

**A STRATEGY FOR THE EFFECTIVE MANAGEMENT
OF THE IMPLEMENTATION OF THE REVISED
NATIONAL CURRICULUM STATEMENT GRADES R-9
(SCHOOLS) IN THE NORTH-WEST PROVINCE**

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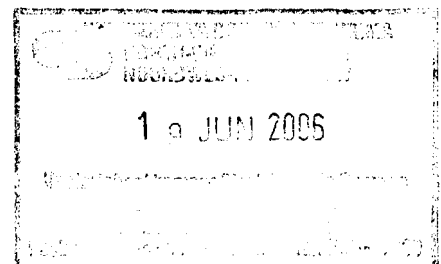
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SUMMARY

The purpose of this study is to investigate the management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) Policy (herein referred to as the Outcomes-Based Education (OBE) Curriculum, or the new curriculum) in schools in the North-West Province by focusing on planning; challenges regarding the management of the implementation of the Outcomes-Based curriculum; leadership; teachers' experiences on the management of the implementation of the new curriculum; competencies of the School Management Teams (SMT); and existing management practices and systems regarding the implementation of the Revised National Curriculum Statement (Grades R-9).

The literature study reveals that most of the curriculum implementation problems that teachers experience can be directly related to the ineffective management of the implementation of the curriculum. The most critical matter regarding the management of the implementation of the OBE curriculum is the capacity of schools to respond to their unique circumstances that impact on curriculum implementation. A major finding emanating from the research is the lack of or absence of strategies for the management of the implementation of the OBE curriculum in a significant number of schools. In order to improve the curriculum management capacity of schools there is an urgent need for schools to develop such strategies. Consequently, an overview of a strategy formulation process is presented.

The empirical study consists of a structured questionnaire distributed to a sample of teachers in schools in the North -West Province. It aimed to gather information about teachers' experiences of the management of the implementation of the OBE curriculum; the curriculum management competencies and practices of the School Management Teams; and existing systems regarding the management of the OBE curriculum. The main findings of the study reveal ineffective management of the implementation of the OBE curriculum and an urgent need for the development of efficient management strategies through which curriculum implementation can be realized.

A possible strategy for the effective management of the implementation of the OBE curriculum in schools in the North-West Province is proposed. The strategy formulation process is designed in such a way as to provide individual schools with a readily usable yet flexible tool for developing curriculum implementation strategies.

The major recommendations flowing from this study include: improving the capacity of the SMT in managing change; capacity building for teachers to support the implementation of the policy of inclusion; providing teachers with skills for the management of the OBE curriculum in large classes; creating opportunities for teachers from different schools to share knowledge and best practices on the management of the OBE curriculum; and developing a mechanism for the evaluation of the implementation of the OBE curriculum in schools.

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CHAPTER ONE

ORIENTATION

A strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West Province

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

The complexities and challenges of transforming the South African education system are markedly manifested in the processes involved in managing the implementation of the new curriculum.

Curriculum change in the post-apartheid South Africa started immediately after the elections in 1994 when the processes of syllabus-revision and subject rationalization were initiated by The National Education and Training Forum (Department of Education, 2000: 44-47). The purpose of this process was to establish the foundations for a single national core syllabus for the curriculum. The National Education and Training Forum's (NETF) initiative was the beginning of what has become a lengthy and protracted process of national curriculum overhaul.

In 1996, subsequent to the NETF initiative, a document titled "The Lifelong Learning through a National Curriculum Framework" (DoE, 2000: 49) was produced. This document articulated a major curriculum shift for the South African education system. It stressed the need for a shift from the traditional aims and objectives approach to outcomes –based education (DoE, 2000: 49-51).

In February 1997 the implementation of the outcomes-based Curriculum 2005 was announced by the then Minister of Education, Professor Bengu.

The Report of the Review Committee on Curriculum 2005 shows that while there is overwhelming support for the principles of the new curriculum, implementation has been confounded by complex problems (DoE, 2002a:5-8).

The implementation of Curriculum 2005 was seen in certain circles of the South African society as being part of a politically orientated process. Some sections of the media have criticized Curriculum 2005 as part of a political levelling process (Pretorius: 1998:1).

Besides the criticism that the implementation of the new curriculum was politically driven, some educators express negative views towards Curriculum 2005 as a whole. Such educators hold the view that OBE is a sophisticated world-class curriculum model and that this model can only be applied in developed countries where conditions of teaching and learning are conducive to the implementation of such an approach. These conditions would entail favourable teacher-learner ratios, adequate training for teachers, sufficient learning support material and a strong support system for the implementation process (Pretorius: 1998:1).

In 2000, the Ministerial Review Committee was put in place to review Curriculum 2005 and its implementation (DoE, 2000:55-57).

The revision of Curriculum 2005 resulted in the Revised National Curriculum Statement Grades R-9 (Schools) Policy (RNCS). The Report by the Ministerial Review Committee states that the RNCS is not a new curriculum but a streamlining and strengthening of Curriculum 2005 (DoE, 2000:61-66).

Therefore in all instances in this study, the new curriculum shall mean Curriculum 2005 and its revised version unless it is specified otherwise.

The Report of the Review Committee highlights the following implementation problems (DoE, 2000:55-57):

- a skewed curriculum structure;
- lack of alignment between curriculum and assessment;
- inadequate orientation, training and development of teachers;
- learning support materials that are variable in quality, often unavailable and not sufficiently used in classrooms;

- policy overload;
- limited transfer of learning into the classrooms;
- shortage of personnel and resources to implement and support the new curriculum; and
- inadequate recognition of the curriculum as the core business of the education departments.

The Report further argues that the above areas require, among other things, manageable time frames for implementation and regular monitoring and reviews. All these issues are clear indicators that there are serious problems with regard to the management of the implementation of the new curriculum. One could argue that there is evidence that the process of managing curriculum implementation has not been effective and has been riddled with problems.

The review exercise, which resulted in the RNCS, bears testimony to the view that the management of the implementation of a new curriculum is rather a daunting challenge.

According to Mommers (as quoted by Vermeulen, 2000: 7) fast paced implementation of the curriculum can be viewed as a radical overnight change where political time-frames become more important than other implementation issues such as resources and teacher training.

It is against this background that one of the important recommendations of the Review Committee (DoE, 2000:55-60) was to propose realistic time frames for the implementation of the Revised National Curriculum Statement (Grades 1-9-Schools) policy. However, time is just one of the many issues involved in the management of implementing a new curriculum.

This study will seek to explore issues related to the management of the implementation of the Revised National Curriculum Statement, which is the streamlining and strengthening of Curriculum 2005 (DoE, 2000:61-66).

The study will therefore attempt to answer the following questions:

- What are the key issues involved in planning for the implementation of a new curriculum?
- How should the process of curriculum implementation be effectively managed?
- What are the experiences of educators regarding the management of the implementation of OBE?
- Can a strategy be developed for the effective implementation of a new curriculum?

1.2 AIMS OF THE STUDY

The overall aim of this study is to contribute towards curriculum implementation by developing a strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) Policy.

The overall aim can be operationalised as follows:

- To examine key issues involved in the planning process for the implementation of the new curriculum;
- To determine how the implementation of a new curriculum should be managed;
- To determine the experiences of educators regarding the management of the implementation of OBE; and
- To develop a strategy for the effective management of the implementation of the new curriculum.

1.3 METHOD OF RESEARCH

1.3.1 Literature study

Primary and secondary literature sources will be studied to gather information on the management of the implementation of the curriculum. Key words that will be used include the following:

curriculum planning, curriculum implementation, curriculum management, curriculum and change management, Curriculum 2005, Revised National Curriculum Statement.

1.3.2 Empirical research

1.3.2.1 Aim

This research is qualitative in nature. The empirical investigation will be conducted to gather information about the current state of the management of the implementation of C2005/RNCS in schools in the North-West Education Department.

1.3.2.2 Measuring instrument

Information gathered from the literature study will be used to formulate and design a questionnaire to collect information from teachers and managers in schools in the North-West Education Department.

1.3.2.3 Population and sampling

The target population will comprise both primary and secondary school teachers and managers in the North-West Education Department. A sample of teachers and managers ($n = 350$) will be randomly selected

A sample of teachers and school managers ($n=500$) constituting more than 10% of the target population will be randomly selected.

1.3.2.4 Pilot survey

The questionnaire will be pretested with a selected number of respondents from the target population regarding its qualities of measurement and appropriateness and to review it for clarity.

1.3.2.5 Statistical techniques

The Statistical Consultancy Service of the North-West University: Vaal Triangle Campus will be approached for assistance in the analysis and interpretation of data collected. The SAS- programme will be employed to process data by computer.

1.4 FEASIBILITY OF THE STUDY

The study is feasible in that it will be conducted in the North-West Department of Education, which is accessible to the researcher. Literature resources to be used for information gathering are sufficiently available.

The study is relevant to the current trends in the management of the implementation of a new curriculum in the North-West Province and South Africa as a whole and will elicit genuine and useful responses from the study population.

1.5 DIVISION OF CHAPTERS

Chapter 1 Orientation

Chapter 2 Planning for the implementation of a new curriculum

Chapter 3 Challenges regarding the management of the implementation of a new curriculum

Chapter 4 The significance of leadership in the management of the implementation of the new curriculum

Chapter 5 Empirical research design

Chapter 6 Data analysis and interpretation

Chapter 7 A strategy for the management of the implementation of the Outcomes-Based Curriculum

Chapter 8 Summary, recommendations and conclusion

CHAPTER TWO

PLANNING FOR THE IMPLEMENTATION OF A NEW CURRICULUM

2.1 INTRODUCTION

An exploration of the management of the implementation of a curriculum should ideally begin with the definition of the key concepts and the terminology associated with such concepts.

An analysis of the definitions could be useful in clarifying some of the problems and issues schools have to confront with regard to the management of the implementation of a curriculum.

In the case of the management of the implementation of a curriculum an attempt at defining the concept is particularly appropriate and useful because much of one's exploration of problems and issues may be coloured by one's approach of defining curriculum (Gress, 1978:1).

2.2 DEFINING THE KEY CONCEPT: CURRICULUM

There seems to be general consensus in literature that there cannot be a single, all encompassing definition of the term curriculum. Definitions of the curriculum are reflective of the assumptions, views and values that people hold about education as a whole. Therefore, one needs to be watchful about curriculum definitions that capture only a few selected issues and perspectives of a curriculum (Marsch, 1999:7). Restrictive definitions of the term curriculum could result in poor approaches for this research and the resultant constructive dialogue the researcher hopes to generate.

The following table attempts to capture dominant definitions of the concept curriculum and the educational approaches on which these definitions are based. The table also highlights some of the problems associated with particular approaches and definitions.

Table 2.1: A summary of some definitions of the curriculum, approaches, examples and problems (Marsch, 1999:13)

Approaches	Selected examples of definitions for curriculum	Some problems posed by the definition
Cumulative tradition of organized knowledge	<p>Body of subjects set out for learners to cover.</p> <p>The “permanent studies” such as grammar, mathematics and literature.</p> <p>Disciplined study in the language arts, mathematics, science history and foreign languages.</p> <p>The conceptual and syntactical structures of the disciplines.</p>	<p>What should this body of subjects include?</p> <p>How can this be related to the changing state of knowledge?</p> <p>What is the significance of such knowledge to the learner’s life?</p> <p>How are the interdisciplinary problems going to be addressed?</p>
Modes of thought	The increasingly wide range of thinking about people’s experiences.	How are the modes of thought related to individual problem solving situations?

Experience	All the experience a learner has from the guidance of a school.	<p>This definition provides no basis for differentiating desirable and undesirable experiences. It encourages people to see activities and experiences as one.</p> <p>Inevitably it includes both planned and unplanned experiences (Marsh 1999:9).</p>
Plan	Curriculum is all planned learning for which the school is responsible.	<p>On what basis does the school select and take responsibility for certain learnings while excluding others?</p> <p>Is the unplanned, but actual, learning excluded from the curriculum?</p>
Outcomes	<p>All planned outcomes for which a school is responsible.</p> <p>A structured series of intended outcomes.</p>	<p>How is curriculum to be distinguished from instruction?</p> <p>Can immeasurable outcomes be included?</p>

The different meanings of curriculum, as illustrated above, represent different dimensions of educational theory and practice. It would be useful to state from the onset, that the researcher holds an organic, holistic view of the curriculum consistent with recent trends, such as school-based curriculum development that encourages teachers to be directly involved in the management of both the curriculum and teaching within the school and classroom contexts.

2.3 DEFINING THE OUTCOMES-BASED APPROACH TO THE CURRICULUM

Spady and Marshall (1994:1) argue that society and education systems have always practiced outcomes- based education. For example when parents teach a child to cross a road safely, they know exactly what a child must do and they can see the activity with their own eyes. The task of teaching a child to cross a road is achieved only when the child can demonstrate what has been taught by way of crossing a road safely. Such an act would be consistent with the definition of outcomes as a demonstration of learning that occurs at the end of a learning experience (Spady 1994: 18).

There are three models of outcomes-based education, which have been identified by Spady and Marshall (1991):

- The traditional outcomes-based education model represents curriculum design which emerges from the existing curriculum. Outcomes are viewed as instructional objectives based on the existing curriculum. The focus is on the mastery of content with emphasis on remembering and understanding.
- Transitional outcomes-based education involves a shift from the existing curriculum towards identifying outcomes that reflect higher order competencies. Such outcomes should cut across traditional subjects.
- Transformational outcomes-based education is a complete shift from the existing curriculum and the given structures of schooling. The outcomes are reflected in curriculum planning, design and resource allocation. It is the highest evolution of the outcomes-based education model.

2.4 CURRICULUM PLANNING AND THE SOUTH AFRICAN EDUCATIONAL CONTEXT

The planning for the implementation of the new curriculum takes place within the broader context of educational transformation in South Africa. It would therefore be useful to highlight some of the key transformation issues and then discuss the possible impact of these issues on the management of the implementation of the curriculum.

The introduction of new education policy initiatives brought about the South African Schools Act (No 84 of 1996). The Act has introduced a new era in the management and control of schools and consequently the delivery of the new curriculum.

The Act makes provision for the establishment of self-managing schools. Caldwell and Spinks (1992:4) define a self-managing school as a school system where there has been a significant and consistent decentralization of power to the school authority to make decisions on the allocation of resources and the management of the implementation of the curriculum within the broader framework of the education department.

The school remains accountable to a central authority for the manner in which resources are allocated and the curriculum is implemented. It therefore seems apparent that the process of implementing a new curriculum happens parallel to the restructuring of the management of schools in terms of schools becoming self-managing institutions.

Such policy initiatives are consistent with international trends where the school system has been configured such that there is devolution of responsibilities to principals; empowerment of school governing bodies; and the encouragement of parental choice and voice in school governance. Patterns of power and control between schools and the education head/district office are also reconfigured. Typically the head/district office provides an explicit framework of system guidelines while schools are given more discretion over the allocation of resources; the implementation of the

curriculum and the means by which they perform the work (Dimmock & Lee, 2000:335).

The relationship between the restructuring of the school management system and the implementation of the new curriculum seems to create a context that could either facilitate or impede curriculum implementation. Dimmock and Lee (2000:335) argue that despite parallel reforms in school management and in curriculum implementation, the relationship between the two sets of reform remains ambivalent. In most educational environments the connection between administrative and curriculum restructuring remain tenuous, more an act of faith than a coherent exposition. Policymakers and bureaucrats rarely seem to plan the two in unison and rarely acknowledge that the one may influence the other (Dimmock & Lee, 2000: 335)

The planning for the implementation of a new curriculum must therefore take into consideration the relationship between the management structures of the school and the processes of curriculum implementation.

2.5 CURRICULUM PLANNING AS A FUNCTION OF MANAGEMENT

The curriculum planning process, like any other planning process is generally regarded as one of the key functions of management. Le Roux (1999:115) define planning as the starting point of the management process and as a basic element of management that determines, in advance, what the organization wants to achieve and how these achievements can be attained. Planning can therefore be defined as a process in which objectives are set and plans are devised to reach these objectives.

The planning for the implementation of a new curriculum should similarly follow most of the planning steps mentioned below:

- identify opportunities and threats;
- formulate objectives;
- make assumptions and draw up plans of action accordingly;
- identify alternative plans of action;

- analyze and consider alternative plans of action;
- choose a final plan;
- draw up a budget; and
- implement the plan.

2.5.1 Levels of curriculum planning

There are basically four levels of curriculum planning: the planning of policies, the planning of learning programmes, and the planning of lessons. These levels of curriculum planning are often referred to as macro (departmental- and school level), meso- and micro levels of curriculum planning.

2.5.1.1 The macro level of curriculum planning (at departmental level)

At the level of the education department, the macro level of curriculum planning is concerned with general policy. At this level, official documents produced by the structures of the education departments express policy statements about the curriculum. Such statements may limit the capacity of schools to make their own policies or encourage them to make and advance their own curriculum policies within the policy framework set by education authorities (Marsch, 1999:187).

The planning of programmes is also regarded as an aspect of macro planning. Such planning may include some of the following details:

- the range of subjects and electives to be taught;
- the amount of time to be allocated to each subject;
- the syllabi to be used, specifying objectives, content of subjects and forms of assessment for subjects;
- the procedures to be followed in monitoring standards in schools; and
- methods of teaching.

2.5.1.2 The macro level of curriculum planning (at the school level)

The whole school level of curriculum planning involves a participatory and inclusive approach to planning. This approach increases the meaningful involvement of all stakeholders and role players in the planning process, ensuring a sense of ownership and the resultant commitment to planning RNCS (2000:29). This level of curriculum planning involves a 'swot analysis' for determining the school's vision, mission, curriculum goals, teaching and learning themes, etc.

2.5.1.3 The meso level of curriculum planning (phase level planning)

At this level of planning, the teachers, school principal, the School Management Team (SMT), and School Governing Body Representatives take the responsibility for jointly planning the learning programme for a particular phase.

Therefore in individual schools, all the key stakeholders consult policy documents as well as the whole school planning and then draw up their own broad framework for planning within and across a specific phase (DoE, 2002b:30).

2.5.1.4 The micro level (classroom level) curriculum planning

This final stage of curriculum planning is where teachers complete the detailed plan needed for curriculum delivery in a specific grade. Teachers know what final product or event they want to progress towards.

The central question at this point is this: What, how and when must teachers teach so that learners can achieve the outcomes as stated in the learning programme?

To answer these questions teachers need to prepare a teaching and learning plan that outlines just how the learning process will unfold. This plan will become the scheme of work or a work schedule and will outline the strategy the teacher is going to use in managing the curriculum implementation process in the classroom.

The plan should indicate the methods that will be used to teach and learn; the time allocations; the resources that will be used; provision thatn will be made for learners with special needs; and the assessment activities that will be included in the process (Kramer, 1999:148).

2.5.2 Approaches to curriculum planning

There are a variety of approaches to curriculum planning that a school could adopt. The choice of the approach is largely determined by the school's overall curriculum strategy aimed at fostering curriculum development, implementation and evaluation (Stewart,1993: 1).

2.5.2.1 Holistic approach to curriculum planning

Stewart (1993:1) proposes a holistic approach to curriculum planning. Such planning is characterized by district -wide planning committees (committees established by a local education structure) and school-based planning committees working together.

The curriculum policies, programmes and practices of schools are coordinated by district planning committees. Curriculum activities for individual schools are planned by school-based committees within a broad framework provided by the district curriculum planning committees.

Holistic curriculum planning enables teachers, administrators, curriculum specialists, parents and other stakeholders to participate in integrated district- and school curriculum planning.

A curriculum specialist might provide support to teachers in planning and this is regarded as an essential component of holistic planning. Stewart (1993:1) suggests that such a specialist should be able to work with teachers in the classroom, make sure that they have the necessary information and materials and should create a positive climate in which the teachers are able to discuss problems and exchange ideas openly.

Stewart (1993:1) suggests the following conditions for the effective implementation of the curriculum:

- allocate sufficient time for the planning process;
- inform school teachers about the planning process;
- make materials and financial resources available; and
- make a trained curriculum specialist available for consultation.

Besides the holistic approach to curriculum planning, there are other approaches, which may be used in planning for the implementation of the curriculum.

2.5.2.2 Centralized curriculum planning

The centralized curriculum planning approach is one alternative to holistic planning. This form of planning is done by a committee, which would have a district-wide representation that includes teachers. Therefore, teacher participation is found in the identification of district-wide problems.

Centralized curriculum planning identifies and works on district level curriculum problems, for example the planning committee would formulate district outcomes and evaluation criteria (Stewart, 1993:2).

One of the disadvantages of district formulated strategies, programmes and materials is that solutions will be uniformly imposed on schools regardless of each school's particular needs or problems.

2.5.2.3 Decentralized curriculum planning

According to this approach there is minimal cooperation and coordination between the district and schools. This approach identifies and works on curriculum problems identified in individual programmes (Stewart, 1993:2).

2.5.3 Stages involved in micro planning (Grade level planning) for the implementation of the curriculum

Like in any other organization, the planning process for the implementation of the new curriculum should follow certain guidelines (Kramer, 1999:147)

proposes that the micro planning for the implementation of the curriculum should follow the following stages:

- consider the learning outcomes: how these are to be structured;
- identify assessment standards for each learning outcome;
- determine the assessment contexts for teaching and learning;
- select the content to be taught; and
- allocate time. In order to select content a logical sequence of delivery should be planned so that learning can build in a logical way towards the final outcome.

2.6 CONCLUSION

This chapter has highlighted the central role of planning in the management of the implementation of a new curriculum. It is only through proper planning that a new curriculum policy will be successfully implemented in schools.

The literature study indicated that definitions of the curriculum are reflective of the assumptions, views and values that people hold about education as a whole. These competing and sometimes conflicting views of the curriculum will continue to pose management challenges to those charged with the responsibility of managing the implementation of the new Outcomes-Based approach to education.

It has also been highlighted that the planning for the implementation of the new curriculum takes place within the broader transformation process of the South African schooling system and that other policies aimed at transforming schools will also influence the schools' capacity to manage the implementation of the new curriculum

The chapter has also discussed different levels and approaches to curriculum planning. These levels and approaches seem to clarify the roles of different stakeholders in curriculum planning. These roles complement one another in the eventual goal of managing curriculum implementation.

CHAPTER THREE

CHALLENGES REGARDING THE MANAGEMENT OF THE IMPLEMENTATION OF A NEW CURRICULUM

3.1 INTRODUCTION

Curriculum implementation entails what happens when a planned or written curriculum is enacted in the classroom. The planned curriculum remains a piece of paper until such time that the teachers in the classroom put it into practice. Therefore, the implementation of the curriculum flows directly from the planning stage of the curriculum (Marsch, 1999, 221). It then becomes a foregone conclusion that a planned curriculum is likely to experience problems at the stage of implementation.

The challenge of managing the implementation of a new curriculum is aptly captured by the suggestion of Grobler *et al.* (2002:40) remarking that curriculum implementation involves complex change and that for such change to be productive, those involved require skills, capacity, commitment, motivation, beliefs, insight and on the spot discretionary judgment. Such a process of curriculum change entails attempts to change people's knowledge, attitudes and actions.

Grobler *et al.* (2002:40) argue that people, especially educators, occupy a central role IN successful curriculum implementation and that management should always be conscious of the barriers that people put between themselves and the change process.

An analysis of the findings of reports on the challenges experienced by schools in the management of the implementation of the new curriculum could shed light on the day-to-day implementation obstacles faced by schools.

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An analysis of the findings of reports on the challenges experienced by schools in the management of the implementation of the new curriculum could shed light on the day-to-day implementation obstacles faced by schools.

3.2 THE FINDINGS OF THE GRADE 1 PILOT PROJECT ON THE IMPLEMENTATION OF THE OBE CURRICULUM

According to Fleisch (2002:127) Kutong Primary School was used as an official pilot for the implementation of the OBE curriculum.

The educators at the school complained that the school did not have sufficient resources to support a new approach to teaching and learning (Fleisch, 2002:128).

Fleisch (2002:128) argues that the findings of the pilot project highlighted many of the problematic issues and themes, such as poor training of educators and inadequate supply of learning resources, which will continue to pose problems for schools in the management of the implementation of the new curriculum.

One of the early lessons learnt from the pilot project was that the new curriculum required a substantial change to the teaching practice of the educators (Fleisch, 2002:314).

Issues pertaining to the central position of educators in the management of the implementation of the new curriculum should be looked at within the broader framework of the evolution of teaching practice in South Africa.

3.2.1 The challenge of reorientation of educators

The difficulty of the reorientation of educators towards the new curriculum is that after decades of Apartheid the capacity of South Africa's teaching corps is limited in several respects. The vast majority of educators have been trained in an authoritarian conception of education in which the learner must be moulded and inculcated into an attitude of obedience and submission towards the instruments and figures of authority. During their training these educators have experienced a recitation pattern of learning (Lemmer & Badenhorst, 1997:296).

Assuming that subsequent generations of educators have received a progressive teacher training education, Jacobs *et al.* (1996:24) argue that

experience has shown that despite theoretical training educators are often confused when faced with radical changes in the curriculum, and as a result struggle to apply the new ideas in their classes. Educators seem to lose some ability to put theory into practice: they fail to align their immediate teaching behaviour with the new ideas.

