view that, unlike the previous content-based curriculum which emphasised rote learning, the new curriculum is based on functional knowledge and skills that learners have to achieve at the end of the lesson.

4.4.1.2 Outcomes-Based Education

With regard to the impact on learners of educational reform via C2005 participants in this study unanimously agreed that OBE acknowledges learners' uniqueness by encouraging learners to succeed in accordance with their own pace and time. This was confirmed by a Head of Department who said that, *"The outcomes-based curriculum has brought equity changes within the South African Education system. It is a form of education that views itself as a drastic break from current educational practices as a means of providing educational success for all learners"*. OBE also encourages learners to construct their own learning by relying on their own frame of reference. A senior teacher commented as follows: *"The new approach requires learners to learn contents that are based on their own experience and gained through their own everyday situations and conversations"*. The stress on own experience for further learning was unanimously agreed on to imply that OBE lessons and OBE content will, due to learners' different everyday life experiences, differ from context to context.

It was evident from the collected data that all participants were fully aware of the 'what' of the new curriculum in terms of an outcomes-based approach with changed aims, purposes and objectives.

4.4.1.3 Introduction of new learning areas

The majority of the participants were fully informed on new learning areas that were introduced in the school curriculum and they were all completely familiar with the changed terminology in referring to the different learning areas. One of the principals said: *"After the 1994 general elections new learning areas such as Arts and Culture, Technology and Life Orientation had to become part of our curriculum... new names were also introduced for all the learning areas like Economic Management, for example, became Business Economics, Economics and Accounting and Social Sciences included History and Geography"*. Some participants pointed out that the introduction of learning areas such as Technology confirmed that South Africa was determined to follow the rest

of the world that is deeply involved in technological development, with an emphasis on applied sciences and engineering.

4.4.2 FACTORS INFLUENCING CURRICULUM CHANGES

The changes that took place after the change of government in the 1994 general elections were predetermined by certain societal factors (par. 2.2.1). From the interviews conducted during the study, the researcher determined factors that participants had consensus on as reasons that led to the emergence of curriculum changes after the 1994 general elections. These factors relate to demands forthcoming from the economic, political and social environments.

4.4.2.1 The global economic imperative for curriculum change

Participants in the study had consensus that the world market had influenced South Africa to change its curriculum to match international attempts to develop the skills demanded from a global economy and to be able to compete with foreign businesses operating in South Africa's market. The country had to link curriculum to economic development through an emphasis on science and technology education to equip learners with skills that are needed in a technologically-oriented environment. This was emphasised by one of the school principal participants who contended thus, *"The former curriculum was not linked to the economic needs of the South African community. Learners passed the exam because they were able to memorise academic knowledge but without job orientation. The need to empower people economically has influenced the curriculum changes in South Africa"*. What is implied here is that the changes brought about in the South African curriculum were influenced by global economic needs for more vocational and entrepreneurial education.

4.4.2.2 A political imperative for curriculum change

Participants in the study agreed that curriculum change in South Africa was inspired by the political desiderata of equality of education between Black and White. Racism and poverty had to be addressed and facilities, schools, teachers and resources provided to

bring historically Black schools on par with historically White schools. A school principal pointed out: *"The government embarked on the reconstruction of C2005 in order to get rid of the legacy of racism, dogmatism, unequal and outmoded teaching. The government was determined to ensure that everyone has access to equal education because the Bill of Rights places prominent value on equality, human dignity and freedom of persons"*. It was clear, however, that there was no consensus among the participants on the degree to which curriculum changes are indeed successful in bringing about an equal society in which every learner has the opportunity to develop optimally according to his/her own abilities. Participants nevertheless agreed that the education struggle in South Africa firstly and foremostly presented a political struggle in that curriculum changes were politically motivated.

4.4.2.3 A social imperative for curriculum change

Social outcries and protests against the South African educational system played a significant role in influencing curriculum change in South Africa. Black people were tired of an education that did not sufficiently equip them with the knowledge and skills required in a work-oriented environment. This idea was emphasised by the following comment from a participant in the study, *"The riots and revolution that took place in South Africa in 1976 influenced the changes within the education system"*. Taking the 1976 Soweto uprising into consideration, the Government had no option but to change the education curriculum. The significance of the disturbances mentioned above is that they reflected the Black community's desire for an education system that went beyond merely making learners from historically Black institutions rote learners. The South African Black community wanted access to an education system that empowered people and made them meaningful participants in all spheres of life, including the economic sphere. This provides evidence to the argument that social factors had a major impact on educational changes in South Africa.

4.4.3 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN MANAGING CURRICULUM CHANGES

From what was gathered from the interviews on the role that the school management team should fulfil in managing curriculum changes, the following categories emerged as aspects that should be taken care of:

- managing the construction of lesson plans;
- supporting educators;
- managing the school register;
- monitoring educators;
- managing the compilation and implementation of the timetable;
- managing school finances to support curriculum change implementation;
- selecting teaching and learning resources.

4.4.3.1 Managing the construction of lesson plans

Participants in the study agreed that the school management team is responsible for overseeing the development and implementation of the lesson plans. This was evidenced by the following comment from a HoD: *"I manage lesson plans on a weekly basis to ensure that each educator has a lesson plan for the whole week"*. The overseeing of the development and implementation of the lesson plans is a crucial part of C2005 in that it ensures not only that the lesson plans are in line with the curriculum, but also safeguards the quality of the education.