Malcolm (2001:235) argues that educators, like engineers building bridges, design systems to suit selected purposes, using materials that are available within the constraints of cost, space and time. Like story writers, they decide what their learning programmes will be about; choose a beginning and an end; plan a sequence of events and interactions, all in ways that allow meaning to unfold and problems to be solved, all with a sense of audience (the learners).

3.3 AN ANALYSIS OF THE REPORT ON THE NATIONAL EVALUATION AND MONITORING OF THE TRIAL OF CURRICULUM 2005 AND OBE

In 1997, the National Department of Education commissioned a study on the Evaluation and Monitoring of the Trial of Curriculum 2005 and OBE in Provincial Pilot Schools in South Africa (DoE, 1997c:2-15).

The findings and recommendations of the National Evaluation and Monitoring Report (DoE, 1997c:2-15) seem to shed some light on some of the early problems related to the management of the implementation of the OBE curriculum.

The following are some of the findings raised in the National Evaluation and Monitoring Report:

3.3.1 Feedback received from school principals

According to the National Evaluation and Monitoring Report (DoE, 1997c: 2-15), the following, were received in the open-ended sections of the research questionnaires:

3.3.1.1 The problems experienced with regards to the development of learning programmes include that:

- activities were too advanced;
- activities were not relevant / instructions were not clear;
- materials / resources were needed / learner support material was not sufficient;
- language / terminology used was too difficult or not appropriate;
- more teacher training was needed / educators were afraid of new methods;
- basic skills, e.g. reading and writing were neglected; and
- problems existed to develop teacher and learner support materials.

It is apparent that some of the problems mentioned in this category fall outside the ambit of school management, such as the supply of learner support materials and the terminology used in the outcomes-based curriculum.

However, numerous other problems point directly to the management challenges faced by schools in the implementation of the outcomes-based curriculum. School principals, as indicated below, articulate some of these major challenges.

3.3.1.2 Management problems listed by principals

- Learner numbers are too great
- Shortage of paper / resources exists
- Commitment of educators to OBE is a problem
- Not enough resources
- Large classes make the OBE process difficult

- Disciplinary problems are encountered with OBE
- Learning areas are too advanced for the learners
- A balance should exist between discovery and development of skills.

The Report also mentions the following solutions to problems as suggested by school principals:

- do effective planning;
- keep a record of trainers / visitors to the school;
- problems will be solved with experience;
- appointing group leaders will solve disciplinary problems;
- involve the entire staff;
- encourage parental involvement;
- provide additional support material; and
- improve communication /confidence in learners.

3.3.2 Feedback received from the parents of learners

The parents of the learners involved in the study expressed specific concerns, including:

- learners are too playful, do not take their schoolwork seriously, do not 'listen' to their parents, etc.;
- shy children find it difficult to work in groups; and
- poor discipline exists in the informal class situation (DoE, 1997c:2-15).

According to the findings of the Report of the Evaluation and Monitoring of the Trial of Curriculum 2005 and OBE in Provincial Pilot Schools, the following

problems were identified regarding the management of the implementation of the OBE curriculum:

- teacher / Learner Support Material;
- assessment;
- school based management approach to OBE;
- attitude of educators;
- lack of sufficient time;
- large classes;
- disciplinary problems in the classrooms;
- conditions which are not conducive to the implementation of the OBE curriculum;
- not enough support for teachers in the classroom;
- parental involvement; and
- training / development of the capacity of educators to implement OBE.

The Review Committee on Curriculum 2005 took the process of monitoring and evaluating the management of the implementation of the curriculum forward. According to Cross *et al.* (2001:183) the Review Committee was primarily concerned with addressing what has been perceived as an “implementation crisis” and proposing measures of dealing with the identified problems.

The findings of the Review Committee on Curriculum 2005 reinforce some of the problems unearthed by the above-mentioned study, commissioned by the National Department of Education.

3.4 SUMMARY OF THE FINDINGS OF THE REVIEW COMMITTEE ON CURRICULUM 2005

The Curriculum Review Committee was required to investigate the following:

- steps to be taken in respect of the implementation of the new curriculum in grades 4 and 8 in 2001;
- key success factors and strategies for strengthened implementation of the new curriculum;
- the structure of the new curriculum; and
- the levels of understanding of outcomes –based education by stakeholders (Cross *et al.*, 2001:183).

The Review Committee identified a significant number of problems within the curriculum itself, as well as within the broader education system:

- varying levels of understanding of Curriculum 2005 and the OBE approach;
- a skewed curriculum structure and design (e.g. complex and cumbersome language and terminology, overcrowding of learning areas, over design in outcomes but under specification in content);
- placing emphasis on progression and not on conceptual mastery;
- policy overload and limited transfer into classrooms;
- lack of alignment between curriculum and assessment policy. For example there is too much assessment –oral, written, individual, group, etc.;
- each of the 66 specific outcomes had three to four assessment criteria;
- inadequate orientation of educators;
- inadequate training and development of educators;

- no follow up support available for educators;
- too much emphasis on the outcomes without stating what should go into the system (inputs) for the outcomes to be achieved;
- learning materials that are variable in quality;
- learning material not available;
- no sufficient use of material in the classroom;
- shortage of personnel and resources to implement and support the curriculum; and
- inadequate recognition of the curriculum as the core business of education departments (DoE, 2002a:15).

The DoE (2002b:15) suggests that in summary, the Review Committee found that Curriculum 2005 has been over designed, lacks emphasis on the basics of language, reading skills and numeracy. Garson (2000:6) elaborates on the findings of the Review Committee by claiming that the Committee had established that Curriculum 2005 has a confusing and unnecessary plethora of design features, which mystifies educators' focus from important conceptual and content issues.

In addition to the National Evaluation and Monitoring Report and the Report of the Review Committee, the Report of the third year research phase of the Education 2000 Plus Project has, among other things, focussed on the experiences of schools in their endeavour to manage the implementation of the new outcomes-based curriculum.

3.5 AN ANALYSIS OF THE REPORT OF THE EDUCATION 2000 PLUS PROJECT

The results of the Education 2000 Plus Project (a longitudinal study to monitor and evaluate education policy and its implementation) (CEPD, 2000:115-128) also seem to corroborate the findings of the earlier Report on the National

Evaluation and monitoring of the Trial of Curriculum 2005 and OBE and the findings of the Curriculum Review Committee.

It has been argued that curriculum implementation is a process of mediation between two worlds: one of curriculum as 'plan' and the other of curriculum as 'lived experience'. There is often a mismatch between the two. In the third year of this study, respondents were asked to state how they were coping with the various aspects of the demands of the outcomes-based Curriculum 2005 policy and its implementation.

The complexities of implementing the new curriculum were underlined by the fact that the policy itself was under a major review, just two years after implementation. At the time that The Education 2000 Plus Project was conducted, the findings of the Curriculum Review Committee (DoE, 2000a) had not yet been publicized.

The study still sought to track some changes in key aspects of the curriculum including attitudes to OBE, curriculum evaluation, learner assessment training, and other implementation practices (CEPD, 2000:115-128).

Findings from this study include the following:

3.5.1 Knowledge and attitudes of educators towards OBE

Over the three years of the research, it has been indicated that knowledge of the OBE curriculum and attitude towards OBE are reflected in the way schools deal with a number of everyday school-level problems and considerations.

During the last two years, schools identified class size, lack of resources, lack of training, and the overly technical language of OBE as key problems.

The manner in which educators, principals and learners tackle each of these and other issues reflect the school members' overall knowledge of- and attitude towards OBE.

Measures used in some schools to address some of the challenges that faced them in the implementation of the OBE curriculum are recorded in Table 3.1.

Table 3.1: Responses of Schools to Challenges concerning OBE

Challenge	Measures to address the Challenge
Lack of resources	Educators develop teaching materials Educators improvise; sometimes use facilities of the district office Educators make photocopies from the limited number of originals available
Lack of training	Hold internal training sessions for educators School calls an independent consultant to assist Team planning
Technical language of OBE	Hold discussions during weekly meetings Consult educators from other schools

(CEPD, 2000:115-128).

As is evident from a perusal of Table 3.1 the measures taken show willingness to tackle the challenges in a number of ways. According to this study, this attitude is consistent with the positive attitudes towards OBE that have been noted over the past two years.

A closer analysis of the data suggests that such positive responses were not a feature of all schools that implemented OBE, and were found in each school to varying degrees. In fact, it would not be an over-exaggeration: it might be that most of the positive responses identified in Table 3.1 were mainly a feature of highly resourced schools, although they did not regard themselves as such.

For the majority of schools that were included in the study, the lack of resources and inadequate or limited training, continued to constrain their ability to address curriculum implementation issues effectively.

In spite of the overwhelming sense of apathy in the researched schools regarding their situation, some of the responses suggest that schools and educators in particular, are drawing on and sharing ideas regarding implementation from others in the vicinity.

The nature and usefulness of such collaboration between educators was not fully examined but it appears that educators found it beneficial. Overall, while the attitudes towards OBE are positive, this has not translated into active support and development for its implementation. With regards to changes in practice, however, it appears that OBE has impacted on most educators' practice, regardless of the manner in which challenges were addressed or the availability of resources.

3.5.2 Changes in practice in relation to curriculum implementation

The knowledge of and attitudes of educators regarding OBE were also measured in terms of actual changes in education practice in five main areas, including: lesson planning, learner assessment, record keeping, teaching methods and classroom management. A large number of educators responded that their practices had changed in the areas studied.

The data indicates that an outcome-based learner-centred approach to teaching and learning was practiced at these schools.

3.5.3 Learning and teaching activities

Another area in which educator implementation of C2005 can be assessed is the learning and teaching activities, focusing on lesson planning, planning of learning programmes, and the sources that are typically used to develop these.

According to the study, educators in more than half the schools (18) had developed learning programmes in the year of the study. In just over 60 per cent of the schools (16), educators had used learning support materials in lesson planning and in the development of learning programmes.

The most used source was the textbook and the least used were district guides and other sources such as the newspaper and magazines.

One other aspect, which revealed consistency of educator practice in learning and teaching activities, was how lesson planning and preparation of learning programmes are undertaken.

The data shows that team planning of these activities was prevalent at most schools. On the whole, the data in this section indicates some concrete evidence that educators are implementing OBE ideas and principles in their teaching to a much greater extent than was reported in the previous two years.

Unlike their counterparts in primary schools, educators at secondary schools were still grappling with the basics. A major area that reflected frustration in schools related to the introduction of OBE in new grades. Educator preparation is one area where schools, especially secondary schools, expressed anxiety.

3.5.4 The impact of the introduction of new learning areas on the deployment of staff

This section sought to examine the impact, if any, of the introduction of the new learning areas on the staffing situation in the selected schools. In the majority of the schools the deployment of educators was not drastically disrupted by the introduction of the new learning areas.

In the few schools where the deployment of educators was affected, the effect was mainly in the form of re-assignment of educators within the school and further training of staff to enable them to cope with the new learning areas (CEPD, 2000:115-128).

3.5.5 Teacher training for the implementation of the Outcomes-Based Education curriculum

The study has sought to determine how educators have been prepared to implement the new curriculum since it was introduced in South African

schools some three years ago. The previous reports of The Education 2000 Plus Project have shown that the Department of Education, in collaboration with NGO's, has continued to provide training aimed at empowering educators to deal with OBE.

It was reported in the second year (2000) of The Education 2000 Plus Project research that for OBE to work effectively the training should not focus only on educators. It was felt that managers also needed training as they play an important role in the implementation process (CEPD, 2001:2003).

Therefore, the training of School Management Teams was an area of focus in the third year of The Education 2000 Plus Project research.

The actual training was in the form of workshops which were mostly short two-day to five-day in duration. One respondent claimed that 'educators have been "work shopped" rather than trained'. This is a crucial point and is related to the issue of what follow-up support is made available to educators after the workshops. Yet, as reported in the last two years (2002 and 2003) this aspect remained neglected, with few reports of support visits by either the relevant district officials or trainers (CEPD, 2001:129). In the second year (2002) of the study, only less than one-third of schools reported that some follow-up visits had been undertaken.

The need for follow-up is underlined by the practical nature of the topics which respondents said were covered in the OBE related training sessions. These include:

- assessment;
- time-tabling;
- planning;
- managing OBE;
- language, literacy and communication;
- introduction to OBE;

- profiles and assessments; and
- OBE terminology (CEPD, 2001:129).

It is evident that most of these topics are of a practical nature, and it is difficult to see how practice can take place at workshops.

In the second year, respondents were asked to identify a number of problems related to training and how it could be improved.

The third year of research took problems as a given and concentrated on ideas for improvement. Respondents were asked to give ideas on how the training of managers could be made more effective. The suggestions included the following:

- on going training and follow-up support are needed;
- curriculum implementers should visit schools, work closely with the School Management Teams and help them;
- the department should develop a course for the School Management Teams and give them certificates in OBE;
- more time is needed for training. A day or two is not enough;
- there should be more workshops focusing on problematic areas;
- there should be more time for training School Management Teams on how to implement C2005 from a management perspective;
- principals must submit reports;
- ensure that schools have resources to perform effectively;
- provide adequate checks and follow-up;
- conduct workshops before and after implementation;
- training should be practical;

- there should be visits to schools that have piloted OBE;
- show videos;
- there must be integration between phases;
- workshop facilitators should be more informative;
- trainers must be experts in their field;
- principals should receive training from people who are clear about C2005, not by theorists;
- principals should receive two months training;
- principals need special workshops on C2005;
- have manageable classes; and
- involve managers in training (CEPD, 2001:129).

Two areas have been consistently highlighted in the second and third year of the study (2002 and 2003), namely: follow up and support, and the competence of trainers. It would appear, therefore, that these issues are of concern and improvement is being sought.

In order to follow their thinking, respondents were asked to indicate what they would change about C2005. The following were their ideas:

- reduce the number of learning areas, the number of outcomes, and paper work;
- reduce the amount of recording;
- make concepts more user friendly;
- assessment should be combined with values, attitudes, skills and knowledge;
- provide adequate checks and follow-up;

- conduct workshops before and after implementation;
- make assessment criteria more specific; and
- mix basic skills, modify assessment (CEPD, 2001:129).

3.5.6 Preparation of educators for the introduction of C2005 in Grades 4 and 8

Closely related to educator preparation are measures the schools are expected to undertake in order to implement C2005. The third year of school visits coincided with the introduction of C2005 in Grades 4 and 8. This presented an opportunity to find out what preparations the schools have made or were making towards this goal.

The study focused on a number of aspects, including time-tabling, phase planning, mentoring, availability of learning support materials (LSM), textbooks and staffing. In terms of timetabling, about 90% of principals indicated that a timetable consistent with OBE teaching and learning had been prepared.

A more varied picture exists when it comes to phase planning preparation. Less than half of the principals and even fewer educators indicated that phase planning and preparation had been undertaken. In most of these schools mentoring was the responsibility of educators.

The availability of LSM and textbooks was an area in which the data revealed large discrepancies between principals and educators. About 75 percent of the principals reported that they had prepared adequately for the availability of LSM/textbooks, as opposed to only a third of the educators (CEPD, 2001:129).

3.5.7 Curriculum evaluation

In the last two reports curriculum evaluation was generally indicated to be weak, as little was taking place. In the third year of the research this question was followed up with principals, educators and district officials. According to

the responses from the three sources, this remains a doubtful area. Even less promising was the apparent absence of any plans to evaluate the curriculum (CEPD, 2001:132).

This study also investigated whether the school, principal and educators received any feedback at all from evaluations. Information on this aspect was scanty. Principals in ten schools and educators in three schools indicated that the school had received feedback from the evaluation. OBE evaluation was conducted in very few schools; it would appear that it was being conducted mainly internally and by members of school management teams (CEPD, 2001:135).

Besides the challenges with regards to the management of the implementation of the OBE curriculum (as revealed in the Report on the National Evaluation and Monitoring of the Trial of Curriculum 2005 and OBE; The Report of the Review Committee on Curriculum 2005; and The Reports of the Education 2000 Plus Project) there are other perspectives on the challenges regarding the implementation of the OBE curriculum which have been expressed by different stakeholders in education.

3.6 OTHER PERSPECTIVES ABOUT CHALLENGES ON THE MANAGEMENT OF THE IMPLEMENTATION OF THE OTCOMES BASED CURRICULUM

According to Nzimande and Matheson (2004: 19) problems have emerged in implementing the new curriculum because of the lack of preparedness at all levels of the system. Nzimande and Matheson (2004: 19) argue that Curriculum 2005 is a long-term goal that extends beyond that of changing the syllabus. It involves changing the whole environment in which teaching and learning takes place. Such long-term goals have to be integrated with practical responses to the more immediate and basic problems being experienced in the classroom such as poor morale, the lack of basic resources, lack of discipline, absenteeism and incompetence. The scale of these immediate problems makes it difficult for those implementing policy to respond positively to new policy initiatives.

Jansen (2000:146-154) expressed the following objections regarding the OBE curriculum:

- firstly, the language of innovation associated with OBE is too complex, and at times contradictory;
- OBE as curriculum policy is lodged in problematic claims and assumptions about the relationship between curriculum and society;
- OBE is destined to fail in the South African education system because it is based on flawed assumptions about what happens inside the schools, how classrooms are organized and what type of educators exist within the system;
- OBE with its focus on instrumentalism – what a student can demonstrate given a particular set of outcomes – side steps the important issue of values in the curriculum;
- the management of OBE will multiply the administrative burdens placed on educators;
- OBE trivializes curriculum content even as it claims to be a potential leverage away from content coverage which besets the current education system;
- for OBE to succeed even in moderate terms requires that a number of interdependent innovations strike the new educational system simultaneously; and
- OBE requires a radical revision of the most potent mechanism in schools militating against curriculum innovation namely the system of assessment.

In support of Jansen's views, Du Preez (2003: 45) summarizes problems with the management of the implementation of OBE curriculum in the following terms:

- It is difficult to use methods of assessment with more than 20 learners in a class. Currently most classes in South Africa have too many learners per class for effective OBE implementation.
- Educators are not used to so much noise in the classroom, especially when they try group work as a method.
- The system is open to abuse. Disadvantaged learners could learn less than others in public schools. Some parents who can afford it could send their children to independent schools where there are less than 20 learners in the class.
- Some educators feel that unstructured assessment is unrealistic.
- There is confusion about whether knowledge, skills or values should be taught in each grade since there is no fixed curriculum. Each school designs its own curriculum according to its socio-economic environment and demands.
- When a high degree of conceptualisation and abstract thought is required, it is difficult to design and assess outcomes.

Between the period of 1998 and 2000, the media, especially the printed media, served as an important forum of debate about the OBE curriculum. Some of the fiercest criticism of the OBE curriculum received wide coverage in the media.

3.6.1 The printing media as a platform of criticism of the management of the implementation of the OBE curriculum

Nxesi (2000:11-13), the general secretary of the largest teacher union, viz the South African Democratic Educators' Union (SADTU) articulated the frustration of educators in the following terms: "an issue is the timeframes and implementation strategy associated with Curriculum 2005 – not to mention the technical jargon in which it is framed. International experience indicates that curriculum change works best where educators are taken on board and buy into the changes."

According to Nxesi (2000:11-13), in both primary and secondary schools, educators are crying out for a national plan for in-service training to tackle past inequalities and to prepare them for the new curriculum.

3.7 CONCLUSION

This chapter has exposed some of the key challenges that impact negatively on the management of the implementation of the outcomes-based curriculum in schools.

The management of the implementation of the outcomes-based education curriculum seems to be influenced by problems of a diverse nature. Some of the problems are external to schools and come about as a result of curriculum policy, namely:

- the pace of the implementation of the curriculum;
- insufficient training of educators;
- a lack of sustained support from education district offices;
- overloading schools with policy;
- the design of the curriculum; and
- problems with learning support materials

However, there are some coping mechanisms which could serve as effective strategies for schools to respond to the challenges of managing curriculum implementation within the framework of some of the constraints mentioned above.

The next chapter will explore the significance of leadership in the management of the implementation of the new curriculum.

CHAPTER FOUR

THE SIGNIFICANCE OF LEADERSHIP IN THE MANAGEMENT OF THE IMPLEMENTATION OF THE NEW CURRICULUM

4.1 INTRODUCTION

The management of the implementation of a curriculum takes place within the broader context of the management of schools. It therefore becomes imperative to formulate a conceptual framework within which discussions of the implementation of the curriculum can take place. Therefore, in this chapter, theoretical issues, namely management and leadership will be explored and will constitute a conceptual framework for the discussion of the management of the implementation of the outcomes-based curriculum in South Africa.

There has been a great deal of reference to the importance of leadership within the context of educational transformation. But the concept of leadership has been characterized by a lack of a definitive definition. Many scholarly attempts at defining the concept of leadership are similar to the story of blind men describing the elephant and the different accurate definitions that each blind man gave, yet each was insufficient to understand the whole (Winston, 2003:1). Such an approach towards formulating a definition of the concept of leadership has taken scholars away from the whole and it is the whole concept of leadership that has to be understood.

Leithwood and Jantzi (1999:5-4) argue that given the complex nature of the concept, it is almost impossible to formulate a definition of leadership. Every day uses of the term are typically prefaced by such adjectives as 'good', 'effective', 'exemplary', 'poor' and 'terrible'.

In neither the leadership literature nor in everyday uses of the term, attention is given to the definition of the concept leadership. This raises the following question: 'at its roots, what does "leadership" mean and, if we knew, would we be any better off?'

Yukl (1994:4-5) argues that a great deal has been learned about leadership over the past century although this actually has not resulted in any clear, agreed upon definition of the concept, as essential as this would seem at first glance.

Indeed, like all constructs in social sciences, the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others but there is no correct definition (Yukl, 1994:4-5).

This observation has been echoed by other respected students of leadership such as (Bennis 1959). But others disagree. Clark and Clark (1990:20) for example, agree that: 'You cannot talk about leaders with anyone until you both agree on what you are talking about. That requires a definition of leadership and criteria for leadership that can be agreed upon.' Similarly, Rost (1991:6) notes that over sixty percent of the authors since about 1910 did not define leadership in their works. One wonders how so many smart people could have overlooked such an obvious issue.

4.2 AN EXPLORATION OF THE DEFINITION OF THE TERM LEADERSHIP

After an extensive analysis of more than twenty six thousand articles on the term leadership (Winston, 2003: 2) defines a leader as one or more people who selects, equips, and influences one or more followers who have diverse gifts, abilities and skills and focuses the followers to the organization's mission and objectives causing the followers to willingly and enthusiastically expend spiritual, emotional and physical energy in a concerted coordinated effort to achieve the organization's mission and objectives.

Such a holistic definition of leadership seems to concur with the position propagated by Spillane and Diamond (2003:533) regarding leadership distribution and how the practice of leadership is stretched over multiple individuals to achieve the objectives of an organization. This all-encompassing definition does not view leadership as entrusted in the hands of a single individual. Two or more people work together to co-enact a particular leadership task.

The following definitions of leadership indicate that there are specific concepts, which seem to be common in the majority of definitions:

Senior (1997:191) provides the following key elements for defining leadership:

- influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organization;
- developing a vision for the future;
- motivating and inspiring; and
- producing change.

Smith (1991:88) contends that leadership is a process by which a particular person, the leader, has relative influences on a group of people (subordinates) in such a manner that they will subsequently willingly strive to achieve the objectives that the leader presents to them.

Lambert *et al.* (2002:29) argue that leadership in an educational environment is a concept transcending individuals, roles and behaviours. Therefore, anyone in the educational community, teachers, administrators, parents and students, can engage in leadership actions.

Kimbrough and Becket (1990:109) view the principal's role as central in getting all the role players to focus their leadership potential on one effort, namely to promote the interests of the school.

The following issues seem to be central to a common understanding of the concept of leadership:

- some people (or an individual) influences others (followers or subordinates);
- such an influence causes others to willingly make efforts to achieve organizational goals;

- leadership is not necessarily confined to one individual and may be exercised by a group; and
- some people by virtue of their positions in organizations (such as principals) are best positioned to exercise leadership.

4.3 LEADERSHIP MODELS WITHIN THE SCHOOL CONTEXT

Leithwood and Jantzi (1999:5) assigned each of twenty different leadership concepts to broad categories referred to subsequently as 'models' within the context of schools. Included in the six categories of approaches to school leadership are instructional, transformational, moral, participative, managerial and contingent leadership. These models, clustering leadership concepts sharing the same primary focus and key assumptions, are described below.

4.3.1 Instructional leadership

Instructional leadership assumes that the critical focus of leadership is the behaviours of teachers as they engage in activities affecting the growth of the learners.

Many versions of this form of leadership focus, additionally, on other organizational variables (such as school culture) that are believed to have important consequences for such teacher behaviour.

4.3.2 Transformational leadership

This leadership model entails concepts such as charisma, vision, culture and empowerment. This form of leadership assumes that the central focus of leadership ought to be the commitment and capacities of organizational members (Leithwood & Jantzi, 1999:5).

4.3.3 Moral leadership

Moral leadership assumes that the critical focus of leadership ought to be on the values and ethics of the leaders themselves. So authority and influence are to be derived from defensible conceptions of what is right or good. Among the issues of greatest concern to those exploring moral orientations to

leadership is the nature of the values used by leaders in their decision-making and how conflicts among values can be resolved.

4.3.4 Participative leadership

The term participative leadership was adopted from Yukl's (1994) description, namely to encompass 'group', 'shared' and 'teacher' leadership. Participative leadership assumes that the decision-making process of the group ought to be the central focus of leaders. One school of thought within this category of leadership argues for such participation on the grounds that it will enhance organizational effectiveness.

In the case of this leadership model, authority and influence are available potentially in any legitimate stakeholder in the school in terms of their expert knowledge, their democratic right to choose and/or their role in the implementation of decisions.

4.3.5 Managerial leadership

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks or behaviours and that if these functions are carried out completely the work of others in the organizations will be facilitated.

Most approaches to managerial leadership also assume that the behaviour of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions and in proportion to the organizational hierarchy.

4.3.6 Contingent leadership

This approach assumes that what is important is how leaders respond to the unique organizational circumstances or problems that they face as consequence, for example, of the nature and preferences of co-workers, conditions of work and tasks to be undertaken.

Also assumed by this approach to leadership is that individuals providing leadership, typically those in formal positions of authority, are capable of

mastering large repertoire of leadership practices. Their influence will depend, in large measures, on such mastery.

Throughout this chapter there is going to be frequent use of the terms leadership and management. It is therefore important that from the onset a clear distinction be made between the two concepts.

4.4 DISTINCTION BETWEEN MANAGEMENT AND LEADERSHIP

Fairhom (2004:578) states that in contemporary literature, the concepts management and leadership are constantly being defined, compared and differentiated. Fairhom (2004:578) argues that a simple way to identify the distinction is that if one can count it, one can control it, one can programme it, and therefore one can manage it. Therefore, if one cannot count it one has to apply leadership.

This distinction suggests that management tasks are essentially mechanistic in nature whereas leadership is concerned with exerting influence so as to achieve organizational objectives.

The following definitions of management could be useful in clarifying the distinction between management and leadership. Management is defined by Le Roux (1999:108) as the process that managers follow to attain the goals of the organization by working with and through people.

Mullins (1996:398) views management as a process of utilizing material and human resources to accomplish designated objectives. Therefore, management involves the organization-, direction-, co-ordination-, and evaluation of people to achieve these objectives.

The following table illustrates the basic functions of management (Cronje *et al.*, 2000:101).

Table 4.1: Basic functions of management

Activities	Terminology
Management decides what should be done.	Planning

Management decides how it should be done.	Organizing
Management says how and when it should be done.	Leading
Management ascertains whether tasks have been carried out.	Controlling

4.5 THE TRANSITION FROM MANAGEMENT TO LEADERSHIP

Senior (1997:188-191) argues that management tasks involve some degree of leadership but that it does not necessarily mean that leadership is synonymous with management. The difference between an excellent leader and a successful manager is subtle and difficult to define. Sometimes a manager can become a leader in one or two areas, but not enough to make an impact.

Senior (1997:188-191) claims that some managers start by extending themselves (stepping out in front) in a few instances and then, as their confidence grows, venture further into leadership roles. Most people, however, move from management positions into leadership positions in a hapardzard and uncharted manner.

Senior (1997:188-191) argues that a manager may develop the perfect strategy to make an organization successful, but unless such a manager is a leader the strategy will fail. Leadership then, takes a bigger, broader view. Leadership takes a person into a new territory where change, risk, vision, creativity and challenge become ingrained in one's everyday working style.

Senior (1997:188-191) claims that a leader still uses management skills but will add a new dimension to responsibilities. Good management skills provide not only the foundation for good leadership, but also (in most cases) the opportunity to lead. The transition from being a manger to being a leader, Senior (1997:188-191) contends, requires commitment. Even for experienced managers, acquiring new leadership skills is not an overnight proposition. Leadership involves a state of mind. A person must want to become a leader before changes can occur.

As alluded by Kimbrough and Becket's (1990:109)'s views the principal's role is central in getting all the role players to focus their leadership potential on one effort, namely to promote the interests of the school. It is therefore significant to focus on the leadership role of the principal and the School Management Team in managing the implementation of a new curriculum.

The importance of leadership in the management of the implementation of the new curriculum cannot be underestimated. Even though the term leadership is used frequently in both everyday life and academic literature, there seems to be a lack of consensus on the definition of the concept leadership.

Winston's definition of leadership (Winston, 2003: 2) seems to embody a central idea, which is common to the majority of other definitions namely, influencing others to willingly make a collective effort to achieve organisational goals.

There seems to be a general understanding that actions of leadership may not necessarily be confined to a single person of authority. For example, within the school context it is not only the principal and the School Management Team who should provide leadership regarding the management of the implementation of the new OBE curriculum. All other stakeholders, especially ordinary teachers could make a significant contribution from a leadership point of view.

The various models of leadership provided by Leithwood and Jantzi (1999:5) are useful in helping to identify behaviours which could serve as indicators of leadership within the school context. For example, all patterns of behaviour, which focus on the teaching task of teachers, are indicators of instructional leadership. The behaviours that influence teachers to see the bigger picture at school and to commit themselves towards the growth of the school indicate a transformational kind of leadership.

The practices of the school (SMT, principal and teachers), whose primary concern is about the kind of values involved in guiding decision making and conflict resolution, are indicators of moral leadership.

Strategies, practices and behaviours, which are aimed at encouraging collective participation in important school matters, are indications of participative leadership.

The activities of the SMT, which focus on tasks, work procedures and administration, are indicators of a managerial approach towards leadership.

The SMT (principal) who displays some mastery of the unique circumstances at a school would draw their leadership skills from the contingent model of leadership.

4.6 AN ANALYSIS OF APPROACHES TO THE MANAGEMENT OF CHANGE

Deventer *et al.* (2003:37-38) claim that the implementation of a new curriculum represents a struggle between what exists and what is desired. Any situation of change contains driving forces (pressure to change) that tend to alter existing circumstances and forces of resistance that oppose or undermine change.

Deventer *et al.* (2003:37-38) argue further that change always begins and ends with individuals acting in unison with the aim of improvement. By implication change will only be successful if and when all the stakeholders involved realize and agree with the reason for- and the purpose of the proposed change.

Stakeholders within school communities consciously or unconsciously use various approaches in managing change that have been brought about by the introduction of the new curriculum.

4.6.1 An interventionist approach to change management

McCalman and Paton (1992:108) state that there are generally three forms of the interventionist approach to change management:

4.6.1.1 Deploying external change agents

In this case schools may engage the service of curriculum experts located at district / head office to actively support schools in the implementation of the new curriculum. At the conclusion of the change programmes or once the change process has reached an advance stage, the change agent returns to head office / district office.

The obvious disadvantages of this approach maybe:

- the shortage of curriculum experts at the district office / head office;
- too much demand by schools for expert intervention and thus work overload for the experts; and
- negative perceptions of teachers of the experts.

In such a scenario, the school uses a combination of an external - internal change agents' team to intervene and develop programmes. A small group within the school serves as a spearhead of the change initiative.

4.6.2 A systematic approach to change management

McCalman and Paton (1992:108) propose that given the complex nature of change, a systematic and scientific model of change management should be utilised to ensure success. The following steps are essential for a successful change management process:

4.6.2.1 Diagnose the problem

The change agents (SMT) are responsible for gathering, interpreting and presenting information so as to be able to diagnose the problem accurately.

4.6.2.2 Develop alternatives

The SMT must determine which alternative is most likely to produce the desired outcome, whether that outcome is an improvement in skills, attitudes, behaviour or structure.

4.6.2.3 Select best intervention

Once the best alternative has been selected, the SMT must act decisively in acting upon the chosen alternative.

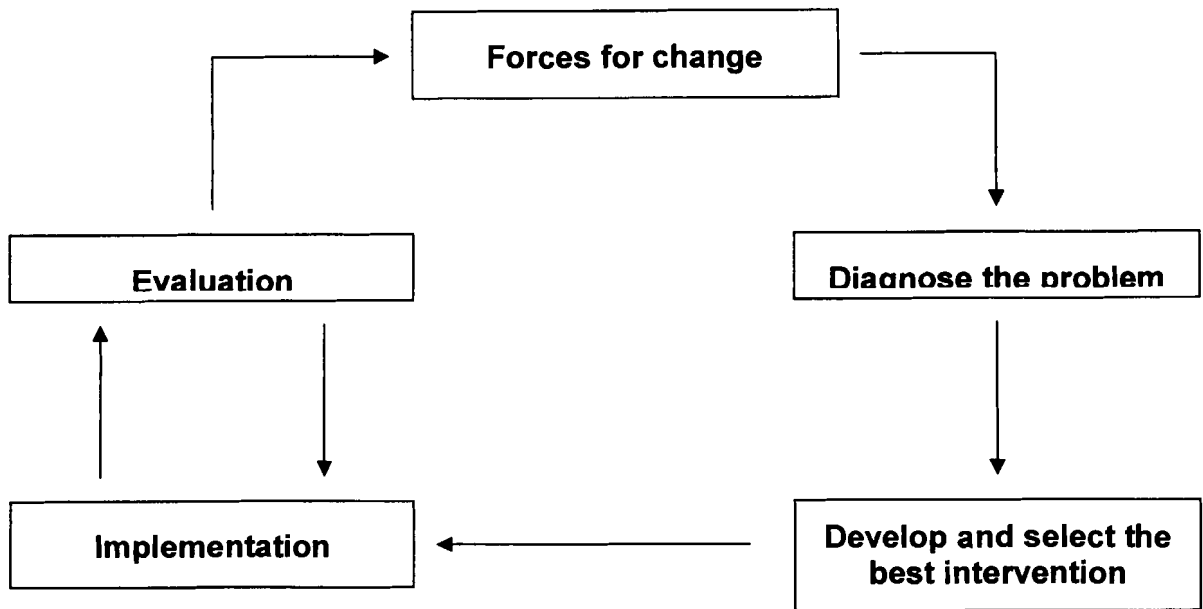
4.6.2.4 Implementation

This step implies that new structures are created, new rules and regulations stipulated, new outcomes set and provided (McCalman & Paton, 1992:108).

4.6.2.5 Evaluation

This stage indicates the degree of success of the change process. The stage would enable the SMT to ascertain the success of the change or serve as a point of departure for other changes:

Figuur 4.1: A systematic approach to change management (McCalman and Paton, 1992:108).



The feedback loop of the initial step emphasises that no change is final.

Given the unparallel changes in the South African society in 1994, it was expected that education (especially the curriculum) would also be affected by the socio-political changes that have taken place in South Africa (Pretorius 1998:1).

Those who are charged with the responsibility of managing schools are therefore expected to manage curriculum change within the larger context of educational transformation, which in turn takes place within the framework of the broader transformation of the South African society.

4.7 THE ROLE OF THE SCHOOL MANAGEMENT TEAM (SMT) IN MANAGING THE IMPLEMENTATION OF THE NEW CURRICULUM

McCalman and Paton (1992:108) contend that the management of change is fraught with tensions and therefore it becomes important to outline factors which are responsible for bringing about change.

4.7.1 An examination of forces that cause change

McCalman and Paton (1992:108) classify the forces for change into two groups, namely environmental forces and internal forces.

Environmental forces are generally speaking beyond the control of the school management while internal forces operate within the school and are generally within the control of the school management.

Grobler *et al.* (2003:42) caution that some forces from the internal environment of the school could serve as powerful capacitors for change. According to Grobler *et al.* (2003:42) the following factors may serve as drivers for change:

- poor performance of educators and learners;
- high educator turnover;
- low level of educator morale; and
- low standards in the management of the school.

The consequences of real change and of perceived change may result in some form of resistance from those whose role is central in implementing change.

It becomes imperative that the school management should be in a position to manage possible resistance to change.

4.7.2 The role of the SMT in managing resistance to change

Fleisch (2002:142) contends that the vast majority of South African teachers had positive feelings about the new curriculum but the mounting criticism against the management of the implementation of the new curriculum seems to have dampened the attitude of teachers towards the new curriculum.

Such an attitude and of course other related reasons have resulted in some teachers, principals and parents developing a negative attitude towards the way the new curriculum is being implemented.

Deventer *et al.* (2003:41) state that the intensity of educators' resistance to change depends on what is being changed and whether the stability of the school is being threatened. Managers who initiate change must take particular account of the various factors that give rise to resistance to change.

According to Deventer *et al.* (2003:41) a number of factors could give rise to resistance to change:

- Loss of the familiar and reliable

The drastic deviation from the traditional old style curriculum could lead to negative feelings towards the new curriculum.

- Loss of personal choice and values

If change is viewed as imposed from 'above', the individual's confidence in the organization may be affected by the perceived imposition of change.

- Loss of authority
- Not understanding the reasons for change
- A lack of skills required to implement change
- Low levels of motivation or absence of motivation to implement change

According to Deventer *et al.* (2003:41) resistance to change could also be brought about by factors which are pertinent to the organization itself such as:

- lack of leadership – which among other things may result in the absence of explicit aims and effective delegation;
- lack of effective management skills;

- failure to create an appropriate working environment;
- inappropriate procedures relating to execution of work;
- communication problems; and
- preference for tradition.

It is apparent that the management of change is complex and often evokes strong feelings from those affected by change (Fleisch, 2000:142; Pretorious, 1998:5; & Fullan, 1993:19).

4.7.3 The role of the School Management Team in initiating change

Villa and Thousand (1995:40) proposes the following formula for the successful initiation of change:

- Build a vision

It is argued that one of the greatest barriers to change at schools is a lack of (or rather absence of) a clear and compelling vision. It is the responsibility of the School Management Team to create and communicate a compelling picture of the desired future state of the school and induce others' commitment to that future. Once a vision is created and communicated, the School Management Team should foster widespread understanding and consensus regarding the vision.

- Consensus building through an examination of rationales for change

According to Villa and Thousand (1995:46) one strategy for building consensus is to share with others the theoretical and ethical rationale for curriculum change that addresses the personal concerns of teachers, and that the information at the disposal of the School Management Team should be used to address concerns and positively alter the beliefs of teachers about the proposed curriculum change.

- Consensus building through mission statements

One of the strategies for securing support for curriculum change is to involve stakeholders of schools in reformulating the mission statement of the school (Villa and Thousand, 1995:46). It is argued that engaging stakeholders in such a participatory decision making exercise may result in greater ownership of the mission statement than if it was imposed on them.

- Skills building for the new curriculum

Even if a school system can have a vision, incentives, resources and an action plan, educators still need the necessary skills to respond to the challenge of implementing the new curriculum. Schools need to develop a collective instructional body (meaning common skills for teachers in the same learning area). Teachers also need to readily have access to one another so that they can share skills across learners and classrooms (Villa and Thousand, 1995:46).

Villa and Thousand (1995:46) propose that schools and districts should craft and gain ratification of an ongoing comprehensive inservice training agenda that research and theory suggest, will develop innovation-related knowledge, performance skills and positive attitudes.

- Encouraging the intrinsic incentives

Heavy reliance on extrinsic incentives (e.g. honours and financial rewards) can interfere with change. A sense of righteousness, felt commitment and other reasons with moral overtones seem to serve a far more powerful incentive for implementing change (Villa and Thousand, 1995:46).

- Availing resources for change

If people in the school system feel that they lack the needed resources to do the job, they will likely experience frustration that can reduce their energy and enthusiasm and draw them away from their change efforts. Resources in the OBE classroom may be technical and material (e.g. paper, pencil, computer hardware and software, the curriculum materials and concepts). Some resources may be organisational, such as how the day, week, year and the

people within the school are organised. Villa and Thousand (1995:46) warn that many schools suffer from a shortage of time even though time is an important organisational resource that is central to learning and teaching activities and contribute to the success of the curriculum.

- Merging of resources through team teaching arrangements

Villa and Thousand (1990: 152) propose that the job functions of teachers should be shifted and be made more fluid to provide an opportunity to rearrange teaching staff in a variety of collaborative relationships; mentoring and peer coaching teams; peer systems that pair newly employed teachers with veterans (experienced teachers); and teaching teams.

4.7.4 The role of the SMT in motivating staff for curriculum change

4.7.4.1 Definition of motivation

Smit and Cronje (1999: 306) define motivation as an inner state of mind that channels a worker's behaviour and energy towards the attainment of aims. Most principals have to rely on workplace or school specific work-related methods to provide opportunities for internal motivation. Teachers may be motivated by some of the following work- related methods of motivation:

- Work enlargement

This entails the addition of a variety of tasks to a teacher's post to make it larger. It occurs when the person who carries out the task now, does work which was previously done by teachers on a higher management level.

- Work enrichment

In such a situation an educator may serve as a grade head, subject head and some educators may be placed in charge of sports or cultural activities.

- Work characteristic model

According to this model, the following elements of an educator's duties can give intrinsic job satisfaction:

- using various skills in performing the task;
- performing the task in its entirety;
- the meaning of the task;
- taking responsibility for results; and
- feedback by way of knowledge of results Denver (2003: 252).

4.7.5 The role of the SMT in supporting staff in the management of the implementation of a new curriculum

The purpose of the SMT for providing support to teachers should be aimed at:

- the improvement of teaching and learning practices;
- the professional development of the teacher; and
- ensuring a sound culture of learning and teaching.

The SMT should keep teachers well informed of:

- new teaching techniques; and
- issues in the development of the curriculum.

The SMT should also create opportunities for teachers to get involved in curricular innovations and changes. Webb and Vulliamy (1999:125) suggest that formal / informal classroom visits could be used as methods of supporting teachers in the implementation of the OBE curriculum, and that the SMT should also make an effort to resolve specific instructional problems or to address specific instructional needs of teachers.

The SMT is also responsible for establishing and maintaining a positive school climate. The climate of the school has a direct effect on the members of the school, their productivity and job satisfaction, and therefore promoting a positive and sound climate is an important aspect of the SMT's instructional leadership responsibility.

According to Kappa (1974:7-9), the school climate is the perceived effect of the formal system, the informal style of the head teacher and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in that particular school.

4.7.6 The role of the SMT in managing the implementation of curriculum related policies

The introduction of the OBE curriculum has been accompanied by a proliferation of several policy mandates, which are seemingly aimed at supporting the implementation of the OBE curriculum.

A policy can be defined as a politically derived intervention (often taking the form of a law) with the purpose of resolving a perceived societal problem (Horpe and Warren, 2002:1). For example, the introduction of the Curriculum 2005 policy is the culmination of various revitalisation attempts aimed at formulating new educational laws for South Africa. These educational laws are intended to eradicate apartheid education and establish a democratic and progressive education system. The following policies relate to the new curriculum:

- Revised National Curriculum Statement;
- Policy on Language of Teaching and Learning;
- Policy on Multilingualism; and
- Policy on Learning Support Material.

School managers are continually broadsided with new policies to implement and struggle to find time, resources, commitment and motivation to meet demands placed on them by the burden of policy implementation.

Policy implementation is the activity of groups or individuals directed towards achieving the goals outlined in a policy mandate. In education, the local policy implementers include the governing body, education fiscals and especially principals and teachers (Horpe and Warren, 2003: 2).

Horpe and Warren (2003:4) suggest that the SMT should ponder on the following considerations when they provide leadership for policy implementations in their schools:

- The SMT should embrace the education policy

Once the SMT is aware of a new policy, the SMT should decide whether or not, and to what extent to support its implementation. It is possible for the SMT to refrain from policy implementation for a time, however, it is difficult to postpone indefinitely implementing a policy enacted by law (Hope and Warren, 2003:2). The principal's (and SMT)'s failure to embrace an education policy, places that policy at risk of delayed or inadequate implementation. A negative reception of policy may reinforce resistance to the new policy. Hope and Warren (2003:2) argue that by embracing the policy, a principal immediately legitimises the policy.

- The SMT should conceptualise the policy in the school context

After the school has embraced the policy, the next crucial consideration is to conceptualise the policy in the school context. The SMT and the principal must take the leading role in creating a vision for the policy and its meaning for the school. The vision serves to motivate teachers and staff to focus their efforts on attaining the goals emanating from the policy. The articulated vision of the policy should highlight the benefits to be derived from its implementation and embody benchmarks that are practical and attainable (Horpe and Warren, 2003:4).

- Demystify the policy through proper and effective communication of information

Given that the teachers are the main implementers of education policy, they will generally resist change for some of the reasons mentioned below:

- They do not understand the implication of a policy.
- They have not received sufficient information regarding the purpose of the policy.

- They don't know how the policy is to be implemented.

Hope and Warren (2003:2) argue that teachers and staff must receive detailed information on all issues pertaining to policy implementation.

The SMT must therefore carry the responsibility to collect, organise and disseminate sufficient information about a policy, particularly its origin and the problem(s) it is intended to alleviate.

- Provide staff development for successful policy implementation

Staff development must be an integral part of the policy implementation process. Staff development provides knowledge of the why, what and how of the policy and can diminish teacher and staff anxieties and concerns. The process of teacher development provides teachers with tools and skills to perform the task associated with effective policy implementation (Hope and Warren, 2003:5).

- Provide encouragement for policy implementation

The SMT (principal) must be prepared to promote policy implementation by using encouragement. Praise and positive feedback are two forms of encouragement that provide motivation and support to teachers and staff. Encouragement should be seen as a natural tactic that boosts confidence and conveys trust and a belief that the implementer can perform the task. There is also agreement that some form of "positive" pressure is necessary for policy implementation to succeed.

- Monitor and evaluate policy implementation

Monitoring involves some form of checking to determine if implementers (i.e. teachers) are achieving the results intended by the policy and if the implementation is congruent with policymakers' intent. The purpose of monitoring is to detect the process variations, shortcomings and compliance in the process. Where there are problems, the SMT can intervene to support teachers in implementing the policy in accordance with expectations (Hope and Warren, 2003:5).

The SMT (principal) may monitor policy implementation by using some of the following methods:

- classroom support and observations;
- discussions/meetings with individual teachers regarding their experience with policy implementation; and
- review of data from indicators that reflect change toward policy goal(s).

An analysis of the following key curriculum related policies could serve as a demonstration of the commitment of the SMT towards equity and fairness in all aspects of the school system.

4.7.6.1 Policy on multiculturalism/multilingualism

Verster (2004:6) suggests that some of the following main elements of a school's multicultural policy would be consistent with the South African Schools Act of 1996 and the Constitution of the land:

- an awareness that learners come from different cultural and linguistic backgrounds;
- a belief that these different cultures and languages have a right to exist and that no one culture or language is inherently better than another; and
- a belief that people need to learn about other people's cultures and languages so that they have a better understanding of each other.

4.7.6.2 The language policy of the school

Verster (2004:34) proposes that a school's language policy should contain some of the following information:

- specify the languages, which will be used as language(s) of learning and teaching;
- the languages that learners will be required to use when learners write tests;

- the languages which will be offered as subjects and their level (e.g. first additional, second additional and foreign languages); and
- the languages which will be used during school assembly and other, school meetings.

In addition to the above, the Language in Education Policy states that the underlying principle of the policy is to maintain home language(s) while providing access to- and effective acquisition of additional language(s) (DoE, 1997).

4.7.6.3 The School's assessment policy

The assessment policy of the school should be founded on the principles that are enshrined in the Revised National Curriculum Statement (DoE: 2002b):

- Assessment should provide indications of learner achievement in the most effective and efficient manner.
- The policy must ensure that learners integrate and apply knowledge and skills.
- The assessment policy should be such that learners receive help in making judgement about their own performance.
- Assessment should also set goals for progress and provoke further reading.

It is common knowledge that policies do not always achieve their intentions. Jansen (2001: 272) argues that every case of education policy making demonstrates, in different ways, the preoccupation of the state with settling policy struggles in the political domain rather than in the realm of practice. Such an argument could be extended to policy making at the school level where politics, power, competition and conflict also determine the success of policy implementation.

4.8 CONCLUSION

The literature study in Chapter four constitutes the broader theoretical framework of the management of the implementation of the new curriculum. The study has located leadership at the centre of the effective management of this process.

The concept of leadership is subjected to scrutiny. Through the exploration of the concept it becomes clear that there is no consensus definition of the concept leadership. The following issues are seen as central to any definition of leadership:

- some individual(s) exert influence on others and such influence causes others to willingly make efforts to achieve organizational goals;
- leadership may be collectively exercised and is not necessarily confined to a single individual; and
- individuals occupying positions of authority within the school (such as school principals and Heads of Departments) have an opportunity to exercise leadership.

The exploration of the different models of leadership within the school context is useful in helping to identify various focuses of leadership. According to these models, leadership within the school may focus on some of the following aspects:

- the behaviour of teachers as they engage in activities that affect the growth of learners;
- charisma, vision and empowerment;
- values and ethics of leaders;
- collective decision-making processes;
- functions and tasks; and

- the ability to respond to unique organizational circumstances.

The distinction between leadership and management is that management is concerned with primarily mechanistic tasks whereas leadership is concerned with exerting influence so as to achieve organizational goals.

The ability to exercise leadership in managing the implementation of the new curriculum is seen as crucial in the success of the implementation of the new curriculum. Senior (1997:188-191) explores the transition from management to leadership and argues that a manager may develop a perfect strategy to make an organization successful, but unless such a manager is a leader the strategy will fail. Leadership goes beyond strategy and it adopts a broader and long term view of organizational success.

The literature study provides an analysis of change management issues involved in the introduction of the new OBE curriculum. The study draws a comparison between two major approaches to change management, namely the interventionist approach- and the systematic approach to change management.

The role of the school management in managing change is also discussed and the following points are elaborated:

- mobilizing support for change;
- how to initiate change;
- examining forces that cause change; and
- dealing with resistance to change.

The management of curriculum related policy is regarded as an essential aspect of the broader management of the implementation of the new curriculum. It is argued that the implementation of curriculum related policies at schools takes place within the context of politics, power struggles, competition and conflict among interest groups. These factors could also

serve as opportunities for School Management Teams to achieve consensus on the implementation of curriculum related policies.