4.4.3.2 Supporting teachers

From the data gathered during the interviews it was clear that middle managers indeed support the teachers in the implementation of different learning areas. This was confirmed by a HoD who said, *"I assist the teachers in my department (Languages) to develop work schedules and learning programmes. I also provide them with guidance on*

the latest ideas on approaches to the learning areas". With follow-up questions it was clarified that the assistance to teachers relate to the providing of in-door training to teachers in the form of one day workshops on a regular basis to help them to implement changes in learning areas. In that regard workshops are conducted by the HoDs and the teachers who have attended the training session arranged by the Department of Education. It was clear that participants understood that the school management team has the responsibility of providing opportunities to teachers to increase their knowledge and understanding of the demands of the new curriculum initiatives. The responsibility of the school management team in this regard relates to strengthening the teaching abilities of the teachers to ensure that learners receive deserved quality education.

It was further revealed during the interviews that participants offer support to less experienced and newly appointed teachers. This was confirmed by the following comment from a senior teacher: *"I organise in-door workshops to guide and train the less experienced and newly appointed teachers in my department (Social Sciences)"*. Participants had consensus that changes in curriculum have placed a new dimension to the general need of assisting beginner teachers. One of the senior teachers, a participant who is a student of the UNISA-structured M. Ed- programme in Education Management, pointed out that senior teachers have to ensure that novice teachers are, over and above assistance with the customs and procedures of the school, familiar with all the teaching and assessment specifications relating to changed curriculum approaches. In the participants' own words: *"I must tell the beginner staff when to be where with school happenings, but I must also explain and show them, for example, how to enhance team-work in the classroom and how to assess each learner in a team- work lesson"*.

All of these responses, however, seemed relative because at the same time participants complained that they were kept in the dark on account of inadequate training from the Department of Education.

This aspect will be reported on in paragraph 4.4.4.3.

4.4.3.3 Managing the school register

Although this is not a clean break from the previous education system in South Africa, participants conceded that they have become more under the impression of having to take responsibility for managing the class register to encourage punctuality and a presence at school as the first prerequisite for teaching and learning. It was also clear that principals should play a leading role in finally checking all attendance registers. This was confirmed by the following comment form a HoD: "*I collect the class registers to see if they are correctly marked and to see whether each learner is accounted for. If there is a problem with a class register I call the teacher concerned to iron problems out before submitting the register to the principal to do the final quality control*". In this regard a participant principal emphasised that, "*Learners must be at school so that they can learn*". This means that the changes in the curriculum has given the school management team the intensified responsibility of monitoring learners' attendance to ensure that they are indeed at school to master specified learning outcomes.

4.4.3.4 Monitoring teachers

What was clear from the interviews was that participant members of the school management team are aware that they have to monitor teachers on a continuous basis in their implementation of the different learning areas. Acknowledging the significance of this fact, a senior teacher said: "*I arrange with the English teachers for regular class visits to see the strategies they are employing in teaching English and where there is a problem I workshop the teacher with the specific problem he has*". From different comments relating to this issue it seems as if school management teams in the Tshilamba circuit are aware of, and committed to, effective teaching in order to ensure successful learning. It became evident that the interviewed school management teams know that they should take responsibility to ensure that learners get the best possible education that will enable them to, in the sphere of economic demands, "*…compete with the learners from the other schools in the area to get jobs in the community when they leave school*".

4.4.3.5 Managing the compilation and implementation of the timetable

All the participants were under the impression of the need for a productive school timetable. During the study it was found that principals and HoDs are fully aware of the fact that they should take responsibility for managing the school timetable in which the input of all teachers is considered. It secondly relates to ensuring that all teachers adhere to the application of the comprehensive timetable. This was confirmed by the following comment from a school principal: *"I sit down with the timetable committee for the whole school. I make sure that all learning areas and free periods appear on the timetable. I make sure that each teacher comes with suggestions. After these suggestions I make sure that each teacher is adhering to the timetable"*. In this regard a HoD participant pointed to the special qualities of a senior teacher serving on their school's timetable committee on whose inputs they heavily rely *"…she's been assisting us for the past six years"*. It is evident that school manager participants firstly acknowledged their responsibility for the existence of and adherence to a workable school timetable, and secondly fully accepted their responsibility to make sure that all learning programmes and activities are given enough time.

4.4.3.6 Managing the school finances to support the curriculum change implementation

Against the background of policy changes for an increased responsibility on school-based governance which includes the management of school finances, participants were in agreement that they take full responsibility for the management of school finances. In fact, some participants pointed out that changed governance demands from them to now become competent bookkeepers and entrepreneurs that are focused on a continuous search for creative ways to gather the necessary finances to ensure that effective teaching and learning will take place. A senior Mathematics educator, who is a member of the financial committee of the School Governing Body at his school, commented on this issue as follows: *"I record the income and expenditure of the school finances on a continuous basis. I also prepare the report and submit it to the finance committee and*

then to the principal. I also consider and arrange different fundraising activities, e.g. selling school vegetables and tomatoes grown in the school-yard. The money is needed to support curriculum change implementation". On a question as to what is meant by curriculum change implementation support, the participant answered that money is typically used for matters, *"such as expanding the library with books that learners have to consult for their projects"*. It was clear from the interviews that participants were aware that the added financial responsibility of school management teams implies that they not only have to oversee the effective utilisation of school money to purchase relevant resources, but that they also have to, in the first place, plan creatively to collect the necessary finances. For that reason all participants referred to the demand of drawing up a school budget to be able to realise effective teaching in all its facets. Participants agreed, however, that the vested responsibility of raising additional funds empowers them to take initiative for the pursuing of excellence in the provision of the needed resources. Although not yet possible within the area of this study, the possibility of additional teaching posts to counteract overcrowded classrooms are anticipated. A participant principal expressed this desire as follows: "*If only we were also able to raise enough money for extra teachers like the rich schools"*.