It is imperative to explore the existing strategies and practices regarding the management of the implementation of the new curriculum at schools in the North-West Province. The next two chapters reveal the empirical research pertaining to existing curriculum implementation strategies and practices in schools.

CHAPTER FIVE

EMPIRICAL RESEARCH DESIGN

5.1 INTRODUCTION

The purpose of this chapter is to outline the design of the empirical research regarding the management of the implementation of the OBE curriculum in selected schools in the Southern Region of the North-West Education Department. The literature study in the first three chapters formed the framework for the empirical research. In Chapter 1 the objectives of this study were stated as:

- To examine key issues involved in the planning process for the implementation of the new curriculum
- To determine how the implementation of the new curriculum should be managed
- To develop a strategy for the effective management of the implementation of the new curriculum

The empirical investigation aims to gather information about the experiences of the educators regarding the management of the implementation of the outcomes-based education curriculum in the Southern Region of the North-West Education Department.

5.2 METHOD OF RESEARCH

This research was conducted by means of a literature review and an empirical research.

5.2.1 Review of literature

Primary and secondary literature sources were studied to gather information about the curriculum, the Outcomes-Based Curriculum, curriculum planning, managing the implementation of the curriculum and challenges in curriculum

implementation. DIALOG and ERIC-searches were undertaken to obtain relevant literature. Key words that were used include the following:

curriculum planning, curriculum implementation, curriculum management, curriculum and change management, Curriculum 2005, Revised National Curriculum Statement.

The information gathered from primary and secondary literature sources was utilized to construct a questionnaire to gather information on the experiences of teachers in the Southern Region of the North-West Education Department

5.2.2 Empirical research

The research design was quantitative in nature. For the purpose of this research a structured questionnaire was selected as the research tool. The rationale for the use of the structured questionnaire will now be presented.

5.2.2.1 The questionnaire as a research tool

A questionnaire is a self-report instrument used for gathering data about variables of interest to the researcher and consists of a number of questions or items that a respondent reads and answers (Best & Kahn, 1993:230).

According to Tuckman (1994:216) a survey questionnaire is a tool used in the collection of research data and is ultimately dependent on the purpose of the study. Researchers use questionnaires to convert information directly given by people into data. In this sense the questionnaire is appropriate to gather data for this research in that it will elicit factual data about the experiences of teachers regarding the management of the implementation of the OBE curriculum at their schools.

The suitability of the questionnaire is based on the fact that the respondents are teachers who are directly involved in the implementation of the OBE curriculum in their schools. The respondents will profoundly be interested in the final outcome of the research as it will provide them with a strategy to address the curriculum implementation problems that they experience at schools and in the classrooms.

According to Fraenkel and Wallen (1990:336) the questionnaire has both advantages and disadvantages. This will now be discussed.

5.2.2.2 The advantages of questionnaires

The following are some of the advantages of the questionnaire as used in this research (Fraenkel & Wallen, 1990:421; Best & Kahn, 1993:230; Tuckman, 1994:216):

- it can be distributed to respondents with financial and time cost effectiveness and has a wide coverage;
- it reaches people who would be difficult to reach, thus obtaining a broad spectrum of views;
- since the questions are phrased identically, the questionnaire allows for uniformity and elicits more comparable data;
- anonymity of respondents is assured since respondents are not required to expose their identities, addresses and institutions;
- it is relatively easy to plan, construct and administer;
- anybody can administer it on behalf of the researcher;
- respondents can answer the questionnaire without pressure for immediate response;
- the influence that an interviewer might have on the respondent is obviated;
- processing is made easy by the questionnaire being well constructed;
- due to its impersonal nature, the questionnaire may elicit more candid and objective, thus more valid, responses; and
- the questionnaire enhances progress in many areas of educational research and brings to light much information, which would otherwise be lost.

5.2.2.3 Disadvantages of questionnaires

According to Fraenkel and Wallen (1990:336), Best and Kahn (1993:230) and Tuckman (1994:216) questionnaires have a number of disadvantages:

- Questionnaires might be interpreted and understood differently by respondents.
- As the motivation of the respondents is difficult to check, the researcher might receive misleading responses.
- It is difficult to determine who really completed the questionnaire.
- A low response rate is the biggest disadvantage of the questionnaire and may lead to misleading responses.
- Respondents may feel that their personal opinions are left out.
- Respondents may be unwilling to respond to questions on private matters or controversial issues and may consequently provide what they regard as desirable responses.
- The length of the questionnaire may lead to careless or inaccurate responses and may result in low return rates.
- Questionnaires that do not probe deep enough do not reveal a true picture of opinions and feelings.
- Respondents might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately.

Wolf (1997:422) states that careful and sensitive developmental work will help to identify and make full provision for the limitations of questionnaires. The researcher must be satisfied that the questions are stated with sufficient clarity to function in the impersonal interaction and to maximize the likelihood that a respondent will answer the questions and return the questionnaire (Ary *et al.*, 1990:423).

5.2.2.4 The format of the questionnaire

According to Ary *et al.* (1990:429) the questionnaire items and the covering letter are the main sources of information that the respondent will refer to in deciding whether or not to complete the questionnaire. The following rules of questionnaire formatting must be adhered to:

- The questionnaire must be made attractive.
- Questions should be laid out or organized in such a way that the questionnaire is easy to complete.
- Questions should display a natural ordering or flow so that it keeps the respondent moving towards completion.
- Questionnaire items and pages must be numbered.
- Brief, clear and bold-type printed instructions should be included.
- The questionnaire should start with a few interesting and non-threatening items.
- Questionnaires should not be too long and should include enough information so that items are interesting to the respondents.

The above stated rules were taken into consideration in the formatting of this questionnaire. Instructions for answering and keys for ranking the items were provided in each section.

5.2.2.5 The design of the questionnaire

The design of a questionnaire must be well organized by a thorough process. As suggested by Ary *et al.* (1990:422-424) and Gall *et al.* (1996:294), the following factors were considered in the preparation of this questionnaire:

- the questionnaire should reflect scholarship as to elicit high returns the questionnaire should be as brief as possible so that answering it requires a minimum of the respondents' time;

- the questionnaire should not include unnecessary items;
- all respondents should phrase questionnaire items in a manner that is understandable;
- items in the questionnaire should be phrased in a way that will elicit unambiguous responses. Words such as “often” and “sometimes” should be avoided;
- items should be phrased in such a manner that it avoids bias or prejudice that might predetermine respondents’ answers;
- alternatives to questions should be exhaustive;
- questions that might elicit embarrassment, suspicion or hostility in the respondents should be avoided;
- questions should be arranged in the correct psychological order. If both general and specific questions are included, the general should precede the specific;
- the questionnaire should be attractive, neatly arranged and clearly duplicated or printed;
- questions should allow for respondents to review their own relevant experiences in order to arrive at accurate and complete responses;
- questionnaires should communicate the necessary rules about the process of answering so as to reduce complexities; and
- questionnaire items must be constructed carefully in order to measure a specific aspect of the study’s objectives or hypotheses.

The construction of the questionnaire items in this study was done carefully. The aim of the empirical research was taken into consideration.

5.2.2.6 The nature of the questionnaire

The questionnaire consists of three sections. Items in Section A related to the biographic information of the respondents such as gender, number of years in the teaching profession, type of school, professional qualifications and highest academic qualification obtained.

A total of 17 items were used in Section B. These items were structured to determine the experiences of respondents regarding the following:

- planning for the implementation of the OBE curriculum;
- the management of the implementation of the OBE curriculum with regard to training;
- the creation of a climate conducive to the implementation of the OBE curriculum; and
- challenges of teachers in the implementation of the OBE curriculum in the classroom.

Section C consisted of 13 items. These items were structured to determine the understanding of respondents regarding training development; resources; the implementation of the policy of inclusion in schools; and management practices regarding the implementation of the OBE curriculum.

Each statement had a 4-scale response.

1=Strongly agree 2=Agree 3=Disagree 4=Strongly Disagree

The respondents were asked to make an X in the appropriate box.

5.2.2.7 Administering the questionnaire

Population and sample

Population is a term that sets boundaries on the study units which also refers to all the individuals in the universe who poses specific characteristics. A population is further defined as the totality of persons, events, organization

units, case records or other sampling units with which a specific research problem is concerned (De Vos, *et al.*, 1998:190).

The target population for this research was identified as primary- and secondary school educators in selected schools in the North-West Education Department.

A sample is the element of the population considered for actual inclusion in the study and represents a small portion of the total set of objectives, events or persons that together comprise the subject of study. From a total number of 3000 educators a probability sample of 350 were selected by means of a stratified random sampling technique. According to De Vos *et al.* (1998:193) random sampling is the only technique available that will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn.

Pilot study

In addition to the preliminary check made on the questions in order to locate ambiguities, it is desirable to carry out a pre-test of the questionnaire before using it in the research. For the pre-test, a sample of individuals from a population similar to that of the research subjects should be selected. The pre-test form should provide space for respondents to comment about the questionnaire itself in order to indicate whether some questions seem ambiguous and to indicate other aspects that can lead to improving the questionnaire (Tuckman, 1994:235).

The questionnaire was submitted to the researcher's promoter for scrutiny and comments. Thereafter, the questionnaire was piloted to a sample of educators (n=12). The sample group was drawn from the intended target population. The pilot group was requested to comment on the questionnaire in terms of its length, unclear or ambiguous questions and any further suggestions as is advised by Ary *et al.* (1990:42).

The pilot study responses were analysed and revealed satisfaction with the questionnaire.

5.2.2.8 Questionnaire distribution

The final questionnaire was then distributed. The accompanying cover letter was aimed at orientating the respondents to the questionnaire as well as assuring them of confidentiality and anonymity.

The researcher distributed the questionnaires in order to minimize the disadvantages of postal questionnaire surveys and to ensure a high return rate as well as to exercise control over the time for returning the questionnaires.

5.2.2.9 Response rate

A total of 350 questionnaires for educators were distributed in 30 schools in the Southern Region of the North-West Education Department.

Of this number 302 (90 %) were returned. Since a response rate of 90,0% provides a quantity of data large enough to draw valid and reliable conclusions (Ary *et al.*, 1990:453), generalizations from the research can be made about the perceptions of the educators in the Southern Region of the North-West Education Department.

5.2.2.10 Statistical techniques

The Statistical Services of the Vaal Triangle Campus of the North-West University analyzed and processed the data collected by means of the SAS-programme. The programme was used to find the frequencies and means. Frequency tables were used to represent the results.

5.3 CONCLUSION

In this chapter the research design was presented briefly. The research method, development and the pilot study were outlined. The next chapter will present the research data analysis and interpretations.

CHAPTER SIX

DATA ANALYSIS AND INTERPRETATION

6.1 INTRODUCTION

The aim of this research was to gather data on practices and competencies regarding the management of the implementation of the OBE curriculum in schools in the Southern Region of the North West Education Department.

The target population of the empirical survey included members of school management teams (SMT's) and teachers at public schools in the Southern Region of the North-West Education Department.

A total of 350 questionnaires were distributed. Of the total number of questionnaires 302 (90%) were returned. According to Tuckman (1994:216), a 90% return rate for questionnaires constitutes a reliable and valid sample for purposes of an empirical survey. The data is represented by means of frequency (f) and percentage (%).

This chapter represents the analysis and interpretation of the results of the empirical research.

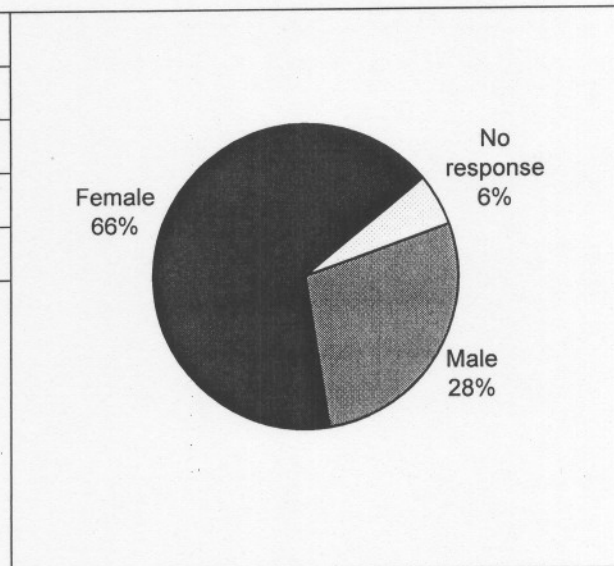
6.2 SECTION A: GENERAL INFORMATION

6.2.1 Gender

This section of the research represents the respondents' gender.

Table 6.1: Gender

	f	%
Male	85	28,2%
Female	200	66,2%
No response	17	5,6%
Total	302	100%



The majority of respondents (66,2%) were females while males accounted for 28,2% of the total number of respondents. The data indicates that females are strongly represented in the teaching profession especially at post-level one.

6.2.2 Number of years in the teaching profession

Table 6.2 depicts data on the respondents' number of years in the teaching profession.

Table 6.2: Number of years in the teaching profession

	f	%
Less than 5 years	32	11%
5 – 10 years	43	14%
10 –15 years	83	27%
15 – 20 years	63	21%
20 years and more	69	23%
No response	12	4%
Total	302	100%

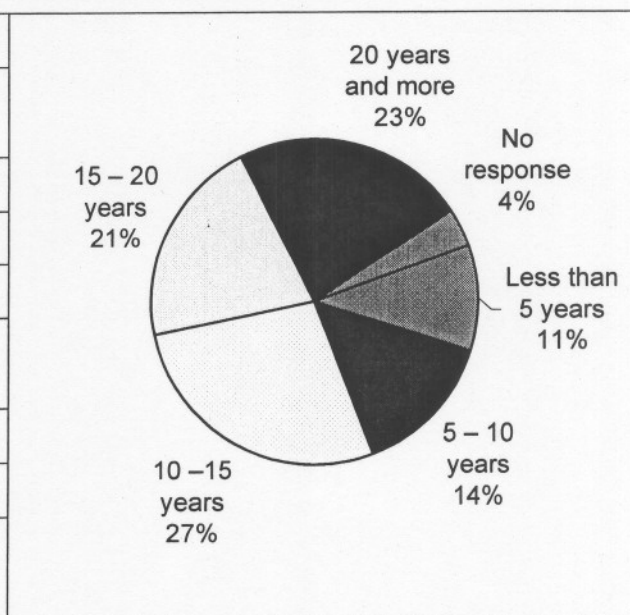


Table 6.2 illustrates that the majority of respondents have 10 – 15 years of teaching experience.

The outcomes-based curriculum was implemented in South Africa in 1998. The likelihood therefore is that these respondents have not received training for the implementation of the OBE curriculum during their pre-service teacher training.

6.2.3 Type of school

Table 6.3 shows data on the type of school of the respondents

Table 6.3: Data on the type of school

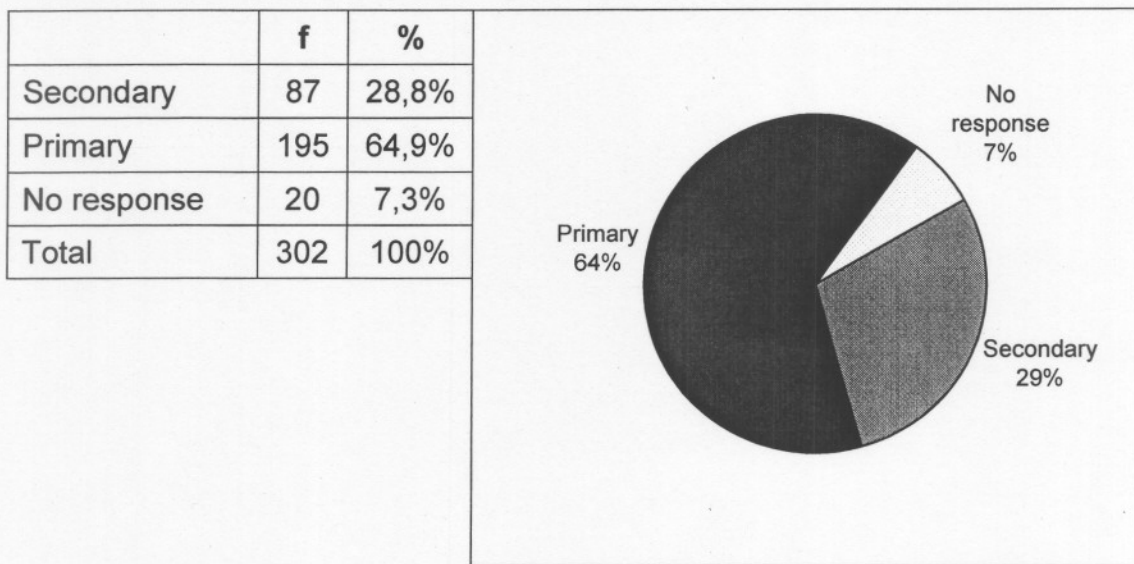


Table 6.3 reveals that most of the respondents are teaching at primary schools (64,9%) and that 28,8% teach at secondary schools. According to the DoE (2005:4) the implementation of the OBE curriculum is currently at a stage where all the grades at the primary schools should be implementing the new curriculum.

This is significant in view of the national time frames for the implementation of the OBE curriculum and further suggests that the majority of primary school teachers should have some knowledge and experience of the OBE curriculum.

6.2.4 Professional qualifications of the respondents

Table 6.4 depicts data on the professional qualifications of the respondents

Table 6.4: Professional qualifications

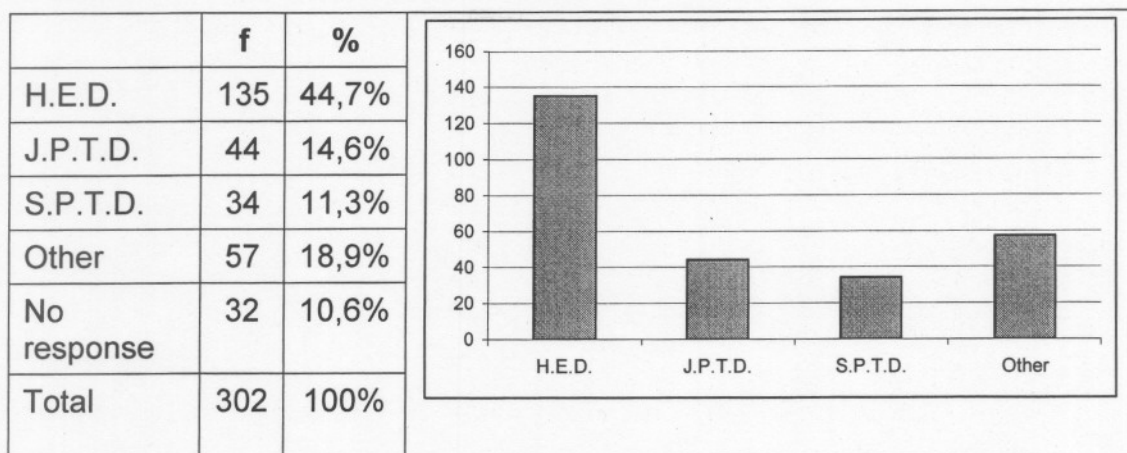
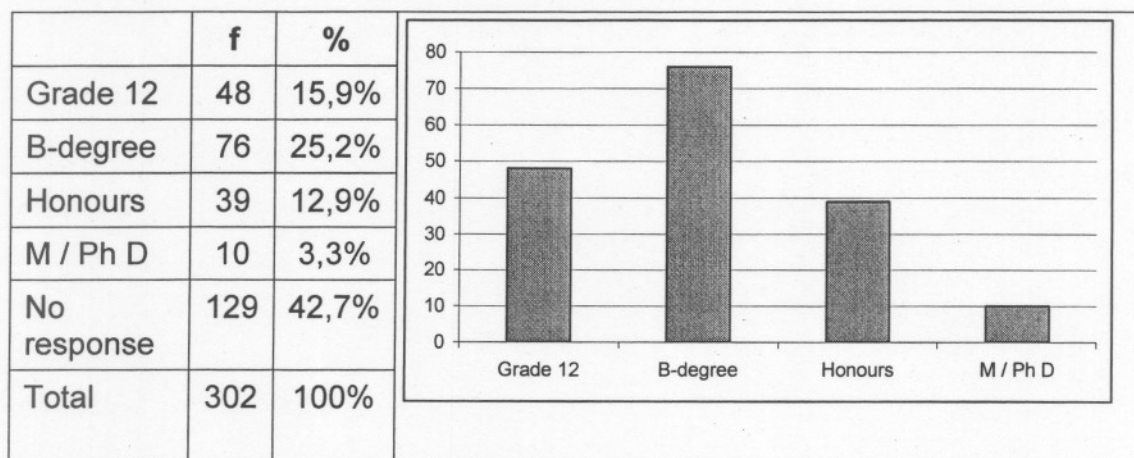


Table 6.4 indicates that most respondents have a Higher Education Diploma (H.E.D) (44,7%) and that 44 (14,6%) and 34 (11,3%) have a Junior (J.P.T.D) and Senior (S.P.T.D) respectively.

The researcher is of the opinion that this trend in professional qualifications is in line with the general improvement of teachers' professional qualifications countrywide.

6.2.5 Highest academic qualification

Table 6.5: Academic qualifications of the respondents



The above table demonstrates that most of the respondents have a B – degree qualification (25,2%) while 8 respondents (2,65%) and 2 respondents (0,66%) have Masters and PhD qualifications respectively.

The researcher is of the view that female teachers happen to be in the majority in primary schools compared to male teachers. This tends to justify the large majority of female participants in the research.

6.3 SECTION B: AN ANALYSIS OF THE RESPONDENTS' EXPERIENCES REGARDING THE MANAGEMENT OF THE IMPLEMENTATION OF THE OBE CURRICULUM

The literature study (*cf.* 2.5) highlights the significance of planning in the management of the implementation of the new curriculum. The planning of the implementation of the curriculum should involve aspects of general planning:

- What are the opportunities and threats?
- What are the objectives to be attained?
- What actions and alternate actions are to be taken?
- What is the budget for the plan (resources needed)?
- How is the plan put into action?

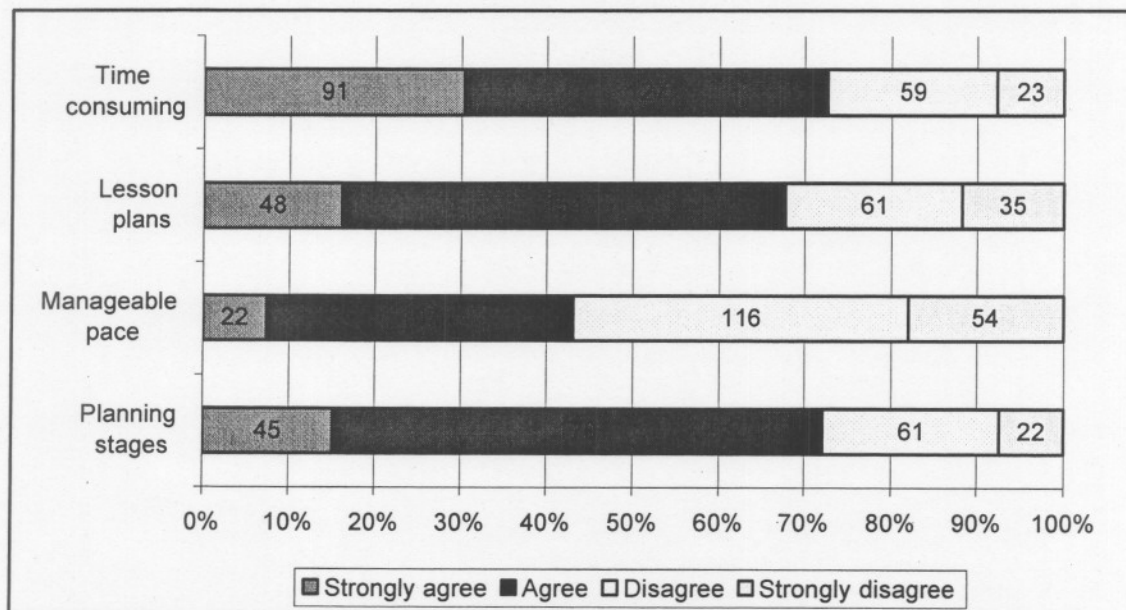
In this section of the questionnaire respondents were asked to rate their experiences of planning for the implementation of the OBE curriculum on a four-point Lickert scale (1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree).

Table 6.5 reveals data on the respondents' experiences concerning the management of the implementation of the OBE curriculum. For some of the items in this section of the questionnaire the response rate was less than 100%.

Table 6.6: Experiences of the management of the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
B2	I am familiar with the stages involved in planning for the implementation of the OBE curriculum.	45 15,1%	170 57,1%	61 20,5%	22 7,4%
B4	I find the pace of the implementation of the OBE curriculum manageable.	22 7,4%	107 35,8%	116 38,8%	54 18,1%
B9	All my lesson plans are derived from the school's curriculum plan.	48 16,1%	154 51,7%	61 20,5%	35 11,7%
B13	Planning for an OBE lesson consumes too much time.	91 30,3%	127 42,3%	59 19,7%	23 7,7%

Figure 6.1: Experiences of the management of the implementation of the OBE curriculum



Item B2: Familiarity with the stages involved in planning for the implementation of the OBE curriculum

Table 6.6 indicates that 170 respondents are familiar with the stages involved in the planning of the implementation of the OBE curriculum. Forty-five respondents (15,1%) have expressed great confidence with regards to their familiarity of the stages involved in the implementation of the OBE curriculum.

The fact that the majority of respondents (72,2%) indicated that they are familiar with the planning stages involved in the implementation of the OBE curriculum indicates that schools have prioritised planning for OBE implementation as an essential function of both the SMT's and the teachers.

The data might also imply that schools have mobilized sufficient resources such as time, teachers, personnel, learning material and generation of ideas in planning for the implementation of the OBE curriculum.

The literature study indicates that at the whole school planning level, the teachers, school principal, the SMT, other stakeholders and the school governing body should take the responsibility for jointly planning the implementation of the curriculum (*cf.* 2.5.1).

The data obtained might indicate that there was indeed a collaborative effort in planning for the implementation of the OBE curriculum.

Item B04: The pace of the implementation of the OBE curriculum.

According to the data, 56, 9% of the respondents are of the opinion that the pace of the implementation of the OBE curriculum is not manageable, whereas 43,2% view the pace of the implementation of the OBE curriculum as being manageable.

It seems that according to the majority of the respondents (56, 9%) there are difficulties in coping with the pace at which the OBE curriculum is being implemented. This finding collaborates the findings of the Review Committee on curriculum 2005 on the pace of the implementation of the OBE curriculum (*cf.* 3.4).

The literature study has indicated that there are genuine concerns about the pace at which the curriculum is being implemented. Indeed one of the key findings of the Review Committee is that teachers are experiencing an overload of policy and that there is limited transfer of knowledge into classrooms (*cf.* 3.4).

The findings might reveal that teachers are bombarded with a great deal of abstract knowledge, which they must then, within a short period of time, transfer into classroom teaching.

The researcher is of the opinion that, while teachers support the introduction of the OBE curriculum, they feel that the pace at which the curriculum is being implemented makes it difficult for them to manage with their business of classroom teaching.

The researcher's view is that there has not been a constructive response to the criticism that the time frames for the OBE curriculum are politically driven and that the material constraints at school level are not considered. As a matter of fact, the new Minister of Education has pronounced that the implementation programme of the OBE curriculum for the FET phase (grade 10 and 12) would continue (according to the previously set time frame) in 2006.

The fact that 74,13% of the respondents have more than ten years teaching experience indicates that a significant majority of respondents received their training during the years of apartheid education where the focus was on more traditional teaching and learning methods and not on OBE practices. This finding supports the findings in the literature study (*cf.* 3.2.1), namely that there are certain peculiar problems relating to the orientation of teachers towards a new curriculum approach.

The researcher is of the opinion that in the light of the revelations from the literature review as well as the empirical survey, a hasty pace of curriculum implementation made it even more difficult to reorientate and prepare teachers for the implementation of the new curriculum.

B09: Classroom planning as a derivative of the school curriculum plan

The majority of the respondents (67,80%) agreed that their classroom lesson plans are derived from the school's curriculum plan. The data seems to give substance to the observation (*cf.* 2.4) that the benefit of collaborative planning seems to find its way into the actual classroom teaching and learning.

The researcher is of the opinion that a strengthened school planning process would go a long way towards facilitating the transfer of knowledge of teachers into classroom practice.

B13: Too much time spend on planning for an OBE lesson

A substantial number of respondents (72,66%) are of the view that planning for an OBE lesson consumes too much time.

The data seems to collaborate the view that teachers experience difficulties in being effective when it comes to translating OBE knowledge into classroom practice (*cf.* 3.2.1).

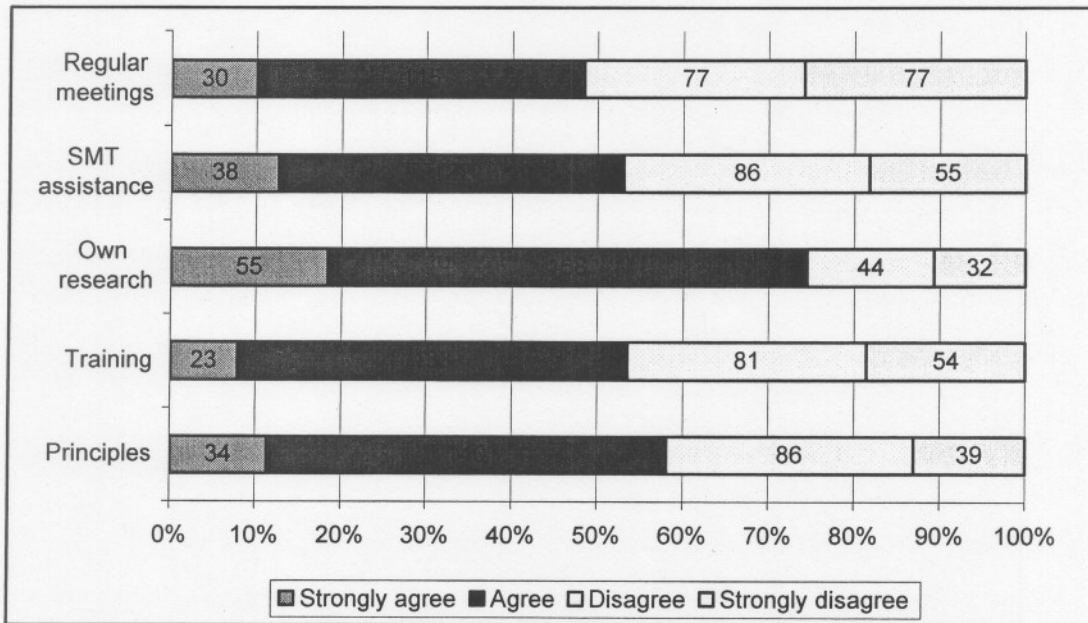
The researcher is of the opinion that part of the whole school planning process should be aimed at assisting teachers in finding means to make OBE lesson planning less time consuming. The data should also be viewed in the light of the respondents data on item B07 where 73,84% of the respondents indicated they tend to do their own research to improve their understanding of the OBE curriculum.

Table 6.7 reveals data regarding the respondents' training experiences.

Table 6.7: Teachers' experiences of training for the management of the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
B05	I understand the principles of the revised national curriculum.	34 11,3%	140 43,4%	86 28,5%	39 12,9%
B06	Training on the implementation of the OBE curriculum has helped me in my classroom teaching.	23 10,7%	133 44,0%	81 26,8%	54 17,9%
B07	I tend to do my own research to improve my understanding of the OBE curriculum.	55 18,2%	168 55,6%	44 14,6%	32 10,6%
B10	The school management team has assisted me to implement the curriculum better.	38 12,6%	122 40,4%	86 28,5%	55 18,2%
B11	My department holds regular meetings related to the implementation of the OBE curriculum.	30 9,9%	115 38,0%	77 25,5%	77 25,5%

Figure 6.2: Experiences of the management of the implementation of the OBE curriculum



Item B05: Understanding the principles of the Revised National Curriculum Statement

The majority of the respondents (57,7%) indicated that they understand the principles of the Revised National Curriculum Statement. This was a positive finding as it indicates a common understanding on the fundamental principles of the OBE curriculum.

According to literature (*cf.* 3.5.3), the successful implementation of the curriculum necessitates that teachers have a sound understanding of the principles of OBE.

B07: I tend to do my own research to improve my own understanding of the OBE curriculum

The literature study (*cf.* 3.5.1) reveals that some schools have taken the following measures to address some of the challenges in the implementation of the OBE curriculum:

- internal training sessions for educators; and
- discussions during weekly meetings to improve the teacher's understanding of the OBE curriculum.

However, a large number of the respondents (223) indicated that they do their own research to improve their understanding of the OBE curriculum. This finding does not correlate with the above literature finding.

The researcher is of the opinion that the inclination of teachers to do their own research to improve their understanding of the OBE curriculum has implications for in service teacher training programmes on the implementation of the OBE curriculum, as these programmes could be complemented through self-directed training programmes for teachers.

B10: The school management team has assisted me to implement the curriculum better

A relatively small number of respondents (53%) agreed that the SMT has assisted them to implement the curriculum better. This finding collaborates the finding in item B07, namely that teachers take responsibility for improving their understanding of the OBE curriculum. The literature study reveals that one of the roles of the school leadership is to intervene in curriculum implementation with the view to help improve the teaching effectiveness of the staff (*cf.* 4.7.6).

As revealed by the data 44,7% of the respondents are of the opinion that the SMT has not assisted them to implement the curriculum better. This is a significantly large number and the researcher is of the opinion that there had not been intervention by the SMT to improve teachers' ability to implement the OBE curriculum or that the intervention approaches used by the SMT have not yielded the desired results.

B11: My department holds regular meetings related to the implementation of the OBE curriculum

The majority of the respondents (51%) are of the view that their department does not hold regular meetings related to the implementation of the OBE curriculum.

The literature study (*cf.* 4.7.5) suggests that the SMT should create opportunities for teachers to get involved in curricular innovations and changes. The researcher is of the opinion that regular meetings at the departmental level could constitute one of the most effective forums in creating opportunities for discussion on improving the implementation of the OBE curriculum.

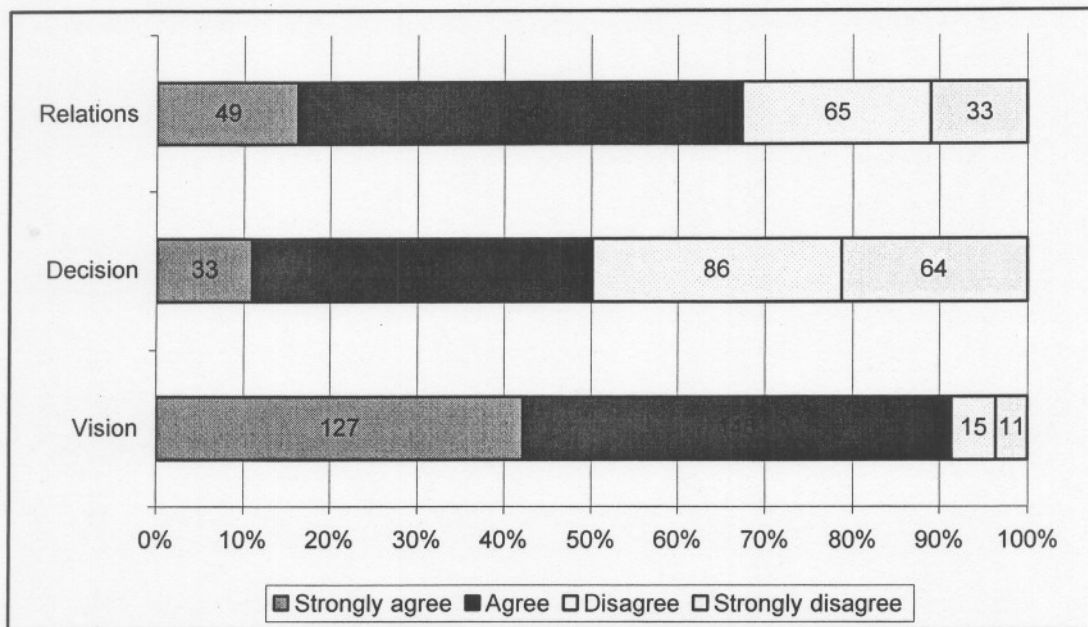
It is the researcher's opinion that SMT's should be aware of the teachers' need to hold regular meetings in order to obtain support in the implementation of the curriculum. The practice of not meeting regularly, is not supportive of the implementation of the curriculum as the core business of a school.

Table 6.8 represents the respondents' perceptions regarding the organisational climate in which the OBE curriculum is implemented.

Table 6.8: The creation of the climate conducive to the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
B1	A school must have a vision for the implementation of the OBE curriculum	127 42,1%	148 49,0%	15 5,0%	11 3,6%
B3	I am in favour of the decision of the government to introduce the OBE curriculum	33 10,9%	118 39,1%	86 24,5%	64 21,2%
B8	My relations with my colleagues are such that the mplementation of the OBE curriculum is made easy	49 16,2%	154 51,0%	65 21,5%	33 10,9%

Figure 6.3: The creation of the climate conducive to the implementation of the OBE curriculum



Item B01: A school must have a vision of the OBE curriculum

An overwhelming majority of respondents (91,1%) are of the opinion that the school must have a vision for the implementation of OBE. The literature study (cf. 4.7.3) indicated that one of the barriers to change at schools is lack of (or rather absence of) a clear and compelling vision.

According to the literature study, it is the responsibility of the SMT to create and communicate a compelling picture of the desired future state of the school and to induce to others' commitment to that future. The literature study further indicates that once a vision is created and communicated the SMT should foster widespread understanding and consensus regarding the vision (cf. 4.7.4).

The researcher is of the view that a broad vision on the new curriculum has been communicated to schools and the public. However, schools need to capture that broad vision and make it their own, so that it can translate into reality at the level of the classroom.

B03: I am in favour of the decision of the government to introduce the OBE curriculum

Even though the majority of respondents 50% expressed support for the decision of the government to introduce the OBE curriculum, there is concern that a significant number of teachers (45,7%) indicated that they are not in favour of the government's decision to introduce the OBE curriculum.

The literature study (*cf.* 3.2.1) suggests that although subsequent generations of educators have received a progressive teacher training, experience has shown that despite theoretical training educators are often confused when faced with radical changes in the curriculum and as a result struggle to apply new ideas in their classes.

The researcher is of the opinion that criticism about the OBE curriculum in the media has not been sufficiently countered by the education authorities and that this contributes to negativity amongst teachers.

The literature study (*cf.* 4.7.2) alludes to some factors which could give resistance to change or result in an unfavourable disposition to change, for example, a lack of leadership and lack of effective management skills.

It is the researcher's opinion that an unfavourable disposition towards the new curriculum should be tackled at a national level and then be followed by schools' strategies (informed by the broader national strategy) for dealing with resistance to the new curriculum.

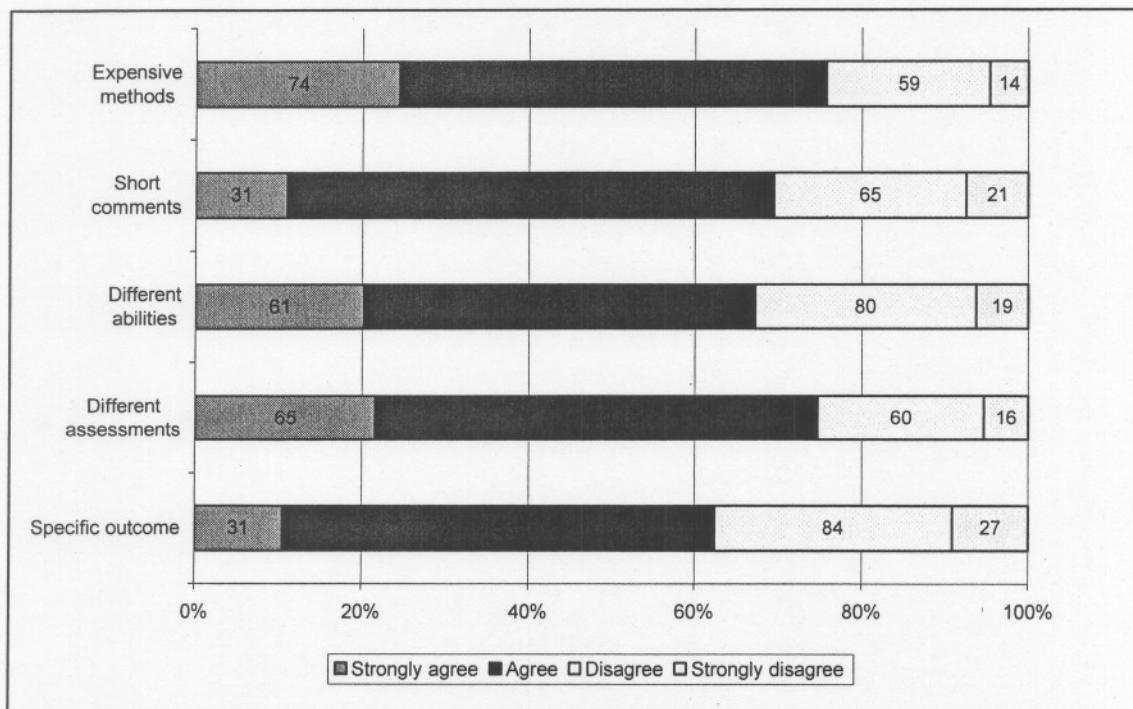
In Table 6.9 the challenges that teachers have to deal with regarding the implementation of the OBE curriculum is revealed.

Table 6.9: Challenges of teachers in the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
B14	I am able to focus on a specific outcome throughout my lesson.	31 10,3%	153 50,7%	84 27,8%	27 8,9%

B15	I sometimes experience difficulties in applying different assessment methods.	65 21,5%	160 52,9%	60 19,9%	16 5,3%
B16	I experience difficulties in teaching children of different intellectual abilities in the same class.	61 20,2%	142 47,0%	80 26,5%	19 6,3%
B17	I find short comment used in recording assessment easy to formulate.	31 10,3%	165 54,6%	65 21,5%	21 6,9%
B18	There are some teaching methods I don't use because they are expensive to implement.	74 24,5%	155 51,3%	59 19,5%	14 4,6%

Figure 6.4: Challenges of teachers in the implementation of the OBE curriculum



Item B14: I am able to focus on a specific outcome throughout the lesson

The frequency counts indicate that the majority of respondents (60%) felt that they are able to focus on a specific outcome throughout the lesson.

B15: I sometimes experience difficulties in applying different assessment methods

A large number of respondents (74, 4%) are of the view that they sometimes experience difficulties in applying different assessment methods in the classroom. The researcher is of the opinion that teachers have not yet fully understood the complexities surrounding the assessment methods of the OBE curriculum and that additional support is needed.

B16: I experience difficulties in teaching children of different intellectual abilities in the same classroom

A large number of respondents (67, 2%) indicated that teaching children of different intellectual abilities pose problems for them. The problem of teaching children of different intellectual abilities relates to the policy of inclusion. As suggested by the literature review (*cf.* 4.7.6) the responsibility of the SMT is to provide staff development for successful policy implementation.

The researcher's opinion is that the introduction of inclusion has not been accompanied by enough capacity building initiatives for teachers. Such initiatives would assist teachers to cope, among other things, with teaching children with different intellectual abilities in the same classrooms.

B17: I find short comments used in recording assessment easy to formulate.

Although the majority of the respondents (64,90%) indicated that they are able to formulate short comments in recording assessment, item B15 indicated that 74,4% of teachers experience difficulties in applying different assessment methods. This implies that the teachers' ability to formulate these short comments in recording assessment, is not sufficient for dealing with OBE assessment and that additional support is needed.

B18: There are some teaching methods I don't use because they are expensive to implement

A large number of respondents (75,8 %) revealed that there are some teaching methods that they don't use due to such methods being expensive. The researcher is of the view that teachers tend to adapt methods they use based on economic considerations such as time, space and money. The role of the SMT in this regard is to increase the budget allocation for teaching materials and if this is not possible the SMT should develop strategies for teachers to find ways of compensating for a shortage of resources to support OBE teaching methods.

6.4 SECTION C: AN ANALYSIS OF MANAGEMENT PRACTICES AND SYSTEMS REGARDING THE MANAGEMENT OF THE IMPLEMENTATION OF THE OBE CURRICULUM

The literature study (*cf.* chapter 3) revealed the following essential features involved in the management practices and systems for the implementation of a curriculum:

- an evaluation system for the implementation of the curriculum;
- a curriculum assessment policy;
- school based curriculum training;
- utilisation of resources to meet curriculum needs;
- a team approach to curriculum delivery; and
- diversity in the classroom.

This section of the research intends to determine the current management practices and systems regarding the implementation of the OBE curriculum.

Respondents were requested to indicate their school's systems and practices regarding the management of the implementation of the OBE curriculum by putting a cross in the appropriate column (1 = strongly agree, 2 = agree, 3 =

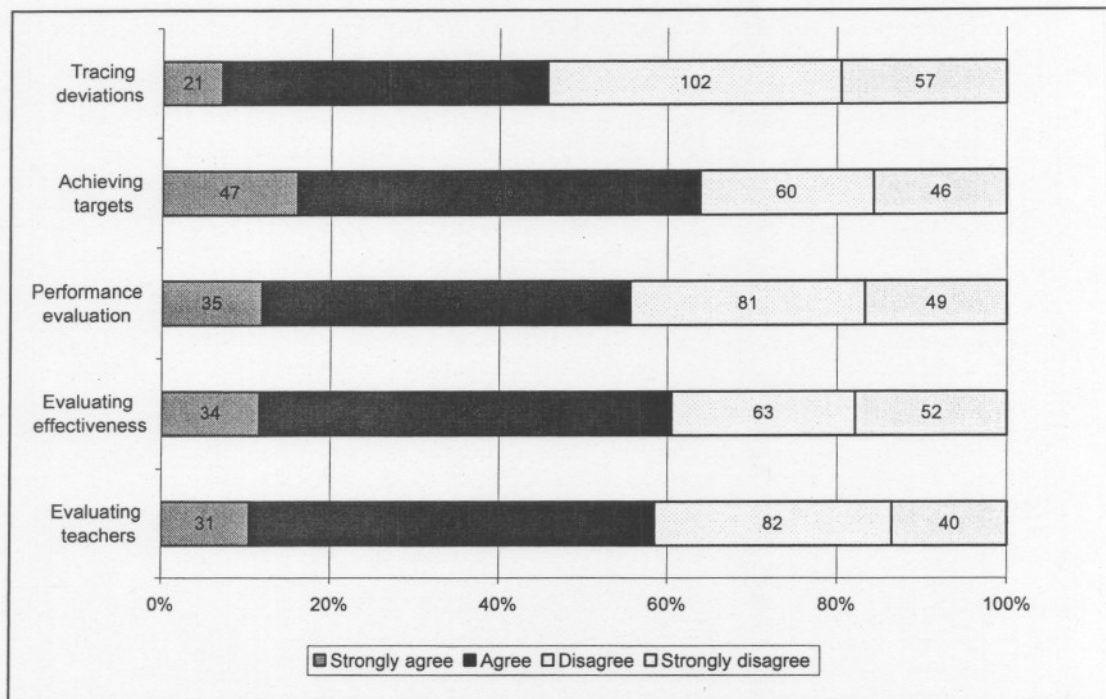
disagree, 4 = strongly disagree). Not all the teachers responded to the items in this section of the questionnaire.

Tables 6.10, 6.11 and 6.12 reveal the respondents' views of the current management practices and systems regarding the implementation of the OBE curriculum

Table 6.10: Management systems

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
C01	The school developed a system of evaluating teachers in the implementation of the OBE curriculum.	31 10,3%	141 46,7%	82 27,2%	40 13,3%
C08	The school involves teachers in the evaluation of the effectiveness of the schools' whole planning exercise.	34 11,3%	142 47,0%	63 20,9%	52 17,2%
C12	The school has a performance evaluation system for teachers on the implementation of the OBE curriculum.	35 11,6%	128 42,4%	81 26,8%	49 16,2%
C16	The school has a system of checking if teachers are working towards achieving curriculum targets.	47 15,6%	140 46,4%	60 20,0%	46 15,2%
C19	The school has a system through which deviations from curriculum policy are traced and rectified.	21 7,0%	113 37,4%	102 33,8%	57 18,9%

Figure 6.5: Management systems



C01: The school developed a system of evaluating teachers in the implementation of the OBE curriculum

The literature review (*cf.* 4.7.6) suggests that monitoring and evaluation involve some form of checking if the teachers are achieving the intended results in their teaching. The majority of respondents (56,57%) indicated that their schools have developed a system of evaluating teachers in the implementation of the OBE curriculum. The researcher is of the opinion that given that, control, monitoring and evaluation have always being central to educational institutions schools were able to integrate the evaluation of the implementation of the OBE curriculum in their school's management systems fairly easily.

C08: The school involves teachers in the evaluation of the effectiveness of the schools whole planning exercise

The underlying principle in this item was that of participation in decision-making processes of the school. A significant number of respondents (38, 1%) revealed that their school does involve them in the evaluation of the

effectiveness of the schools' whole planning exercise. The researcher is of the opinion that participation in decision-making, especially regarding matters of classroom teaching and learning, is essential for the effective management of the implementation of the OBE curriculum. The literature review (*cf.* 4.3) suggests that where there are opportunities for participation in the running of the affairs of the school, there is increased organisational effectiveness.

C12: The school has a performance evaluation system for teachers on the implementation of the OBE curriculum

The majority of respondents (54%) agreed that their schools have a performance evaluation system for teachers regarding the implementation of the new curriculum. This item is directly related to item C01 and both seem to indicate agreement on the existence of an evaluation system for teachers.

C16: The school has a system of checking if teachers are working towards achieving curriculum targets

The data gathered indicated that (62%) of the respondents are of the opinion that their schools have a system of checking if teachers are working towards achieving curriculum targets. The literature review (*cf.* 4.7.6) suggests that the SMT should be able to detect variations in the implementation of the OBE curriculum and if there are problems, intervention should be made to support teachers. In general terms, based on the responses of teachers, it could be argued that most of the respondents are of the opinion that in spite of other problems, their schools are in the right direction in terms of evaluating the success of the implementation of the OBE curriculum.

The data gathered in items C01, C12 seem to collaborate the responses in item C16. All these items are related to curriculum implementation in that they deal with aspects of monitoring and evaluation.