4.4.3.7 Selecting teaching and learning resources

The majority of the participants were in consensus that curriculum change has resulted in them having to take responsibility for the selection of relevant teaching and learning resources. This was confirmed by the following comment from a HoD*: "I know that I must select the right teaching and learning resources for Mathematics"*. What was clear from the interviews was that participants understood that, apart from having enough educators as resources, schools need functional and appropriate teaching and learning aids to enhance the quality of the teaching. Participants also agreed that, in the light of the increased decentralised school governance, however tall the order, school management teams are responsible for quality education within context. A participant principal commented as follows: "*Our parent community is poor but our learners must excel and we try our best with what we have"*.

In selecting the teaching aids, managers at schools in the Tshilamba circuit confirmed that they have access to catalogues from the Education Department to select resource materials needed for C2005. One principal participant explained that she, as school principal, together with the HoD of the relevant learning area, "…*go to the bookshops in town to see which relevant books to purchase for each phase*".

What was also evident from the interviews with participants was that serious problems are encountered on account of a lack of adequate resources at their schools.

These aspects will be elaborated on in paragraphs 4.4.4.1 and 4.4.4.2.

4.4.3.8 Retrospection

From the data collected in the interviews it became clear that the majority of school management team participants had a thorough knowledge of what curriculum change management holds for them in terms of rationale, activities and responsibilities. A noteworthy aspect is that such knowledge and insights are present among school management teams of schools in undoubtedly Third World environments (par. 1.6.2.1). Considering the fact that school success depends on eminent leadership pertaining to the ideal qualities of knowing, showing and going the right way, it is reassuring that the management teams of some secondary schools in the Tshilamba circuit 'know' the way and claim to 'show' and 'go' the way of effectively managing curriculum change activities for the sake of improved and relevant learning. What also became evident from the interviews with participants, however, is that some significant contextual factors hamper the efficiency with which they are able to manage the implementation of curriculum change.

4.4.4 REALITY CHECK-PROBLEMS ENCOUNTERED IN MANAGING C2005

In conducting the interviews the researcher aimed to understand the contextual reality regarding curriculum change management. In other words, the researcher wanted to know

what exactly is taking place within the specific area of study with regard to the implementation of curriculum change management. It turned out that 'reality' correlated with problems commonly encountered by previously disadvantaged schools to manage the implementation of C2005 effectively. Of the many and various problems raised in the interviews, the following three problems were identified as the major ones pertaining to the managing of the implementation of C2005: inadequate classrooms, a shortage of teaching and learning materials and a lack of adequate training.

4.4.4.1 Inadequate classrooms

An overwhelming majority of the participants in the study agreed that it is difficult to manage curriculum changes in an overcrowded classroom. This was confirmed by the following comment from a senior teacher: *"We do not have enough classrooms; so it is difficult to manage the curriculum changes in schools where not all the activities could be done because of the shortage of classrooms"*. This means that learners are learning in an environment that does not favour the OBE approach and it is proving difficult to introduce OBE management strategies.

In an OBE class, ideally, an teacher needs to work in an environment which would allow him / her to pay particular attention to learners, where all the learners will be comfortably seated to ensure their full concentration on the tasks at hand and proper monitoring of the learners by the teacher. In addition, it is very useful to have access to a TV, which would allow the learners to watch educational programmes and in some cases re-enact the various scenes from the programmes.

Participants sketched the situation prevailing at the selected secondary schools in the Tshilamba circuit as that of teachers having to handle classes of seventy learners per class on average. To compound the fact that classes are overcrowded there are often not enough chairs for all the learners. As a result some learners sit on their school bags and some have to make do with sitting on the floor, and when they have to write they do so with books placed on their laps. In such circumstances some learners are so much

discomforted that they are unable to concentrate on class activities. As for the teacher it becomes quite difficult to monitor groups properly when the seating arrangement is so haphazard because the teacher will not be able to move freely in trying to reach every learner. One of the principal participants remarked, *"We have just too many learners for too few classrooms and whose fault this is I honestly do not know…"*

4.4.4.2 Shortage of teaching and learning materials

Linked to the lack of enough classrooms and on account of the vast numbers of learners coming from poverty stricken homes, participants were in agreement regarding the fact that the shortage of teaching and learning materials hindered the school management team in successfully managing curriculum changes. This was evidenced by the following comment from a school principal, *"The most common problems experienced in managing curriculum changes is the shortage of teaching and learning support materials. It is, of course, impossible to ask unemployed parents to buy their children's books, let alone asking them for donations to buy TVs and the like"*. Data from the interviews revealed that some participants are acquitted with the fact that the curriculum change policy was borrowed from the First World countries with significant different circumstances in terms of scope and magnitude to implement an OBE approach. A participant senior teacher explained, *"We now know the theory of an OBE approach, but our circumstances are totally different from rich Western societies, so we cannot do what is ideally expected from us …we are too poor and too many …"*. Another participant pointed to the fact that *"C2005 was rushed on us without anticipating how much time is needed to train teachers adequately for changed teaching approaches"*.

An added problem facing both teachers and learners in the Tshilamba circuit is the fact that in some schools there is no electricity. This means that learners cannot learn from TV educational programmes such as the popular *Takalani Sesame*, for instance. An HoD participant complained, *"We do not have electricity at our school and it is very difficult for us to start a mini library where the learners can be exposed to books and magazines which may be useful in their learning!"* A participant senior teacher remarked that an

affluent businessman of the area wanted to donate two computers to the school "*…but what can we do with the computers, we do not have electricity?*"

A common experience in the schools within the Tshilamba circuit is that teachers would place an order for books which are needed for a particular phase. They would then wait for these books for months, only to find that the books are not available. Having failed to secure the books the teachers then resort to using outdated material, which effectively means that in such circumstances the teachers cannot provide the learners with the quality education that the learners deserve.