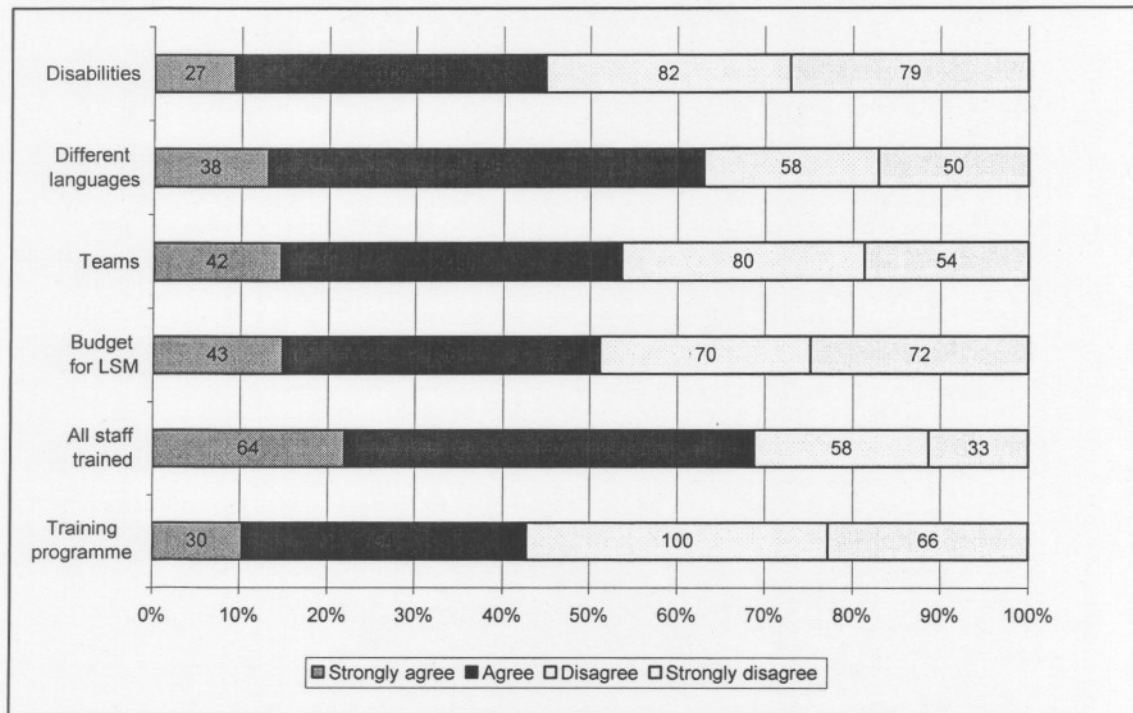
C19: The school has a system through which deviations from curriculum policy are traced and rectified

The data indicates that the majority of respondents (52,7%) are of the opinion that their schools do not have a system through which deviations from curriculum policy are traced and rectified. In the opinion of the researcher, the difference in responses between items C01, C12, C16 and C19 is of interest. The researcher is of the opinion that the distinction between evaluation of curriculum implementation and evaluation of policy is not clear and that there are grey areas between the two forms of evaluation.

Table 6.11: Systems regarding training and development, resources and inclusion at schools

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
C6	The school has a school-based teacher training programme on the implementation of the OBE curriculum.	30 9,9%	94 31,1%	100 33,1%	66 21,9%
C10	All staff members received training on the implementation of the OBE curriculum.	64 21,2%	137 45,4%	58 19,2%	33 10,9%
C14	The school has a budget for Learning Support Material.	43 14,2%	106 35,1%	70 23,2%	72 23,8%
C15	All teams as proposed by the OBE curriculum are in place at schools.	42 13,9%	113 37,4%	80 26,5%	54 17,9%
C17	The school promotes the use of different languages in the OBE classroom.	38 12,6%	146 48,3%	58 19,2%	50 16,6%
C18	There are special provisions made in the classroom for children with disabilities.	27 8,9%	104 34,4%	82 27,2%	79 26,2%

Figure 6.6: Systems regarding training and development, resources and inclusion at schools



C06: The school has a school based teacher-training programme on the implementation of the OBE curriculum

The literature review (*cf.* 4.7.3) suggests that schools need to develop common skills for teachers in the same learning area and that teachers at the same school need to be able to readily have access to one another so that they can share skills. It is of concern that the majority of respondents reported that there is no school based teacher-training programme for the implementation of the OBE curriculum.

The researcher is of the opinion that school-based training provides an ideal opportunity for teachers within the same school to support each other in developing common basic skills required for the implementation of the OBE curriculum.

C10: All staff members have received training on the implementation of the OBE curriculum

The data indicates that 65,6% of the respondents were trained for the implementation of the OBE curriculum. This finding is of concern as earlier

findings indicate that teachers continue to experience problems with the management of the implementation of the OBE curriculum in the following areas:

- the pace of the implementation of the OBE curriculum manageable. (Item B4);
- applying different assessment methods (item B15);
- difficulties in teaching children of different intellectual abilities in the same class. (Item B16); and
- compensating for shortage of materials in the application of teaching methods (Item B18).

The researcher's opinion is that such a situation necessitates supplementary training in the areas mentioned above.

C14: The school has budget for learning support material

The data reveals that teachers are almost equally divided on whether the school has a budget for learning support material or not. 49,3 % responded that there is a budget for LSM and 47% said that there is no LSM budget.

This finding supports the findings from the literature study that indicated a concern in terms of the availability of LSM for implementing the OBE curriculum (*cf.* 3.3.1).

The researcher is of the opinion that the perceived shortage of the LSM budget by 47% of the respondents indicated that there could be problems with the quantity of the LMS material due to budget constraints or absence of a budget allocation.

C15: All teams as proposed by the OBE curriculum are in place at schools

Although the majority of the respondents (51.3 %) agreed that all teams as proposed by the OBE curriculum are in place at their schools, earlier findings

indicated that teachers find support in the following areas of the management of the implementation of the OBE curriculum as lacking: the pace of the implementation of the OBE curriculum; applying different assessment methods; difficulties in teaching children of different intellectual abilities in the same class; and compensating for a shortage of materials in the application of teaching methods.

The researcher's observation is that the Revised National Curriculum Statement views teams as essential components in the management of the implementation of the OBE curriculum and that the existence of teams provides an opportunity for exchange of knowledge and collaboration among teachers. The above finding, however, indicates that although teams might have been structured, they seem not to be effective in supporting teachers in crucial areas of the management of the implementation of the OBE curriculum as mentioned above.

C17: The school promotes the use of different languages in the OBE classroom

A large number of respondents (60,9%) indicate that their schools promote the use of different languages in the OBE classroom. This response is consistent with the principle that states that teachers must promote a diversity of languages in their classrooms. According to literature review the Language in Education Policy states that the underlying principle (of the policy) is to maintain home language(s) while providing access to- and effective acquisition of additional language(s) (*cf.* 4.7.6).

C18: There are special provisions made in the classroom for children with disabilities

The majority of the respondents (53,4%) indicated that there are no special provisions made in their classroom for children with disabilities. The researcher is of the opinion that such provisions may not exist because there is no need for it as a result of the absence of children with severe disabilities in most schools, or it could be that 'minor disabilities', such as short/long sightedness, are not taken seriously in the respondents' classrooms. It was

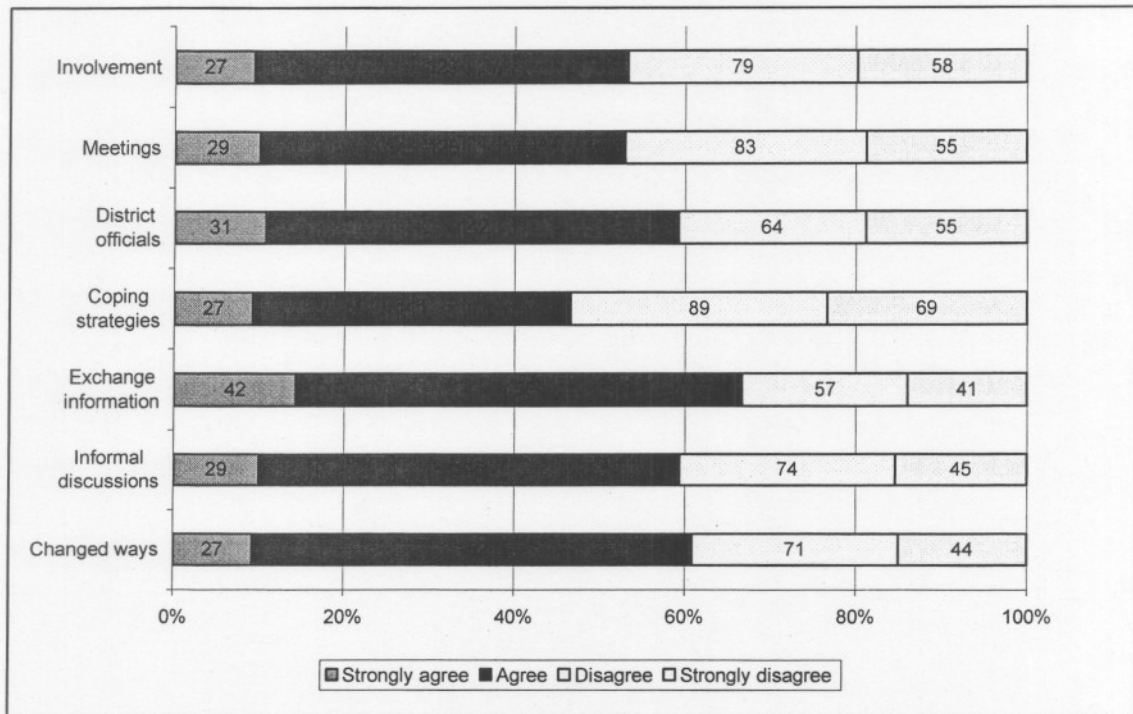
indicated in item B16 that a large number of respondents for item B16 (67,2%) indicated that teaching children of different intellectual abilities poses problems for them.

The problem of teaching children of different intellectual abilities also relates to the policy of inclusion. The responsibility of the SMT is to intervene in classroom practice to ensure that teachers are able to implement the policy of inclusion.

Table 6.12: Management practices regarding the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
C2	The schools have changed the way things are done as a means of improving OBE implementation.	27 8,9%	152 50,3%	71 23,5%	44 14,6%
C3	Members of the SMT participate in informal discussions on the problem experienced by staff in the implementation of the OBE curriculum.	29 9,6%	145 48,0%	74 24,5%	45 14,9%
C5	Teachers at the school have an opportunity to exchange information regarding the recording of the assessment.	42 13,9%	155 51,3%	57 18,9%	41 13,6%
C7	The school supports teachers with strategies of coping with the implementation of the OBE in large classes.	27 8,9%	111 36,8%	89 29,5%	69 22,9%
C9	The school consults district officials for help on the implementation of the OBE curriculum.	31 10,3%	142 47,0%	64 21,2%	55 18,2%
C11	The school schedules meetings where OBE curriculum is discussed and debated.	29 9,6%	126 41,7%	83 27,5%	55 18,2%
C13	The school involves me in making decisions.	27 8,9%	129 42,7%	79 26,2%	58 19,2%

Figure 6.7: Management practices regarding the implementation of the OBE curriculum



C2: The school has changed the way things are done as a means of improving OBE implementation

The majority of the respondents (59,2%) have indicated that their schools have changed the way things are done in order to impose OBE implementation. The literature review (cf. 4.7.3) proposes that one strategy for building consensus is to share with others, the theoretical and ethical rationale for curriculum change that addresses the personal concerns of teachers. The researchers' opinion is that the majority of schools have been successful in initiating change by bringing teachers on board.

C3: Members of the SMT participate in informal discussions on the problems experienced by the staff in implementing the OBE curriculum

A large number of respondents 57,6% demonstrated that members of the SMT participated in informal discussions on the problems experienced by staff in implementing the OBE curriculum.

The literature review (cf. 4.7.5) highlights the significant of the SMT in creating a climate where there is an open discussion on OBE implementation in order

that teachers can be motivated in their task of implementing the OBE curriculum. The researcher is of the opinion that the participation of the SMT in informal discussions with staff may reflect on healthy cordial working relationships between the SMT and the staff in general. In other findings the SMT is viewed as not providing sufficient support for teachers in the implementation of the OBE curriculum. For example, in item B10, a relatively small number of respondents (53%) are of the view that the SMT has assisted them to implement the curriculum better.

C5: Teachers at the school have an opportunity to exchange information regarding the recording of assessment

The majority of the respondents 65,2% indicated that they have an opportunity to exchange information regarding the recording of assessment. Item C5 and C3 are similar in the fact that both refer to informal discussion among staff and between SMT and staff.

The researcher is of the view that opportunities for collaboration among the teachers exist but they seem to be limited to particular areas of the curriculum such as the recording of assessment.

C7: The school support teachers with coping strategies with the implementation of the OBE in large classes

The majority of respondents 52,4% is of the opinion that the school does not support teachers with coping strategies with the implementation of OBE in large classes.

While the literature review makes reference to the general role of the SMT in supporting and motivating teachers, there is no specific mention of the SMT supporting teachers with strategies for coping with the implementation of the OBE curriculum in large classrooms. The researchers' opinion is that teaching OBE in large classes requires specific skills, which the SMT members have not yet come to master.

The researcher is also of the opinion that teachers tend to rate the SMT positively on general areas of managing the implementation of the OBE curriculum (for example, the SMT has been rated positively in many of the items in section D), but there seem to be some specific problem areas where the SMT has received a negative rating such as in item C7.

It seems that the overall perception of the teachers is that the SMTs' possess the expected common competencies for managing the implementation of the OBE curriculum, but do not have sufficient capacity to respond to particular situational problems at schools.

C9: The school consults District officials for help on the implementation of the OBE curriculum

The majority of the respondents (57,3%) support the view that their schools consult District Officials for help on the implementation of the OBE curriculum. The literature review (*cf.* 4.6.1.1) proposes that one of the ways of initiating change is to engage the expertise of outside experts such as District Officials. The researcher believes that the consultative relationship between schools and the districts would need to be more structured.

C13: The school involves you in making decisions, which affect your classroom teaching

A large number of respondents (51,6%) support the view that the school involves them in making decisions which affect their classroom teaching. The researcher is of the opinion that the response is consistent with the responses in item B09 whereby the majority of the respondents (67,80%) agreed that their classroom lesson plans are derived from the school's curriculum plan. This seems to affirm a greater involvement with teachers at the level of decision-making within the schools on matters of curriculum implementation.

6.5 SECTION D: ANALYSIS OF COMPETENCIES REQUIRED FOR THE SUCCESSFUL MANAGEMENT OF THE IMPLEMENTATION OF THE OUTCOMES BASED CURRICULUM

The literature review in Chapters 2 and 3 has identified competencies which SMT members must demonstrate in the management of the implementation of the OBE curriculum. This section intends to determine the management competencies of SMT members in the management of the implementation of the OBE curriculum.

The identified management competencies of the SMT members have been classified as follows:

- the competencies of the SMT members in relation to their interaction with teachers; and
- the competencies of the SMT members in relation to other aspects of curriculum management.

Respondents were requested to indicate their perception of the management practices of SMT members on a four-point scale (1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree). A number of respondents did not answer all the questions in this section of the questionnaire.

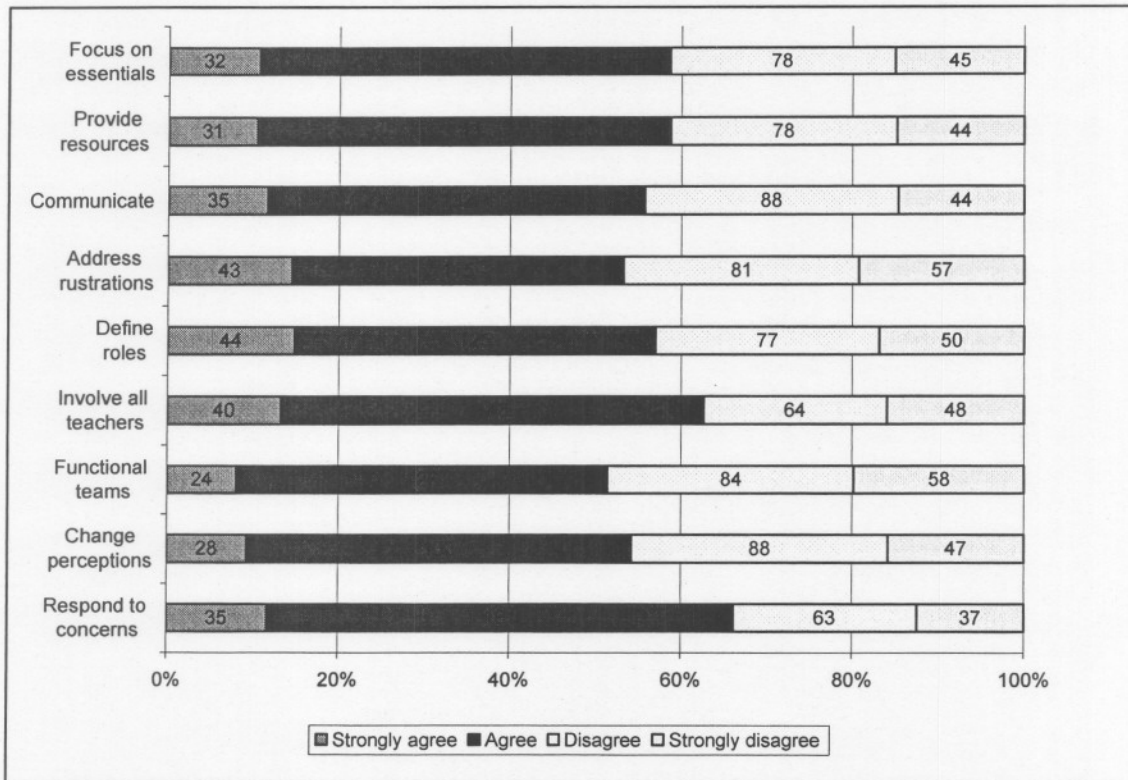
Table 6.13 reveals the respondents' perceptions regarding the interpersonal skills of the SMT.

Table 6.13: Competencies of the SMT in relation to their (SMT) interaction with teachers (interpersonal skills)

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
D1	The SMT responds to teachers' concerns regarding the implementation of the OBE curriculum.	35 16,6%	161 53,3%	63 20,9%	37 12,3%
D3	The SMT changes the perception of teachers who have a tendency to resist the OBE curriculum.	28 9,3%	133 44,0%	88 29,1%	47 15,6%
D4	The SMT is forming and sustaining functional OBE teams.	24 8,0%	127 42,1%	84 27,8%	58 19,2%

D7	The SMT involves all teachers in the whole school planning process.	40 13,3%	148 49,0%	64 21,2%	48 15,9%
D8	The SMT defines the roles of school teams.	44 14,6%	125 41,4%	77 25,5%	50 16,6%
D14	The SMT is committed to addressing frustrations experienced by teachers.	43 14,2%	115 38,1%	81 26,8%	57 18,9%
D15	The SMT communicates curriculum policy clearly.	35 11,6%	132 43,7%	88 29,1%	44 14,6%
D18	The SMT provides teachers and learners with basic resources needed for the implementation of the OBE curriculum.	31 10,3%	143 47,4%	78 25,8%	44 14,6%
D19	The SMT continuously focuses on the essential elements of the OBE implementation.	32 10,6%	143 47,4%	78 25,8%	45 14,9%

Figure 6.8: Competencies of the SMT in relation to their (SMT) interaction with teachers (interpersonal skills)



D1: the SMT responds to teachers' concerns regarding the implementation of the OBE curriculum

The majority of the respondents (69,9%) indicated that the SMT responds to teachers' concerns regarding the implementation of the OBE curriculum. This finding seem to collaborate the findings in Item B10 where 53% of the respondents were of the view that the SMT has assisted them to implement the curriculum better and Item C11 where 51,3% of the respondents were of the view that the school schedules meetings where OBE curriculum is discussed and debated.

This finding, however, seems to contradict the finding in Item B11 where the majority of the respondents (51%) were of the view that their departments do not hold regular meetings related to the implementation of the OBE curriculum and Item C07 where the majority of respondents (52, 4%) were of the opinion

that the SMT does not support teachers with coping strategies for the implementation of OBE in large classes.

The literature review (*cf.* 4.7.4) highlights the role of the SMT in motivating teachers for the implementation for the OBE curriculum. In the opinion of the researcher, this finding might indicate a generally healthy working relationship between the SMT and the teachers.

D3: The SMT changes the perception of teachers who have a tendency to resist the OBE curriculum

A large number of respondents (53,3%) revealed that the SMT does change the perception of the teachers who have the tendency to resist the OBE curriculum. The literature review (*cf.* 4.7.5) specifically highlights the importance of the SMT in dealing with teachers who resist change.

The researcher is of the opinion that informal discussions between the SMT and staff could be used as an opportunity to change the perception of teachers who have a tendency to resist the OBE curriculum. This is supported by the findings in item C03 whereby a large number of respondents (57,6%) demonstrated that members of the SMT participated in informal discussion on the problem experienced by staff in implementing the OBE curriculum.

D4: The SMT is forming and sustaining functional OBE teams

A large number of respondents (50,1%) indicated that the SMT is effective in forming and sustaining functional OBE teams. This information is corroborated by the finding in Item C15 where the majority of the respondents (51,3%) agreed that all teams as proposed by the OBE curriculum are in place at their schools.

The literature review affirms the importance of the influence of the SMT in mobilizing teachers towards achieving common goals (*cf.* 4.7.3).

D7: The SMT involves all teachers in the whole school planning exercise

A large number of respondents (62,3%) revealed that the SMT members do involve teachers in whole school planning. This finding collaborates the finding in Item D8.

D8: The SMT defines the role of school teams

The majority of respondents (56%) revealed that SMT members define the roles of school teams. This finding collaborates the findings made in item D4.

D14: The SMT is committed to addressing frustrations experienced by teachers

A large number of the respondents confirmed that the SMT shows commitment towards addressing frustrations experienced by teachers in implementing the OBE curriculum. This finding is supported by the finding in item B10 whereby (52,98%) of respondents are of the view that the SMT has assisted them to implement the curriculum better.

D15: The SMT communicates curriculum policy clearly

The majority of respondents (53%) are of the opinion that the SMT communicates curriculum policy clearly. The literature review (*cf.* 4.7.6) regards the ability of the SMT to communicate curriculum policy as an important aspect of the SMT's role in managing curriculum policies at the school.

D18: the SMT provides teachers and learners with basic resources needed for the implementation of the OBE curriculum

The majority of respondents (57,7%) indicated that teachers and learners are provided with the basic resources needed for the implementation of the OBE curriculum. This finding seem to contradict the one in item B18 whereby a large number of respondents (75,8 %) revealed that there are some teaching methods they don't use due to such methods being expensive.

The literature study (*cf.* 4.73) places emphasis on the management of resources (such as LSM) as an essential aspect of the management role of the SMT in the implementation of OBE curriculum.

The researcher is of the opinion that most teachers seem to be satisfied with the resources that they have at their disposal but these may not necessarily be sufficient for the effective implementation of the OBE curriculum.

D19: The SMT continuously focuses teachers on the essential elements of the OBE implementation

A large number of respondents (58%) said that the SMT continuously focuses on the essential elements of OBE implementation. The researcher is of the opinion that such a situation augers well for the dominant or central role of the SMT in the management of the implementation of the OBE curriculum (*cf.* 4.7.5).

The positive rating of the SMT on this item should be seen in the context of other positive views on the competencies of the SMT (such as responses to Items D1, D3, D4, D7,D8,D15 and D18). However, it is worth noting that the responses to this item seem to contradict the ones in Items B15, B16, B17 and B18 where the SMT's competencies were rated negatively.

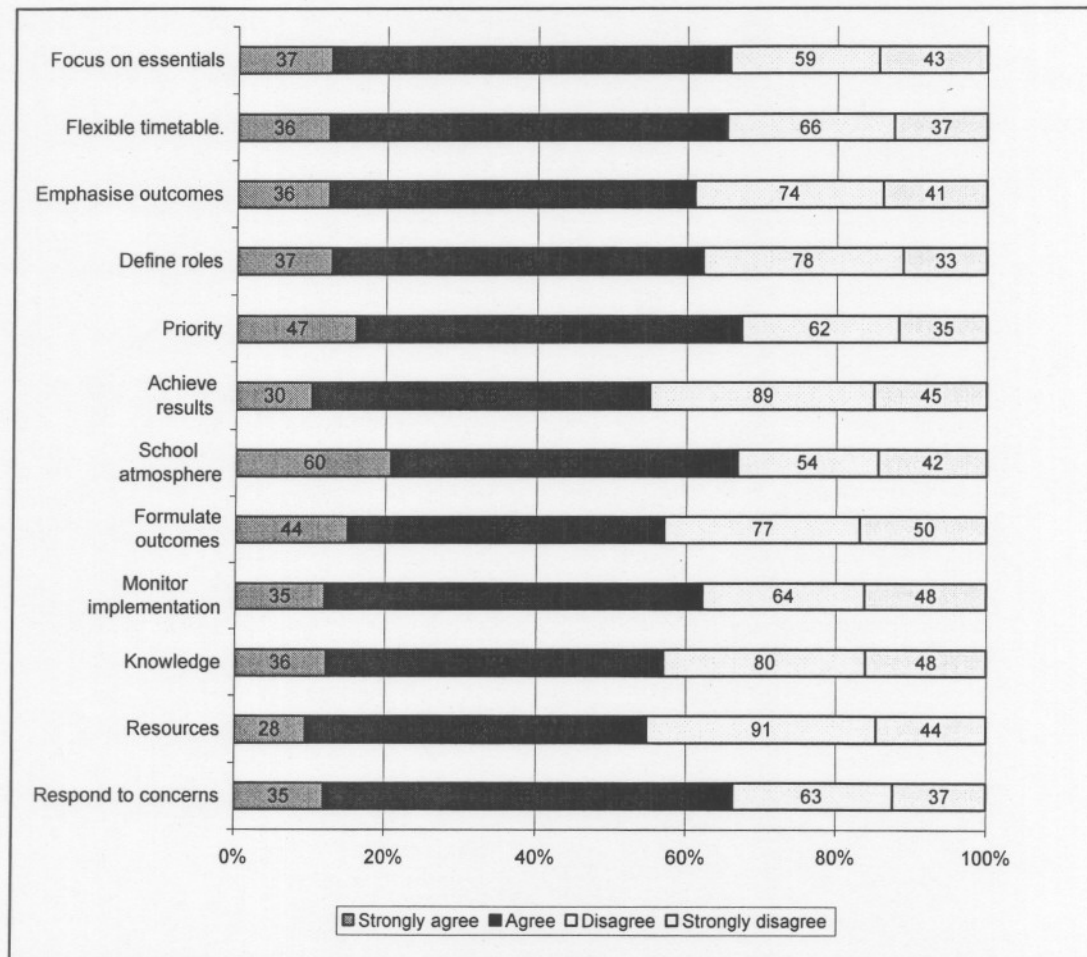
In Table 6.14 the perceptions of the respondents regarding the competencies of the SMT in relation to the implementation of the OBE curriculum is revealed.

Table 6.14: Competencies of the SMT in relation to other aspects of the management of the implementation of the OBE curriculum

Item	Planning	Strongly agree	Agree	Disagree	Strongly disagree
D1	The SMT responds to teachers' concerns regarding the implementation of the OBE curriculum.	35 16,6%	161 53,3%	63 20,9%	37 12,3%
D2	The SMT deals with lack of resources innovatively.	28 9,3%	136 45,0%	91 30,1%	44 14,6v
D5	SMT members are demonstrating knowledge of the OBE curriculum.	36 11,9%	134 44,8%	80 26,5%	48 15,9%

D6	The SMT has a system of monitoring curriculum implementation.	35 11,6%	149 49,3%	64 21,2%	48 15,9%
D8	The SMT facilitates the formulation of clear learning outcomes.	44 14,6%	125 41,4%	77 25,5%	50 16,6%
D9	The SMT creates an orderly and stable school atmosphere.	60 19,9%	133 44,0%	54 17,9%	42 13,9%
D10	The SMT manages OBE assessments in such a manner that the desired results are achieved.	30 9,9%	135 44,7%	89 29,5%	45 14,9%
D11	The SMT has a tendency to make teaching and learning a priority.	47 15,6%	152 50,3%	62 20,5%	35 11,6%
D12	The SMT defines the roles of teams.	37 12,3%	145 48,0%	78 25,8%	33 10,9%
D13	The SMT puts emphasis on the achievement of outcomes.	36 11,9%	144 47,7%	74 24,5%	41 13,6%
D16	The SMT designed a flexible timetable.	36 11,9%	157 52,0%	66 21,9%	37 12,3%
D17	The SMT continuously focuses on the essential elements of OBE implementation.	37 12,3%	158 52,3%	59 19,5%	43 14,2%

Figure 6.9: Competencies of the SMT in relation to other aspects of the management of the implementation of the OBE curriculum



D2: The SMT facilitates the development of innovative approaches in dealing with lack of resources for curriculum implementation

The majority of the respondents (54,3%) indicated that the SMT facilitates the development of innovative approaches in dealing with the lack of resources for curriculum implementation.

This indication seems to contradict the one in item B18 whereby a large number of respondents (75,8%) revealed that there are some teaching methods they don't use due to such methods being expensive.

D5: the SMT members demonstrate knowledge of the OBE curriculum

The majority of respondents (56,7%) affirmed that the SMT members are demonstrating knowledge of the OBE curriculum.

The literature study, however, reveals that In spite of the overwhelming sense of apathy in the researched schools regarding their situation, some of the responses suggest that schools and educators (the SMT included) in particular, are drawing on and sharing ideas regarding the implementation of the OBE curriculum from others (*cf.* 3.5.1).

D6: The SMT has a system of monitoring curriculum implementation

A large number of respondents (60,9%) indicated that the SMT has a system of monitoring curriculum implementation. The responses in this item seem to correlate with those in item C16 whereby the data gathered indicated that the majority of the respondents were of the view that their schools have systems of checking if teachers are working towards achieving curriculum targets. However, there seems to be a contradiction with Item C19 where the data indicated that the majority of respondents (52,7%) are of the view that their schools do not have systems through which deviations from curriculum policy are traced and rectified.

D8: The SMT facilitates the formulation of the clear learning outcomes

The majority of the respondents (56%) affirmed that the SMT facilitates the formulation of the clear learning outcomes.

This finding seem to collaborate the revelations of the literature review in that the purpose of the SMT for providing support to teachers should be aimed, among other things, at the improvement of teaching and learning practices (*cf.* 4.7.5).

D9: The SMTs ability to create an orderly school atmosphere

The majority of the respondents (63,9%) revealed that the SMT creates an orderly school atmosphere. The researcher is of the opinion that the school

climate is an important basis for the effective management of the implementation of the OBE curriculum. The literature review views the role of the SMT as being responsible for establishing and maintaining a positive school climate and that the climate of the school has a direct effect on the members of the school and their productivity and job satisfaction,

D10: The SMT manages OBE assessment in such a manner that the desired results are achieved

The majority of the respondents (54,6%) indicated that the SMT manages OBE assessment in such a manner that the desired results are achieved. This finding seems to be in contradiction with the earlier finding whereby a large number of respondents were of the view that they sometimes experience difficulties in applying different assessment methods in the classroom.

D11: The SMT has a tendency to make teaching and learning a priority

A large number of the respondents (65,9%) supported the view that the SMT has a tendency to make teaching and learning a priority. According to the literature review teaching and learning is generally regarded as one of the key functions of management (*cf.* 2.5).

D12: The SMT defines the roles of teams

The majority of the respondents (60,3 %) affirmed that the SMT defines the roles of teams. The literature review emphasizes the role of the SMT in utilizing people, in particular teachers in the attainment of organizational goals (*cf.* 4.4).

D13: The SMT puts emphasis on the achievement of outcomes

A large number of respondents (59,60 %) agreed that the SMT puts emphasis on the achievement of outcomes. This finding is consistent with the one in item D12 whereby teaching and learning is generally regarded as one of the key functions of management (*cf.* 2.5).

D16: The SMT designed a flexible time table

The majority of the respondents (63,9%) agreed that the SMT designed a flexible time-table. This response seems to be consistent with the literature review whereby it was revealed that In terms of timetabling, about 90% of principals surveyed, indicated that a timetable consistent with OBE teaching and learning had been prepared (*cf.* 3.5.).

D17: The SMT continuously focuses teachers on the essential element of OBE implementation

A large number of respondents (67,3 %) indicated that the SMT continuously attempts to focus teachers on the essential elements of OBE implementation.

This finding is consistent with the one in item D12 and D13 whereby teaching and learning is generally regarded as one of the key functions of management (*cf.* 2.5).

6.6 CONCLUSION

This chapter presented the analysis and interpretation of the research results. The biographical data of the respondents were presented.

The data revealed that the majority of respondents teach at primary schools and that they have more than 10 years teaching experience.

The major findings of the research confirmed that the literature assertions regarding the need for a strategy for the management of the implementation of the OBE curriculum.

The next chapter presents a strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West Province.

CHAPTER SEVEN

A STRATEGY FOR THE EFFECTIVE MANAGEMENT OF THE IMPLEMENTATION OF THE REVISED NATIONAL CURRICULUM STATEMENT GRADES R-9 (SCHOOLS) IN THE NORTH-WEST PROVINCE

7.1 INTRODUCTION

The literature study in Chapters 3 and 4 indicated that there are numerous challenges in the management of the implementation of the OBE curriculum at school level. This chapter sets out to develop a strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West province.

The effective implementation of the curriculum is the core business of the school system and is at the heart of the broader education transformation process in South Africa. It is clear that although the OBE curriculum has become a reality in schools, teachers and school managers are wrestling with the practicalities of making this reality work in the peculiarities of their school contexts.

Poor curriculum implementation in South African schools will in the long term affect the quality of skills of the workforce as well as the life skills of the country's citizens. A poorly skilled workforce will not only affect the South African economy but will also impact negatively on South Africa's competitiveness in the global economy.

7.2 THE CONCEPT STRATEGY

There seems to be a wide range of meanings of the concept strategy. Kay (2004:6) defines strategy by arguing that it is concerned with the match between the internal capabilities of an organization and the organization's external environment. He suggests that methods of strategy development should follow from the broad definition of the concept strategy. In order to

select appropriate methods of strategy development, an analysis of the characteristics of a successful match between the organization and its external environment should be done.

According to Mintzberg (2000:11) the following ten views of the concept strategy have been popular over the years and continue to influence today's thinking about strategy:

7.2.1 The design view of strategy

This view defines strategy formulation as achieving the essential fit between the internal strengths and weaknesses of an organization and its external threats and opportunities (Mintzberg, 2000:11).

7.2.2 The planning view of strategy

This view is drawn mainly from the design view of strategy but emphasizes the planning elements of strategy such as objectives, budgets, programs, and operating plans (Mintzberg, 2000:11).

7.2.3 The positioning school

This view of strategy relies on a formal analysis of organizations in order to position them competitively in their environment (Mintzberg, 2000:11).

7.2.4 The entrepreneurial school

This view focuses on people and thus the abilities of the leaders of organizations. The focus is on capabilities of leaders, including intuition and vision building or any other personality related talents that leaders might bring to the organization (Mintzberg, 2000:13).

7.2.5 The cognitive view of strategy

The cognitive view suggests that strategy is embedded in people's minds in the form of frames, models or maps and that there is a need to understand these mental processes behind strategy (Mintzberg, 2000:13).

7.2.6 The learning school

According to this view strategy is an ongoing learning process and strategies are always in the process of being developed (Mentzberg, 2000:13).

7.2.7 The power school

According to this view, the development of strategy is essentially political, a process involving bargaining, persuasion, and confrontation among internal stakeholders (Mentzberg, 2000:13).

7.2.8 The cultural view of strategy

Strategy is seen as a social process rooted in culture. Cultural factors are considered as essential elements of strategy (Mentzberg, 2000:13-14).

7.2.9 The environmental view of strategy

The environmental view of strategy emphasizes the impact of the particular environmental conditions on the organization (Mentzberg: 2000:13-14).

7.2.10 The configuration view of strategy

According to this view of strategy, organizations are seen as configurations-coherent clusters of characteristics and behaviors (Mentzberg: 2000:13-14).

Mentzberg (2000:15) proposes that strategy development should involve a consolidated approach that cuts across the ten schools mentioned above. It seems necessary that any attempt at formulating a curriculum implementation strategy for schools should be founded on such a broad view of strategy.

7.3 THE SIGNIFICANCE OF STRATEGY IN THE SCHOOL AS AN ORGANIZATION

The view that schools exist as organizations has for a long time been the subject of educational studies. Schools have all the features of organizations and therefore also need to formulate strategies to respond to the changing educational landscape.

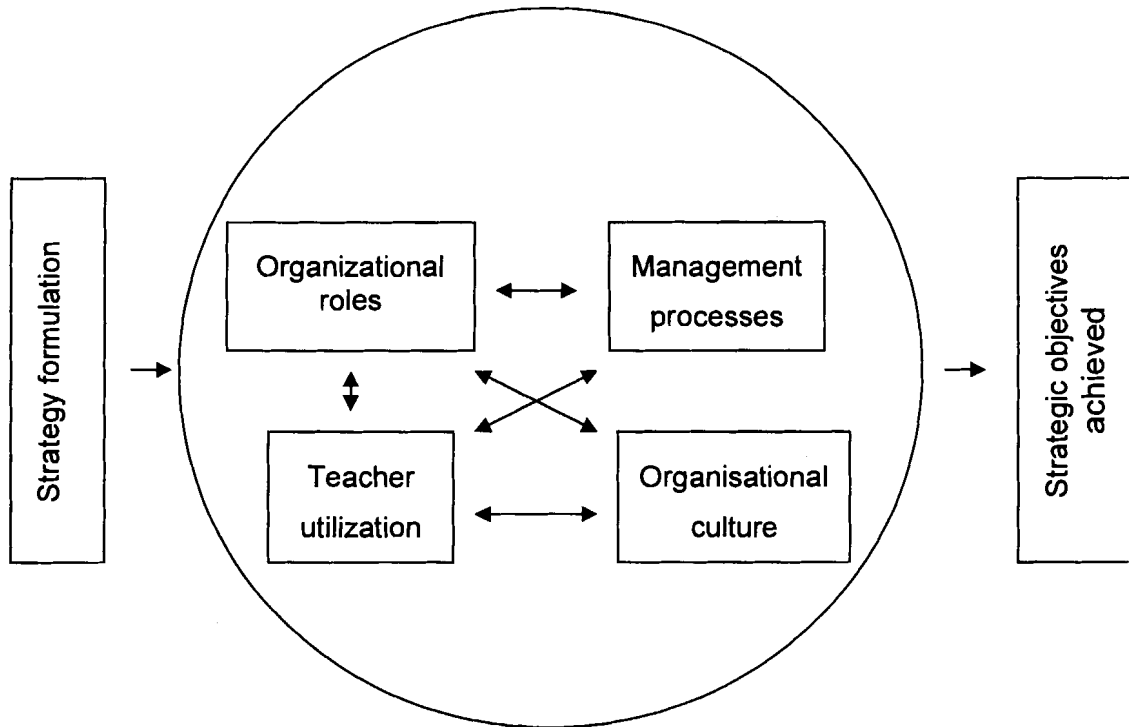
It is important to recognize the difference between the formulation and the implementation of strategy. According to Stonich (1982:17) strategy formulation focuses on deciding where the school is today and where it should be tomorrow. In contrast, strategy implementation focuses on deciding how to get the school from where it is today to where it should be tomorrow.

Stonich (1982:17) identifies five essential elements involved in the formulation and implementation of a strategy:

- Strategy formulation.
- Culture.
- The organizational roles within the school.
- The utilization of teachers for effective curriculum implementation.
- Management processes involved in strategy formulation and implementation.

Figure 7.1 represents the relationship of interdependence between the essential elements involved in the formulation and implementation of a strategy. In terms of the interdependence between the essential elements involved in the formulation and implementation of a strategy.

Figure 7.1: Elements of strategy formulation and implementation



Stonich (1982:17) states that in a given situation it might be appropriate to emphasize one of the five essential elements involved in the formulation and implementation of a strategy. For example, if a school is experiencing resistance with the implementation of the OBE curriculum, it might be necessary to emphasise the 'culture' element of the organisation with the aim of managing the resistance to curriculum change.

In some school situations, poor management processes such as planning and budgeting, could serve as barriers to the effective implementation of the OBE curriculum. In such a situation strategy formulation and implementation should focus on management processes, especially planning and budgeting.

The vast majority of South African teachers have been trained to teach in a more traditional system of education where knowledge is transmitted and the learner moulded and inculcated into an attitude of obedience and submission towards the instruments of authority. In an outcomes-based system of education the learner is more active and the role of the teacher is that of a

facilitator of teaching and learning instead of a transmitter of knowledge. In most schools, there is presently a need to redefine and reposition the role of teachers. It is therefore essential that school managers should, on an ongoing basis, support initiatives aimed at redefining and repositioning teachers in terms of their new role as facilitators in the context of the OBE curriculum (Lemmer & Badenhorst, 1997:296).

The essential elements involved in the formulation and implementation of a strategy will now be discussed.

7.3.1 Strategy formulation

Strategy formulation is concerned with the methods and choices made by the school management and staff in determining the direction of the school (Stonich, 1982:19). There are various methods which could be used to formulate a strategy for curriculum implementation, but the following are widely considered as essential:

- setting objectives for the management of the implementation of the OBE curriculum;
- locate curriculum implementation as central to the business of the school activities;
- provide an analysis of the internal capabilities (strengths and weaknesses) of the school as an organization; and
- develop plans for the possible impact of external factors on the capacity of the school to manage curriculum implementation (Stonich, 1982:19).

In order to formulate a strategy for the implementation of the OBE curriculum, schools would thus have to analyze their internal capabilities as well as the possible impact of external factors with the aim of determining the direction that the school would like to take to achieve its objective of managing the implementation of the OBE curriculum effectively.

7.3.2 Organizational culture

According to Stonich (1982:35) the culture of an organization can be defined as one of the key elements involved in the development and implementation of a strategy. Organizational culture is viewed as a pattern of beliefs and expectations shared by the members of an organization. These beliefs and expectations produce rules for behaviour that powerfully shapes the behaviour of individuals and groups in the organization (Stonich, 1982:35).

Most schools have developed unique organisational cultures. A specific organizational culture has an impact on how well, and in many cases, whether or not, a particular strategy can be implemented (Stonich, 1982:19). The culture of the school impacts directly on the school's capacity to deal with the changes brought by the introduction of the new OBE curriculum.

The literature review in Chapter 4 (*cf.* 4.7.3) revealed that in terms of organisational culture, the school management should take a proactive approach towards initiating the change needed for the implementation of the OBE curriculum. This can be achieved in one the following ways:

7.3.2.1 The school management must build a vision with regards to the implementation of the OBE curriculum

One of the greatest barriers to change at schools is a lack of- or absence of a clear and compelling vision. It is the responsibility of the School Management Team to create and communicate a compelling picture of the school's desired future state and to induce others' commitment to that future. For example, the school management may view parent participation as an essential aspect of the vision of the school. It is the responsibility of the school management to communicate this aspect of the school's vision and to influence teachers to share in the commitment of increasing parent involvement in the implementation of the curriculum.

7.3.2.2 Consensus building through an examination of the rationale of a change mission statement

According to Villa and Thousand (1995:46) one strategy for building consensus is to share with others the theoretical and ethical rationale for change. One of the strategies for securing support for curriculum change is to involve the stakeholders of schools in reformulating the mission statement of the school in accordance with the OBE curriculum.

7.3.2.3 Availing resources for change

If teachers feel that they lack the needed resources to do the job, they will likely experience frustration that can reduce their energy and enthusiasm and draw them away from their change efforts. Resources in the OBE classroom maybe technical and material (e.g. paper, pencil, computer hardware and software, curriculum materials and concepts). Other resources might include organisational matters, such as how the day, week, year and the people within the school are organised to attain curriculum objectives.

7.3.2.4 Provide opportunities for teachers to display their leadership skills

The OBE curriculum requires a redefined role for teachers in the management of the implementation of the OBE curriculum. According to Spillane and Diamond (2003:533), as well as Villa and Thousand (1995:46) the practice of leadership is stretched over multiple individuals to achieve the objectives of an organization. Leadership within an organization should not be seen as being entrusted in the hands of a single individual. More people can work together to co-enact a particular leadership task. One way of recognizing the leadership role of teachers is to delegate to them some tasks related to the management of the implementation of the OBE curriculum. The forming of teams involved in curriculum implementation is another opportunity that the school management might create for teachers to display their leadership skills.

7.3.3 Organizational roles within the school

The roles of individual teachers within the school must be aligned to the school's strategy of curriculum implementation. As revealed in the literature review (*cf.* 2.4), the South African Schools Act of 1996 has brought about new ways of managing schools and therefore new roles for school managers and teachers. The redefined role of teachers is that of participants at different levels of curriculum planning. Involvement of teachers in whole school planning exercises increases participation in the overall management of the implementation of the OBE curriculum. This involvement ensures a sense of ownership and a resultant commitment to planning (*cf.* 2.5.3).

7.3.4 Utilisation of teachers for effective curriculum implementation

Formulating the most brilliant curriculum implementation strategies will mean nothing unless teachers have the necessary skills and motivation to implement the chosen strategies in practise. There is, therefore, a need to empower teachers with the skills needed for strategy implementation.

7.3.4.1 Skills building for the new curriculum

Although a school might have a vision, incentives, resources, and an action plan, teachers still need to be empowered with the necessary skills to respond to the challenges of implementing the new curriculum. Schools need to develop collective instructional bodies (common skills for teachers in the same learning area or subject). Teachers also need to readily have access one another so that they can share skills across learners and classrooms.

According to literature (*cf.* 4.7.3) an inadequate supply of learning resources continues to pose problems for teachers in terms of their classroom implementation of the OBE curriculum. However, the problem might not be so much about a lack of resources but rather about how teachers manage the existing resources effectively and how they compensate for a lack of resources.

The literature review (*cf.* 3.3.1.2) also cites the challenges of the implementation of the OBE curriculum in large classes as an area where teachers need to be capacitated. In general terms, even though there seems to have been an improvement in the teacher-learner ration, teachers and leachers, especially in disadvantaged schools, still seem to grapple with curriculum implementation in large classes. The problem of teaching and learning in large classes is often compounded by disciplinary problems. More informal class situations (e.g. group work in class) might further lead to a breakdown in discipline (*cf.* 3.3.1.2).

It is further argued that it is difficult to implement outcomes-based education methods of assessment in classes with more than twenty learners and that currently most classes in South Africa are considered to have too many learners for the effective implementation of outcomes-based assessment (Du Preez, 2003:45). Teachers need to be capacitated in terms of their assessment skills, especially in the context of large classes.

7.3.4.2 Motivating staff for curriculum change

Most principals have to rely on workplace- or school specific work-related methods to provide opportunities for the teachers' external motivation. Teachers may be motivated by some of the following work-related methods of motivation:

Work enlargement

This entails the addition of a variety of tasks to a teacher's post in order to make it larger. It occurs when work, which was previously done by teachers on a higher management level, is delegated to teachers at the lower post levels.

Work enrichment

In terms of work enrichment, an educator may serve as a grade head or subject head and some educators may be placed in charge of sports or cultural activities.

Work characteristic model

According to this model, the following elements of an educator's duties provide intrinsic job satisfaction:

- Using various skills in performing a task;
- Performing a task in its entirety;
- Meaningful tasks;
- Taking responsibility for results; and
- Feedback by way of knowledge of results (Denver, 2003: 252).

7.3.4.3 Supporting staff in the management of the implementation of a new curriculum

According to literature (*cf.* Chapter 4) the provision of support to teachers should be aimed at:

- the improvement of teaching and learning practices;
- the professional development of the teacher;
- ensuring a sound culture of learning and teaching;
- new teaching techniques;
- issues in the development of the curriculum;
- creating opportunities for teachers to get involved in curricular innovations and changes; and
- establishing and maintaining a positive school climate

7.3.5 Management processes

Managing an organization involves many processes including planning, budgeting, measuring, and reward (Stonich, 1982:87). For purposes of this

study, the focus will be on the planning component of the management processes. Le Roux (1999:115) define planning as the starting point of all management processes and as a basic element of management that determines, in advance, what the organization wants to achieve and how these achievements can be attained. The rationale for planning is therefore that an organizational strategy should be implemented in a logical manner and that it should provide direction towards meeting the organization's strategic objectives.

According to the literature review (*cf.* Chapter 2) the curriculum planning process, like any other planning process, is generally regarded as one of the key functions of management. Planning for the implementation of the new curriculum should therefore similarly follow the following planning steps:

- identify opportunities and threats;
- formulate objectives;
- make assumptions and draw up plans of actions accordingly;
- identify alternative plans of action;
- analyse and consider alternative plans of action;
- choose a final plan;
- draw up a budget; and
- implement the plan.

The whole school level of curriculum planning involves a participatory and inclusive approach to planning (*cf.* Chapter 3). This approach increases the meaningful involvement of all stakeholders and role players in the planning process, ensuring a sense of ownership and the resultant commitment to strategy implementation (SA, 2002b:29). The involvement of teachers in the whole school planning process should be consistent with the school management's responsibility of building a common vision for the school (*cf.*

.Chapter 4). If teachers are part of the common vision, then they will also take responsibility for translating the vision into a concrete curriculum implementation plan.