In general, teachers try to overcome the problems highlighted above by visiting neighbouring schools and, if they find the relevant materials, they make copies of such material, which may be in the form of texts, pamphlets and newspaper supplements. The teachers also try to secure magazines and other supplements from the Department of Education. A senior teacher remarked: "*We are always on the lookout for materials that we can use*".

4.5 DISCUSSION OF THE RESULTS

From the collected data it is evident that changes in curriculum were firstly initiated by the political struggle rather than education reform. The fact that curriculum change was politically motivated is also supported by analysts such as Jacobs (1999:120) who argues that C2005 was created to appease the voters until more satisfactory solutions could be found for the education and employment crises in South Africa. It became evident that C2005 was created to meet the political ideals of equality at the expense of quality, because schools are still faced with high teacher-learner ratios, teachers are still not adequately equipped with knowledge and skills to present lessons based on an outcomes based approach, and classrooms are still overcrowded.

C2005 was introduced to equip learners with critical thinking skills through the lucrative and sometimes disturbing inquiries into existing social practices. It is important to learn

that social factors played a significant role in bringing changes in the South African education curriculum. This means that educational changes were introduced with the view that schools should provide learners with knowledge and values that will enable them to build a new social order that is more humane.

The introduction of C2005 was economically motivated means that at the core of the reason for change there was a belief that as South Africa is part of the global economy, its education is subjected to continuous evaluation as to whether the curriculum and content of subject offered in schools are indeed suitable, and to equip learners to face the challenges in the workplace.

The fact that curriculum changes have linked assessment with outcomes might mean that assessment practices recommended in OBE represented a significant change from the practices that were common in pre-OBE schools in South Africa. This was also noted by Vandeyar and Killen (2003:124) who indicate that teachers need to describe and understand the purpose of each assessment task in terms of how it provides information about current understanding and learners' progress towards long-term outcomes. Based on interview discussions it is notable that the school management team is aware of its responsibility to manage teaching by arranging for support and assistance to teachers in all aspects pertaining to the all-embracing goal of becoming more acquainted with and skilled in OBE teaching.

It is, however, difficult to manage curriculum change in schools where there is inadequate teaching and learning resources, as is the case in the Tshilamba circuit. The problem of inadequate resources is noted by Morrow (1996:53) who indicates that throughout the world, resources for education have declined. The largest slice in the education budget is devoted to teachers' salaries (75-90%) rather than teaching and learning resources. Morrow (1996:154) indicates that effective teaching takes place where there is one teacher face-to-face with about twenty or fewer learners for a specified period of time and in particular physical boundaries. He further indicates that when numbers rise to forty and above educators see themselves as in deficient teaching and learning situations and many

teachers in such situations are overcome by despair and despondency and simply cease to care (Morrow 1996:154).

What the answer to effective teaching in overcrowded classrooms in poverty stricken environments is, is yet to be found. But what is reassuring, is the fact that the school management teams of such environments have noteworthy knowledge and insight in curriculum change management.

4.6 CONCLUSION

After the 1994 general elections the South African Government has embarked on curriculum changes that have led to the introduction of C2005. C2005 has brought about changes in assessment strategies, because it emphasises that learners' assessment should be linked to the outcomes of the learning area rather than of content, with the focus on the learner demonstrating his/her ability to utilise newly-found knowledge and skills. It was evident from the empirical investigation that the school management team fulfils different roles in managing curriculum changes in secondary schools. Like in the majority of all the other previously disadvantaged schools, problems such as inadequate classrooms, shortages of teaching and learning materials and the inefficient training of the teacher corps in the knowledge and skills of teaching according to an outcomes-based approach negatively affected the school management teams' management of curriculum changes within the Tshilamba circuit. It is evident from the picture painted in this chapter that managing curriculum changes is a challenging effort on account of the Third World circumstances relating to overcrowded classrooms and insufficient teaching facilities and material. What is reassuring, however, is that the management teams of schools in these environments, despite having numerous complaints about an initial lack of adequate training pertaining to a changed curriculum, are indeed acquainted with First World knowledge and skills on curriculum change management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four, an analysis and interpretation of the data collected on curriculum change management was presented: data were collected among school management team members and principals of three secondary schools in the Tshilamba circuit in the Vhembe district in Limpopo Province. This was done to achieve the following aims of the study, namely:

- to investigate the curriculum changes that need to be managed;
- to investigate the role of the school management team in curriculum change management.

The aims of the study have been achieved by the presentation of a literature study on the management of curriculum change (chapter two), the empirical investigation on curriculum change management in the Tshilamba circuit and the analysis and interpretation of the results of the empirical investigation (chapter four).

In chapter five a summary of the study is presented. Conclusions are drawn on the factors pertaining to the school management team's management of curriculum change. This is followed by recommendations on enhancing the role of the school management team in curriculum change management. The limitations of the study are pointed out and suggestions are made for further research.

5.2 SUMMARY

The main aim of the study was to investigate what the role of the school management team is in curriculum change management. The objectives of the study were to investigate the curriculum changes that need to be managed, and to determine the role of the school management team in managing curriculum changes successfully (par. 1.5). A

literature review related to the aim of the study was presented in chapter two. The following aspects were considered, namely, factors influencing curriculum change (par. 2.2), the process of curriculum change (par. 3.3), curriculum change in the post-apartheid South Africa (par 2.4), Curriculum 2005 (par. 2.5), the implementation of a changed curriculum (par. 2.6), phases in managing curriculum change (par 2.7) and the role of the school management team in managing curriculum changes (par. 2.8).

South Africa's first democratically elected government inherited all the problems bequeathed by the divisive, unequal and fragmented education system that, for the past half century had failed to adequately educate the majority of the citizens of South Africa (par. 2.1). Due to the worldwide demand for change on account of technological developments, the curriculum of a school is subject to considerable pressure to change from its current situation. The demand is also extremely prominent in South Africa in order to enable the country's citizens to cope with changing socio-political, economic and technological environments within the context of a 'new' democracy (par. 2.2).

Many societal changes, which include high levels of youth unemployment and the emergence of HIV/AIDS, have placed indirect societal pressure on the South African school curriculum to accommodate the teaching of health and sex education by means of Life Orientation (par. 2.2.1). Changes after the 1994 democratic election have increasingly introduced South Africa to a service economy (par. 2.2.2). Due to the lack of basic competencies required for a service economy of a significant portion of the population, the curriculum was prone to change to provide for an adequately skilled manpower to meet the demands of the local and globally oriented economic society (par. 2.2.2). These changes have expressed greater demands for basic cognitively-oriented competencies combined with a greater vocational orientation. Greater emphasis is placed on technical and occupational education, particularly at secondary and higher education levels, which were viewed as a progress towards a golden age (par. 2.2.2).

Technological changes have serious consequences for changing the curriculum since it results in major changes in the kind of knowledge that society wants its youth to gain

(par. 2.2.3). The new technological platform on which products and services are built requires different skills and management competencies which include proficiency in mathematics, computing, reading, writing and reasoning, the ability to use resources and information constructively, the ability to understand systems and master technology as well as flexibility to cope with change in the workplace (par. 2.2.3). The fact that South Africa is part of the global economy means that South Africa's businesses should adapt to the structural changes required by the competitive world-market.

In order to understand the socio, political and economic changes to be accommodated within the South African society, the process of curriculum change is relevant. The curriculum change process includes the phases of need, mobilisation, implementation and institutionalisation (par. 2.3). The need phase for curriculum change manifests in expressions of concern or dissatisfaction with the current curriculum and curriculum practices, which may come from a variety of sources such as teachers, learners, parents, administrators, employers, educational systems or a combination of them (par. 2.3.1). Pressure from the South Africa citizens and international communities expressed a demand for educational change in favour of social equality and world-market competitiveness (par. 2.3.1). The government responded by releasing a White Paper on Education in 1995 which emphasised the need for major changes in education and training in South Africa in order to normalise and transform teaching and learning in South African education (par. 2.3.1).

The White Paper 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 (par. 2.3.1). On account of this vision the National Curriculum Framework was adopted that focused on the process of curriculum design. The principles related to curriculum design include: human resource development, learner-centeredness, relevance, differentiation, redress and learner support, nation-building and non-discrimination, critical and creative thinking, flexibility, progression, credibility and quality assurance (par. 2.3.1).

Mobilisation as the second phase in the process of curriculum change pertains to the successful introduction of a new curriculum and encompasses functions that represent policy image development, planning, internal and external support (par. 2.3.2). Mobilisation by the South African Ministry of Education involved the strategies of the setting up of pilot schools accompanied by an elaborative advocacy programme designed to seek political advantage for a ministry widely criticized for bungling the implementation process (par. 2.3.1).

The mobilisation phase of micro-implementation in the South African society missed the internal and external support needed for eventual successful implementation. The teaching and learning support services in many provinces were not established and in those provinces where it existed, officials were not appointed or lacked the necessary capacity to offer the necessary support. There were shortcomings in the mobilisation of the curriculum, since the principals were not supportive of radically transforming the curriculum because this threatened the status quo (par. 2.3.1). The shortcomings affected the implementation and the institutionalisation phases of C2005 in 1998 in grades 1 and 7. The time frame for the implementation of C2005 was re-scheduled. It was implemented only in grade 1 in 1998 (par. 2.3.3).

The institutionalisation of C2005 was affected by a lack of adequate training of teachers who were expected to implement C2005 (par. 2.3.4). The training encompassed a one-shot workshop per grade without follow-up support. The training left most of the teachers without the necessary knowledge on Outcomes Based Education (OBE). Against the background of inadequate training, together with inadequate teaching and learning support materials the institutionalisation of C2005 was delayed (par. 2.3.4).

Institutionalisation was also delayed by an inadequate clarification of OBE lesson presentation which resulted in teachers not doing anything different from what they were doing prior to the introduction of OBE (par. 2.3.4). Confusion as regards the assessment strategy of an OBE approach further delayed the institutionalisation of C2005. Most

teachers understood continuous assessment only as to mean that they should test the learners more frequently (par. 2.3.4). Literature findings revealed that a more complete measure of the degree of institutionalisation would only be possible once the curriculum is fully phased in, i.e. at all grade levels (par. 2.3.4).

The school management team has the day-to-day responsibility and are accountable for the professional and operational management of the school, under the leadership of the principal (par. 2.8). In this regard the responsibility of the curriculum change implementation resides with the school management team in that the school management team should ensure that school policies are put into practice, that all areas in the school function effectively, and that all stakeholders work productively towards achieving the school's vision and mission (par. 2.8).

Participants in the empirical investigation agreed that the introduction of C2005 was one of the major changes brought about in South African education after the 1994 general elections (par. 4.4.1.1). Some participants viewed the break from content-based to outcomes-based education as primarily inspired by political initiatives to appease voters in the pursuit of solutions to the educational and employment problems of the country. Participants agreed that world market demands had influenced South Africa to change its curriculum to match the international attempt to develop the skills demanded from a global economy and to be able to compete with foreign businesses operating in South Africa (par. 4.4.2.1). Participants also acknowledged that social outcries and protests against the South African educational system contributed to the influence for curriculum change in favour of equity.

School management team participants identified the following as major roles pertaining to the school management team's managing of the changed curriculum namely, managing the construction of lesson plans, supporting educators, managing the school register, monitoring educators, managing the compilation and implementation of the timetable, managing school finances to support the implementation of curriculum change, selecting teaching and learning resources and managing information (par. 4.4.3). The school

management teams of the selected three secondary schools in the Tshilamba circuit know the way of effectively managing curriculum change activities for the sake of improved and relevant learning. There are some factors which hamper the efficiency with which they are able to manage the implementation of curriculum change namely, inadequate classrooms, shortage of teaching and learning materials and a lack of the adequate continuous training of staff (par. 4.4.4).

5.3 CONCLUSIONS

The conclusions to be drawn from the study are as follows:

- Curriculum changes in the South African education system were in the first place steered by global economic imperatives for the sake of world-market competitiveness (par. 2.2 & 4.4.2.1).

- The introduction of C2005 was a significant attempt at curriculum reform in South African education to overturn the legacy of apartheid education (par. 2.4 & 2.5). In this regard it added an exclusively politically inclined motivation to the economically inclined globalisation demand for world-market competitiveness (par. 4.4.2.2).

- Outcomes-Based Education (OBE) freed educators from the restriction of a rigid syllabus and the domination of the curriculum by textbooks (par. 2.5). In this regard the Outcomes-Based approach of the changed curriculum serves as a major teaching/learning virtue (par. 4.4.1.2).

- Outcomes-Based Education acknowledges learners' uniqueness by encouraging them to succeed at their own pace and time (par. 2.5). Although extremely difficult to implement in overcrowded classrooms, there is a way with learner centeredness in any classroom regardless of class size (par. 4.4.1.2).

- School management teams are fully aware of the new learning areas that were introduced in the school curriculum (par. 4.4.1.3). With regard to the scope and magnitude of learning area tuition, context based differences prevail that impact on learning experiences (par. 4.4.1.2).

- The major roles of the school management team with regard to managing curriculum changes pertain to managing the construction of lesson plans, supporting and monitoring educators, managing the school register and the compilation and implementation of the school timetable, managing school finances to support the implementation of curriculum change and selecting teaching and learning resources (par. 2.8 & 4.4.3).

- The role of school management teams in managing curriculum changes is hampered by factors pertaining to inadequate classrooms, the shortages of teaching and learning materials and a lack of an initial and continuous adequate training of staff. Within the context of South Africa as a developing country, these factors have a hampering effect on the management of curriculum changes that are based on assessing practical outcomes within manageable class size environments (par. 2.4 & 4.4.4).

5.4 RECOMMENDATIONS

In order to improve the role of the school management teams in managing curriculum changes at secondary school level, the following recommendations are made:

- The Department of Education should find ways to provide schools with sufficient classrooms and teachers to ensure that school management teams are in a position to properly manage the implementation of the changed curriculum with its OBE approach.
- School management teams, in collaboration with school governing bodies, should steer vigorous fundraising attempts in aid of an adequate financial position, to

enable schools to purchase the required additional teaching and learning resources needed for self-discovering activities assumed with an OBE approach.

- The Department of Education should adequately provide schools with the basic teaching and learning resources needed for quality education in order for school management teams to manage the implementation of curriculum change successfully.

5.5 LIMITATIONS OF THE STUDY

This study has the following limitations:

- Because of time constraints, only two qualitatively oriented types of data collection instruments were used, i.e. semi-structured focus group interviews and semi-structured individual interviews.

- Due to financial constraints, the research was restricted to three secondary schools in the Tshilamba circuit. If more schools were involved in the research, different findings might have emerged in the same circuit.

- The study was only conducted at Tshilamba circuit in the Vhembe district of Limpopo Province. Possibly different findings might have existed on provincial level if the study was extended to the other districts of Limpopo Province. The results of the study can therefore not be generalised to a larger, provincially-based population.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The study has achieved its aim, i.e. *to investigate the role of the school management team in curriculum change management at secondary school level.* The following suggestions are made for further investigation:

- Due to the study's confinement to secondary schools in the Tshilamba circuit in the Vhembe district of the Limpopo Province it is suggested that the study be extended to other districts of the Limpopo Province to assess whether different findings may be reached regarding the role of the school management team in curriculum change management at secondary schools.
- A study should be conducted on viable ways for the Department of Education to increase the number of classrooms and subsequent number of teachers that are required for an optimal institutionalisation of a changed curriculum related to the outcomes-based approach.

5.7 FINAL WORD

The school management team has the responsibility of managing the implementation of curriculum change on account of societal demands forthcoming from the political and socio-economic terrains. To be able to succeed in this, school management teams should know what the major roles are that they need to play to ensure that curriculum change is implemented. From the empirical investigation it became clear that school management team participants are sufficiently knowledgeable on what their roles and responsibilities, pertaining to curriculum change management, are. Considering the major hampering effects of successful curriculum change management, namely inadequate classrooms and teaching facilities and a need for the continuous training of staff, school management teams, as the responsible and accountable facilitators of the implementation of curriculum change, should be sensitised to a gradual proactive addressing of the persistent problems. This could contribute to a slow but steady increase of contextualised success with the management of the implementation of curriculum change.

BIBLIOGRAPHY

Badenhorst D. C., Calitz L. P., Van Schalkwyk, O. J., Van Wyk, J. G. & Kruger, A. G. 1996. *School Management: The Task and the Role of the Teacher*. Revised Edition. Pretoria: Kagiso Publishers.

Bless, C. & Smith, C. 2000. *Fundamentals of Social Research Methods*. Third Edition. Lansdowne: Juta Education (Pty) Ltd.

Blenkin, G. M., Edwards, G. & Kelly, A. V. 1992. *Change and Curriculum*. London: Paul Chapman.

Blignaut, S. 2001. The Implementation of Curriculum 2005 with Reference to Micro Implementation. Paper delivered at the 2001 Conference of Education Association of South Africa (EASA), at the University of Port Elizabeth 16 to 18 January 2001.

Carlopio, J. R. 1998. *Implementation: Making Workplace Innovation and Technical Change Happen*. Roseville, NSW: McGraw-Hill

Charlton, G. 1992. *Leadership: The Human Trace*. London: Jutas & Co.

Cohen, L. & Manion, L. 1989. *Research Methods in Education*. Third Edition. London: Routledge.

Creswell, J. W. 1994. *Research Design: Qualitative and Quantitative Approaches*. New Delhi: Sage Publishers.

Creswell, J. W. 1998. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.

Curriculum Review Committee. 2000. South African Curriculum of the 21st Century. Report of the Review Committee on Curriculum 2005. Presented to the Minister of Education, Kader Asmal. http://education.pwv.gov.za

Dean, J. C. 2005. *Coping with Curriculum Change in South Africa*. Leeds: Leeds Metropolitan University.

De Vos, A. S., Strydom, H., Fouché, C. B., Poggenpoel, M., Schurink, E. & Schurink, W. 1998. *Research at Grassroots: A Primer for the Caring Professions*. Pretoria: Van Schaik.

DoE (Department of Education). 1996. *Draft Recommendations for the Development and Implementation of Assessment Policy*. Pretoria: Government Printer.

DoE (Department of Education). 1997. *Outcomes-Based Education in South Africa*. Pretoria: Government Printer.

DoE (Department of Education). 2000. *School Management Teams: Managing and Leading Schools.* Pretoria: CTP Book Printers.

DoE (Department of Education). 2001. Draft *Revised National Curriculum Statement*. Pretoria: Government Printer.

DoE (Department of Education). 2002. Towards Effective School Management and Governance. Guide for School Management Teams. Pretoria: CTP Book Printers.

Everard, K. B & Morris, G. 1990. *Effective School Management*. Second edition. London: Paul Champman.

Gauteng Department of Education. 2002. *Revised National Curriculum Statement Grades R-3 (Schools) Foundation Phas*e. Johannesburg: Government Printer.

Gay, L. R. 1996. *Educational Research*. Singapore: Simon & Schuster.

Hall, G. E. 1998. The Principal as Leader of the Change Facilitating Team. *Journal of Research and Development in Education*, 22(1):49-59, Fall.

Hitchcock, A. & Hughes, D. 1995. *Research and the Educator. A Qualitative Introduction to School-based Research.* Second Edition. London: Routledge.

Hoepfl, M. C. 1997. Choosing Qualitative Research: A Primer for Technology Education Researchers. *Journal of Technology Education. Vol. 9 (1). pp1-16*

Holloway, I. 1997. *Basic Concepts for Qualitative Research*, London: Hartnolls Ltd.

Horn, G. 2006. Educational Solutions to Improve the Employability of Senior High School Learners. *South African Journal of Education.* Vol. 26 (1):113-128.

Huysamen, G. K. 1994. *Methodology for the Social and Behavioral Sciences*. Cape Town: Southern Book Publishers.

Jacobs, M. 1999. Contemporary Education: Global Issues and Trends. Sandton: Heinemann Higher and Further Education Publishers (Pty) Ltd.

Jansen, D. J. 1998. Curriculum Reform in South Africa. Critical Analysis of Outcomes-Based Education. *Cambridge Journal of Education*, 28(3):312-331.

Jansen, D. J & Christie, P. 1999 (a). "A Very Noisy OBE.' The Implementation of OBE in Grade 1 Classroom. In Jansen, J. and Christie, P. (Eds) *Changing*

Curriculum: Studies on Outcomes-Based Education in South Africa. Cape Town: Juta and Co. Ltd.

Jansen, D. J & Christie P. 1999 (b). Setting the Scene: Historiographies of Curriculum Policy in South Africa. In Jansen, D J & Christie, P. (Eds) *Changing Curriculum: Studies on Outcomes-Based Education in South Africa.* Cape Town: Juta and Co.

Joubert, R. & Prinsloo, S. 1999. *Education Law, Study Unit (Reader).* Pietemaritzburg: University of Natal/SACTE.

Knoop, R. 1987. "Bringing about Change". *Education Canada*, 27(1): 14-36. Spring.

Kotter, J. P. & Schlesinger, L. A. 1979. *"Choosing Strategies for Change."* Harvard Business Review, 57 (2): 106-114.

Kramer, D. 1999. *OBE Teaching Tool Kit: OBE Strategies, Tools and Technique for Implementing Curriculum 2005.* Florida Hills: Vivilia.

Leedy, P. & Ormrod, J. E. 2001. *Practical Research Planning and Design.* Seventh Edition. London: Merrihill Prentice-Hall.

Lincoln, Y. & Guba, E. 1985. *Naturalistic Inquiry.* Beverly Hills, CA: Sage Publications.

Lofthouse, M., Bush T., Coleman M., O'Neil, J., West-Burnham, J. & Glover, D. 1995. *Managing the Curriculum.* London: Pearson Education Limited.

Mampuru, K. C. 2001. Educational Management V: Human Resource Management. M.Tech: Education. Pretoria: Technikon Pretoria.

Marishane, R. N. (Ed). 2002. *Foundations and Point of Departure of Educational Management.* Pretoria: University of South Africa.

Mark, M. 1999. Outcomes-Based Education in South African Curricular Reform: A Response to Jonathan D. J. *Journal of Education*, 29 (1): 135-144.

Maylam, P. 1986. *The History of the African People of South Africa.* Johannesburg. South Africa. London: Croom Helm.

McGregor, R. A. (Ed) 1992. *McGregor's Education Alternatives.* Cape Town: Juta & Co. Ltd.

McMillan, J. H. & Schumacher, S. 1993. *Research in Education: A Conceptual Introduction*. Fourth Edition. New York: Harper Collins College.

McMillan, J. H. & Schumacher, S. 1997. *Research in Education: A Conceptual Introduction*. Fifth Edition. New York: Harper Collins College.

Melville, S. & Goddard, W. 1996. *Research Methodology*. Cape Town: Juta & Co Ltd.

Merriam, S. B. 1988. *Case Study Research in Education. A Qualitative Approach*. San Francisco: Jossey-Bass.

Mokgaphame, P. M. 2001. The Management of OBE Teacher Training in the Northern Province. M.Ed. dissertation, Pretoria: University of South Africa.

Morgan, D. L. & Spanish, M. T. 1984. Focus Group. A New Tool for Qualitative Research. *Qualitative Sociology*, Vol. (3). Pp 246-263

Morrow, W. 1996. Debate: Teacher Education Reconstruction and Challenges. *Perspectives in Education,* (17)1: 149-156.

Mudau, N. L. 1998. Political Sociology of Education. B.Ed. mini-dissertation. Thohoyandou: University of Venda.

Mudau, N. L. 2004. An Evaluation of an Implementation Model of Curriculum 2005 in the Foundation Phase: The Case of Malamulele District. M.Ed. dissertation. Thohoyandou: University of Venda.

Nakabugo, J. M. & Siebörger, R. 2000. Assessment in Curriculum 2005. Do Primary School Teachers Assess Formatively? *South African Journal of Education*, 4: 288-294.

Ofsted. (Office for Standards in Education). 1994. *Spiritual, Moral, Social and Cultural Development, a discussion Paper*. London: Ofsted.

Ornstein, A. C. & Hunkins, F. 1993. *Curriculum Foundation Principles and Theory. 2nd* Edition. Boston: Allyn & Bacon.

Penlington, T. 1999. *Key Teachers' Influence on other Teachers*. RUMEP. Eds: Fenema E and Taole K. Pretoria: Kagiso Publishers.

Potenza, E. & Monyokolo, M. 1999. *A Destination without a Map: Premature Implementation of C2005*. Cape Town: Juta & Co LTD.

Pretorius, J. D. 2001. The Higher Education Business. Can it cope with International Challenge? *South African Journal of Higher Education*, 15:74-79.

Print, M. 1993. *Curriculum Development and Design*. 2nd Edition. Sydney: Allen & Unwin (Pty) Ltd.

Ramparsad, S. 2001. The Leadership Role of the Principal in Managing and Supporting Curriculum Change in South Africa. M.Ed mini-dissertation. Pretoria: University of South Africa.

Rogan, P. 1999. *The Implementation of Curriculum 2005. A Research Agenda.* Pretoria: Kagiso Publishers.

Rubin, H. J. & Babbie, E. E. 1993. *Research Methods for Social Work.* California: Brooks / Cole Publishers Company.

Schulze, S. 2002. *Research Methodology*. Department of Further Teacher Education. Pretoria: UNISA.

Shiundu, J. S. & Omulando, S. J.1992. *Curriculum Theory and Practice in Kenya.* Nairobi: Oxford University Press.

Siebörger, R. 1998. *Transforming Assessment. A Guide for South African Teachers.* Cape Town: Juta & Company Limited.

Siyakwazi, B. J. 1998. Outcomes-Based Education and Curriculum 2005, its Implementation and Implication in South Africa. A paper presented at KEA SEA Joint Conferences: Eastern Cape: Mouth Beach Hotel.

Skillbeck, M. 1996. *Curriculum Reform. An overview of Trends*. Paris: Centre for Educational Research and Innovation (CER1).

Slabbert, J. A. 2001. Educational Change: Is it possible? *Educare*, (1&2): 289-305.

Tashakori, A. & Teddlie, C. 1998. *Mixed Methodology. Combining Qualitative and Quantitative Approaches*. Thousand Oaks: Sage publications.

Van der Merwe, H. M. 2002. *Management of the Curriculum. Study Guide*. Department of Postgraduate Education. Johannesburg: Vista University.

Van der Westhuizen, P. C. 1996. *Schools as Organisations*. First edition. Pretoria: Van Schaik.

Van der Westhuizen, P. C 2000. *Schools as Organisations*. Second edition. Pretoria: Van Schaik.

Vandeyar, S. & Killen, R. 2003. Has Curriculum in South Africa Really Changed Assessment Practices and what promises does the Revised National Curriculum Statement Hold? *Perspectives in Education*. Vol. 21(1), March 2003.

Walker, T. L & Vogt, J. F. 1987. The School Administrator as Change Agent: Skills for the Future. *NASSP Bulletin,* 71(502):41-48, Nov.

White, C. J. 2002. *Research Methods and Techniques*. New York: Harper Collins College.

Young, D. 1997. *Curriculum 2005 and OBE. Language Teacher's Dream or Nightmares*. Cape Town: University of Cape Town.

APPENDICES

APPENDIX A: PRINCIPAL INTERVIEW SCHEDULE

1. What were the curriculum changes that were brought about in South Africa after the 1994 General election?
2. What are the factors that influence curriculum change?
3. What are the curriculum changes that need to be managed at secondary school level?
4. What is the role of the school management team in curriculum change management?
5. How do you manage curriculum changes?
6. What are the difficulties encountered in managing curriculum change?
7. What are the strategies that should be employed to manage change successfully?

APPENDIX B: FOCUS GROUP INTERVIEW

1. What were the curriculum changes that were brought about in South Africa after the 1994 general election?
2. What are the factors that influence curriculum change?
3. What are the curriculum changes that need to be managed at secondary school level?
4. How do you manage curriculum changes?
5. What are the difficulties encountered in managing curriculum change at secondary school level?
6. What are the strategies that can be employed in managing curriculum changes successfully?