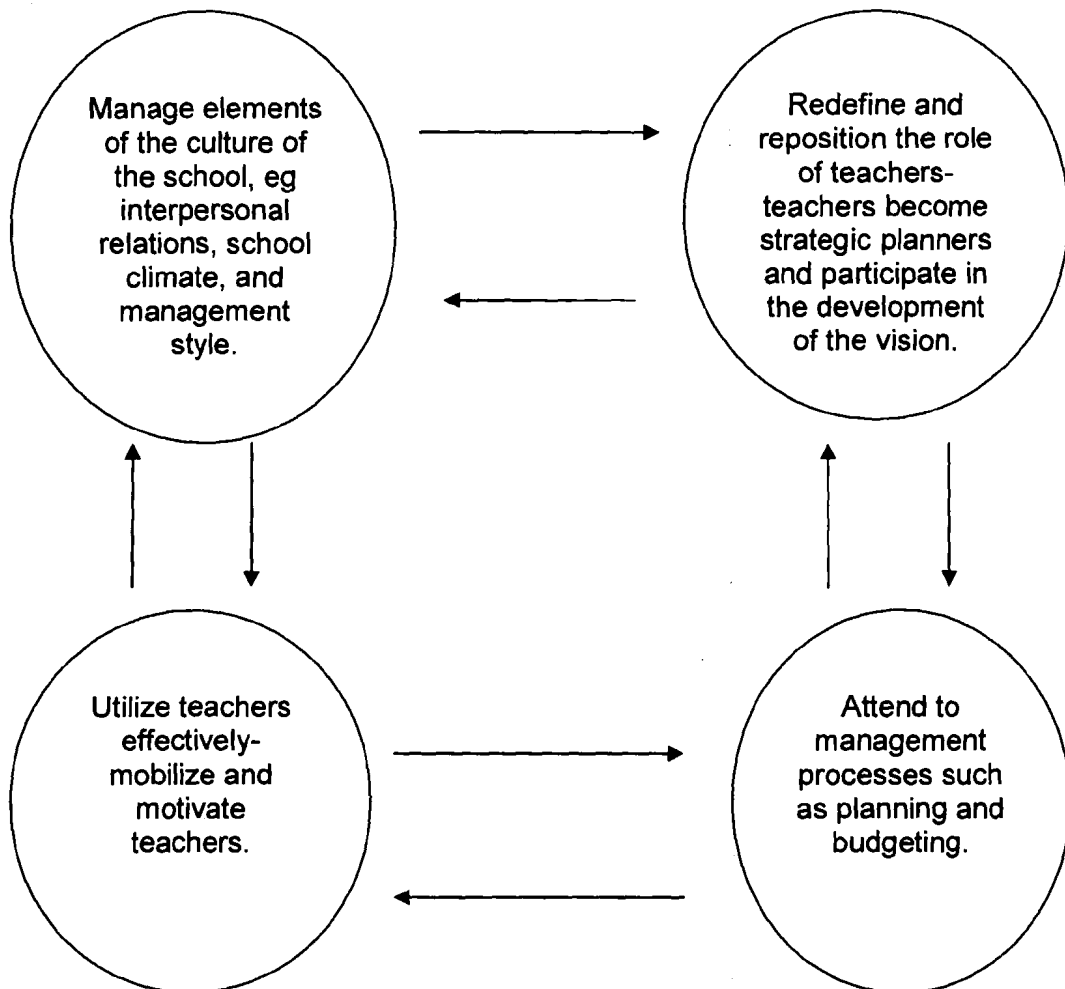
The five essential elements involved in strategy formulation and implementation may differ from one school to another and given the dynamic nature of schools, some of the elements may also change from time to time. Therefore, the school's proposed curriculum implementation strategy should not be fixed but should be responsive to the changing circumstances of the school.

In the next section, a possible strategy for the effective management of the implementation of the Revised National Curriculum Statement will be presented.

7.4 A STRATEGY FOR THE EFFECTIVE MANAGEMENT OF THE IMPLEMENTATION OF THE REVISED NATIONAL CURRICULUM STATEMENT

This chapter sets out to develop a strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West Province. Figure 7.1 represents the four essential elements involved in developing a strategy for curriculum implementation:

Figure 7:1 A strategy for the effective management of the implementation of the revised national curriculum statement grades R-9 (schools) in the Northwest Province



The proposed management strategy, as illustrated in Figure 7.1 will now be discussed briefly.

7.4.1 Manage elements of the culture of the school

Culture is a pattern of beliefs and expectations shared by the members of an organization. These beliefs and expectations produce rules for behaviour that powerfully shapes the behaviour of individuals and groups in the organization (Stonich, 1982:35). It is therefore essential that the following aspects be taken into consideration.

7.4.1.1 Interpersonal relations

The SMT should create opportunities for teachers to get involved in curricular innovations and changes. The SMT should also make an effort to resolve specific instructional problems or to address specific teaching and learning needs of teachers within a framework of cordial yet professional relationships.

7.4.1.2 School climate

The SMT is responsible for establishing and maintaining a positive school climate. The climate of the school has a direct effect on the teachers, their performance and job satisfaction. Promoting a positive and sound climate is therefore an important aspect of developing a strategy for the implementation of the OBE curriculum.

7.4.1.3 Management style

According to the literature review the SMT might develop a perfect strategy to make a school successful, but unless the SMT exercises leadership, the strategy will fail. Leadership, then, takes a bigger, broader view. Exercising leadership would take the SMT into a new territory where change, risk, vision, creativity and challenge become ingrained in the SMT's everyday management style.

Good management skills provide not only the foundation for good leadership, but also (in most cases) the opportunity to lead the development of an effective strategy.

7.4.2 Redefine and reposition the role of teachers

7.4.2.1 Teachers as planners

Teachers have to become active participants in the whole school level of curriculum planning. Whole school level curriculum planning involves a participatory and inclusive approach to planning. This approach increases the meaningful involvement of teachers in the planning process and ensures a sense of ownership and a resultant commitment to planning.

7.4.2.2 Teachers exercising leadership

The redefined role of teachers is also that of exercising leadership in the management of the implementation of the OBE curriculum. According to the leadership distribution perspective the practice of leadership is stretched over multiple individuals to achieve the objectives of the school. This perspective does not view leadership as entrusted in the hands of a single individual (such as the principal). Two or more people at school work together to co-enact a particular leadership task related to the management of the implementation of the OBE curriculum.

7.4.2.3 Teachers as curriculum researchers

The data gathered from the empirical study indicated that teachers have a keen interest in studying and researching the OBE curriculum. A large number of teachers do their own research to improve their understanding of the OBE curriculum. It is therefore important that the development of the curriculum implementation strategy should exploit the individual research capabilities of teachers to the advantage of the school. The knowledge, experiences and insight gained from teachers' research could be used in school-based curriculum planning and training.

7.4.2.4 Teachers as OBE curriculum trainers

The literature study (*cf.* 3.5.1) revealed that some schools have taken specific measures to address challenges involved in the implementation of the OBE curriculum such as conducting internal training sessions for teachers. In such schools teachers take responsibility for training one another in the OBE curriculum. It is therefore important that the SMT recognises and utilises the ability of teachers to train their colleagues.

7.4.2.5 Teachers as material developers

According to the literature study (*cf.* 3.5.1), some teachers develop their own teaching – learning materials and also improvise for a lack of learning materials. For the OBE curriculum to be implemented effectively, it is

necessary that all teachers should be empowered to develop teaching and learning materials.

7.4.3 Utilize teachers effectively

The literature review proposes the following ways through which the SMT could mobilize and motivate teachers:

7.4.3.1 Provide support to the teachers work in the classroom

The empirical study (*cf.* 5.4) revealed that in some schools the SMT continuously focuses on the essential elements of OBE implementation. It is however necessary that the SMT's of all schools focus on these essential elements in order to provide a basis for supporting teachers in the classroom.

7.4.3.2 Create and communicate the school's vision

According to the empirical study an overwhelming majority of respondents (90, 06%) are of the view that a school must have a vision for the implementation of the OBE curriculum. The literature study (*cf.* 4.7.3) indicated that one of the barriers to change at schools is the lack of (or rather absence of) a clear and compelling vision.

It is the responsibility of the SMT to create and communicate a compelling picture of the desired future state of the school and to induce commitment to that future. Once a vision has been created and communicated the SMT should foster widespread understanding and consensus regarding the vision.

7.4.4 Attend to management processes

In the literature review the following management processes in the management of the implementation of the OBE curriculum have been identified:

7.4.4.1 Curriculum planning

The curriculum planning process, like any other planning process, is generally regarded as one of the key functions of management. Classroom lesson

plans must be derived from the school's curriculum plan in order that the benefit of collaborative planning finds its way into the actual classroom teaching and learning.

7.4.4.2 Monitoring teachers in the implementation of the OBE curriculum

Monitoring and evaluation involve some form of checking if teachers are achieving the intended results in their teaching. It is therefore essential that schools develop systems for evaluating teachers in the implementation of the OBE curriculum.

7.4.4.3 Budget for Learning Support Material

The data from the empirical study revealed that teachers are almost equally divided on whether the school has a budget for learning support material or not. This revelation supports the findings from the literature study that indicated a concern on the availability of Learning Support Material for implementing the OBE curriculum (*cf.* 3.3.1.1). It is vital that the SMT budget for the provision of Learning Support Material in order to support effective teaching and learning in the classroom.

7.4.4.4 Strategies for coping with the implementation of the OBE curriculum in large classes

The data from the empirical study revealed that the majority of respondents (52,4%) are of the opinion that the school does not support teachers with coping strategies regarding the implementation of the OBE curriculum in large classes. SMT's have to empower teachers with the skills needed for effectively implementing the curriculum in large classes.

- **Communicate curriculum policy**

The ability of the SMT to communicate curriculum policy is an important aspect of the SMT's role in managing policies at the school. According to the empirical study almost half the respondents were of the opinion that the SMT does not communicate curriculum policy clearly. As the success of curriculum

implementation depends on the teacher at the grassroots level, it is vital that the curriculum policy be communicated in a very clear manner.

7.4.4.5 Provide teachers and learners with basic resources

The management of resources is an essential aspect of the management role of the SMT in the implementation of OBE curriculum.

According to the empirical study, teachers and learners are not provided with the basic resources needed for the implementation of the OBE curriculum. A large number of respondents (75,8 %) revealed that there are some teaching methods that they do not apply due to such methods being too expensive. If the curriculum is to be implemented in an effective manner, it is essential that the SMT find ways through which basic resources can be provided or that teachers be empowered to design their own Learning Support Materials.

In conclusion it can be stated that the proposed strategy could provide direction for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) and if applied in a flexible and yet consistent manner, the strategy would enhance the capacity of schools to manage the new curriculum effectively. The proposed strategy provides a broad planning framework for curriculum implementation, which can be adapted to any school context. By adopting the proposed strategy the School Management Teams will be able to cope with the challenges related to the management of the implementation of the new curriculum and will be able to provide leadership in the implementation of the Revised National Curriculum Statement Grades R-9 (Schools).

The proposed strategy should be applied in a flexible manner and should be shaped by the unique conditions of the schools involved.

The proposed strategy should be reviewed from time to time and be modified in response to changing circumstances at the school.

7.5 CONCLUSION

This chapter sets out to develop a strategy for the effective management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West province.

The ten dominant perspectives on the concept strategy were discussed and a brief definition of each was provided. The rationale was to acknowledge complexities surrounding the definition of the concept strategy and to provide a basis for the development of a strategy for managing OBE curriculum implementation.

The difference between the formulation of strategy and the implementation of strategy was discussed. Five essential elements involved in the implementation of a strategy were identified and discussed and these were useful in formulating a possible implementation strategy for the management of the implementation of the Revised National Curriculum Statement Grades R-9 (Schools) in the North-West Province.

The next chapter presents a summary, findings and recommendations of this study .

CHAPTER EIGHT

SUMMARY, FINDINGS AND RECOMMENDATIONS

8.1 INTRODUCTION

In this chapter a summary of the research is presented as a result of the findings regarding research aims (Chapter 1); key issues involved in the planning of the OBE curriculum (Chapter 2); challenges on the management of the implementation of the outcomes-based curriculum (Chapter 3); the significance of leadership in the management of the implementation of the new curriculum (Chapter 4); and the data analysis and interpretation (Chapter 5). Finally recommendations, based on the research will be made.

8.2 SUMMARY

Chapter 1 outlined the rationale of the study. The study focused on the complexities and challenges involved in the management of the implementation of the new OBE curriculum in South Africa. For the process of educational transformation in South Africa to become meaningful there is an urgent need to improve on the effectiveness of the management of the implementation of the OBE curriculum. In this chapter the reader was guided as to the contents of the research project. An introductory motivation for the research, a definition of the aims of the research, an explanation regarding the collection of data and an outline of the research methodology were presented.

The second chapter dealt with issues related to the implementation of a new curriculum. Issues involved in the definition of the concept curriculum were explored and analysed (*cf.* 2.2). The definitions and models of OBE implementation were discussed (*cf.* 2.3).

The impact that transformation has on planning for the implementation of the new curriculum was highlighted (*cf.* 2.4) and it was emphasised that curriculum planning should be viewed as a function of school management (*cf.* 2.5).

It was exposed that curriculum planning takes place at different levels, namely macro level, school level, phase level and classroom level (*cf.* 2.5.1). Different approaches to curriculum planning were identified and discussed (*cf.* 2.5.2).

Chapter 3 focused on the challenges regarding the implementation of the new curriculum. It was indicated that introducing a new curriculum is a complex process of change which requires among other things, skills, capacity and commitment (*cf.* 3.1). It was established that one of the early lessons learnt from the Pilot Project on the implementation of the OBE curriculum, was that the new curriculum required a substantial change to the teaching practice of educators (*cf.* 3.2). The central position of educators in the management of the implementation of the new curriculum was highlighted and emphasised (*cf.* 3.2).

An analysis of the Report on the National Evaluation and Monitoring of the Trial Curriculum 2005 and OBE indicated challenges in the following areas of curriculum implementation: development of learning programmes; management problems of school principals, concerns of parents and learners.

A summary of the findings of the Review Committee was presented (*cf.* 3.4). An analysis of the report of the Education 2000 Plus Project was done and it highlighted more of the complexities of managing the implementation of the new curriculum, especially in the light of curriculum policy review.

Besides the reports, other perspectives regarding the challenges involved in the management of the implementation of the new curriculum were considered (*cf.* 3.6). The print media's dominant coverage of the criticism of the implementation of the new curriculum was indicated (*cf.* 3.6.1).

Chapter 4 discussed the significance of leadership in the management of the implementation of the new curriculum. An exploration of the definition of the concept leadership was analysed and discussed (*cf.* 4.2).

Six models of leadership within the school context were presented (*cf.* 4.3):

- The institutional leadership model assumes that the critical focus of leadership is the behaviour of teachers as they engage in activities affecting the growth of learners.
- The transformational leadership model, which entails concepts, such as vision, charisma, culture and empowerment.
- The moral leadership model which assumes that authority and influence are to be derived from defensible conceptions of what is right or good.
- The participative leadership model which places emphasis on a collective approach to decision making.
- The managerial leadership model which is based on the assumption that the focus of leadership ought to be on functions, tasks or behaviours.
- The contingent leadership model which puts value on the capacity of leaders to respond to the unique organizational circumstances or problems that they face.

The distinction between management and leadership was discussed (*cf.* 4.4) and transformation from management to leadership was considered (*cf.* 4.5).

The phenomenon of the management of change in the light of curriculum transformation was reviewed (*cf.* 4.6).

The role of the SMT in managing the implementation of the new curriculum was discussed within the broader context of change management (*cf.* 4.7).

Chapter 5 and 6 presented the research design and the data analysis and interpretation. The research instruments, design and administration, as well as the method of research were detailed. This chapter presented the data analysis and interpretation by means of tables, detailing frequencies and rankings. The relation between the categories of data collected was examined.

The next section presents the findings in accordance with the stated aim so as to indicate how each objective of the research was achieved.

8.3 FINDINGS FROM THE RESEARCH

8.3.1 Findings on research aim 1: To examine key issues involved in the planning process for the implementation of the new curriculum

The introduction of the South African Schools Act (Nr. 84 of 1996) has introduced a new era in the management and control of schools and consequently the delivery of the new curriculum. The Act has created self-managing schools where there has been a significant and consistent decentralisation to the school authority to make decisions on the allocation of resources and the management of the implementation of the curriculum within the broader framework of the education department.

The planning for the implementation of the new curriculum must take into consideration the relationship between the management structures of the school and the process of curriculum implementation (*cf.* 2.4).

Planning for curriculum implementation is a function of school management. The planning process as such must be consistent with the following essential elements in planning as in the business sense:

- enlist all planning elements; and
- link planning to a budget (*cf.* 2.5).

There has been substantial support for the participatory nature of the whole school planning exercise (*cf.* 2.5.1).

8.3.2 Findings on research aim 2: To determine how the implementation of the new curriculum should be managed

The importance of leadership in the management of the implementation of the new curriculum cannot be underestimated. The leadership role of the SMT should be that of influencing others (educators, learners and parents) and to willingly make a collective effort to achieve the school's curriculum goals (*cf.* 4.5).

The management of the implementation of the new curriculum is essentially a change management phenomenon. The implementation of the new curriculum represents a struggle between what exists and what is desired, and any situation of change contains driving forces (pressure to change) that tend to alter existing circumstances and forces of resistance that oppose or undermine change.

Stakeholders within school communities consciously or subconsciously use various approaches for managing the changes brought about by the introduction of the new curriculum. Schools could use some or all of the following approaches to change management:

An interventionist approach to change management

In this scenario, schools may engage the services of curriculum experts located at local/head office to actively support schools in the management of the implementation of the new curriculum. Sometimes schools may use a combination of external change agents and internal change agents (an internal change agent may be a staff member who has expertise on curriculum implementation) to intervene in a specific area of curriculum implementation.

The management of curriculum change at schools should not be done arbitrarily, but should follow all the essential elements of a systematic and scientific change management model (*cf.* 4.6.2):

- diagnose the problem;
- develop alternatives;
- select best intervention;
- implementation; and
- evaluation.

The SMT plays a central role in the management of the implementation of the OBE curriculum. The SMT should be capacitated to examine the forces that cause change such as:

- performance of educators and learners;
- high educator turnover;
- low level of educator morale; and
- low standards in the management of the school (*cf.* 4.7.2).

School managers initiating change must take particular account of the various factors that give rise to resistance to change. The following could be some of the factors that give rise to resistance to change (*cf.* 4.7.2):

- loss of the familiar and reliable;
- loss of personal choice and values;
- loss of authority;
- not understanding the reasons for change;
- lack of skills required to implement change; and
- low levels of motivation or absence of motivation to implement change.

The School Management Team is responsible for creating and communicating a compelling picture of the desired future state of the school and induces others' commitment to that future (*cf.* 4.7.3).

The following have been identified as some of the strategies that the SMT can use to build a common vision at a school:

- building consensus through an examination of rationales of change;
- building consensus through mission statements;
- skills building for the implementation of the revised curriculum;

- encouraging intrinsic incentives;
- availing resources for change; and
- merging of resources through team teaching arrangements.

The SMT has to rely on workplace or school specific work – related methods to provide staff with opportunities for motivation (*cf.* 4.7.4).

In its supportive role, the SMT should create opportunities for teachers to get involved in curricular innovations and changes and should address specific instructional problems or needs of teachers (*cf.* 4.7.5)

The SMT is continually bombarded with new policies to implement and struggle to find time; resources, commitment and motivation to meet the demands placed on them by the burden of policy implementation (*cf.* 4.5.6).

8.3.3 Findings on research aim 3: The empirical survey

8.3.3.1 Findings regarding educators' experiences of the management of the implementation of the OBE curriculum

The empirical investigation regarding the educators' experiences of the management of the implementation of the OBE curriculum yielded the following results:

- According to the experience of the majority of educators there are difficulties in coping with the pace at which the OBE curriculum is being implemented (*cf.* 6.3).
- The experiences of the majority of respondents indicate that their individual classroom planning is derived from the whole school planning exercise (*cf.* 6.3)
- The majority of respondents are of the opinion that there is too much time spent on preparing for OBE lessons (*cf.* 6.3).

8.3.3.2 Findings regarding teachers' experiences with regard to training

- The majority of educators indicated that they do their own research to improve their own understanding of the OBE curriculum (*cf.* 6.3).
- A relatively small percentage of respondents (53%) indicated that the SMT has assisted them in implementing the curriculum better.
- The majority of respondents revealed that no regular meetings are held by their departments on the implementation of the OBE curriculum (*cf.* 6.3).

8.3.3.3 Findings regarding the creation of a climate conducive to the implementation of the OBE curriculum

- The majority of respondents indicated that a school must have a vision for the implementation of the OBE curriculum (*cf.* 6.3).
- Although the majority of respondents indicated support for government's decision to introduce the OBE curriculum (50%), there was a significant number of respondents (45,7) who were not in favour of the decision (*cf.* 6.3).

8.3.3.4 Findings regarding the challenges faced by the teachers in the classroom implementation of the OBE curriculum

- The majority of educators indicated that they are able to focus on a specific outcome throughout the lesson (*cf.* 6.3).
- A large number of respondents indicated that they experience difficulties in applying different assessment methods in the classroom.
- The majority of respondents indicated that teaching children of different intellectual capabilities poses problems for them (*cf.* 6.3).

8.3.4 Findings regarding management practices and systems

8.3.4.1 Findings on the evaluation of the implementation of the OBE curriculum

- The majority of respondents indicated that their schools have evaluation systems for teachers (*cf.* 6.3).
- A large number of educators also affirmed the existence of a performance appraisal mechanism at their schools.

8.3.4.2 Findings regarding training, development, resources and inclusion at schools

- The majority of educators indicated that there is no school based teacher-training programme for the implementation of the OBE curriculum (*cf.* 6.3).
- The majority of educators have received training on OBE.
- The majority indicated that schools promote the use of different languages in the OBE classroom.
- The majority of educators indicated the absence of special provisions for children with disabilities.

8.3.4.3 Findings regarding practices on the implementation of the OBE curriculum

- The majority of respondents indicated that schools have changed the way of doing things as a means of improving OBE implementation (*cf.* 6.3).
- A large number of respondents indicated their schools do not support teachers with coping strategies for the implementation of OBE in large classes.
- A large number of respondents demonstrated that SMT members participate in informal discussions on the problems experienced by staff in implementing the OBE curriculum (*cf.* 6.3).

- The majority of educators confirmed the tendency of schools to consult local education offices with regards to OBE implementation.

8.3.5 Findings regarding the management practices and competencies of the SMT

8.3.5.1 Findings regarding management practices of the SMT

- The majority of respondents indicated that the SMT is responsive to their concerns.
- The majority indicated that the SMT attempts to change the perception of teachers who have the tendency to resist the OBE curriculum.
- A large number of respondents indicated that the SMT has formed functional OBE teams.
- A large number of respondents indicated that the SMT communicates curriculum policy clearly.
- The majority of respondents indicated that teachers and learners are provided with basic resources needed for the implementation of the OBE curriculum.

8.3.5.2 Findings regarding the competencies of the SMT in relation to other aspects of the management of the implementation of the OBE curriculum

The majority of respondents indicated the important role of the SMT's intervention in a number of areas of curriculum implementation (*cf.* 6.3):

- Facilitating the development of innovative approaches in dealing with the lack of resources for curriculum implementation.
- Demonstrating knowledge of the OBE curriculum.
- Facilitating the formulation of clear outcomes.
- Creating an orderly school atmosphere.

- Proper management of OBE assessment.
- Designing a flexible timetable.

8.4 RECOMMENDATIONS:

In the light of the literature study and the empirical survey the following recommendations are made:

Recommendation 1:

The management of the implementation of the OBE curriculum must be aligned with other management structures that have been brought about by the South African Schools Act of 1996.

Motivation:

The South African Schools Act of 1996 has introduced a new way of managing schools, namely that schools must become self-managing institutions. Substantial powers have been decentralised to schools. These powers should also translate into greater capacity of schools to "self-manage" the implementation of the new curriculum. Schools can then establish their own school based training programmes for teachers on the implementation of the new curriculum. The school based training programmes should be done within the broader curriculum framework of the department of education.

Recommendation 2:

The Department of Education should, through proper training, enhance/increase the capacity of School Management Teams for managing change. This can be done through in-service training programmes for those educators who are already at managerial positions at schools. Educators who have been appointed in management posts should also be subjected to such training before they could assume with their new roles.

Motivation:

The management of the implementation of the OBE curriculum takes place within the broader transformation of the education system in South Africa. The transformative education policies introduced since 1994 have brought about a fundamental changes in the way that teachers teach and the way learners learn.

While SMT members and educators accept the inevitability of change, the pace of change (especially in respect of the implementation of the OBE curriculum) seems to be too fast for most. Educators should thus be able to deal with change as part of education, and should be able to cope with the speed at which such change is introduced by the government.

Recommendation 3:

The newly introduced policy of inclusion should be coupled with capacity building for classroom practice.

Motivation:

The Department of Education has introduced a policy of inclusion, which demands that children of mixed abilities, (intellectual, physical and psychological) be taught under one roof. In previous years, disabled children and intellectually challenged children were separated from others and were given special education. The new policy has not been supported by capacity building for teachers.

Recommendation 4:

The Department of Education should equip teachers with skills for the implementation of the OBE curriculum in large classes.

Motivation:

Large classes will remain a feature of South African schools for a long time. This is largely due to the historical legacy of the Apartheid system. Given such a reality, there is a need to focus the continued training of teachers on the

implementation of the OBE curriculum in large classes. Teachers need to find new strategies of coping with teaching large classes.

Recommendation 5:

The Department of Education should continue to educate schools, parents and the general public regarding the OBE curriculum.

Motivation:

The rapid introduction of the OBE curriculum was received with mixed feelings by both educators and the public. There has been strong criticism on both the philosophy of OBE and the implementation framework. The government responded by reviewing the implementation of the OBE curriculum framework.

However, the process of winning support for the OBE curriculum seems to have stopped at the early stages of implementation. There is a need to continue with initiatives aimed at winning political support for the new curriculum. Such initiatives would create a favourable environment, which would expedite curriculum implementation. Winning political support for the OBE curriculum would mobilise key constituencies such as parents in supporting schools in the implementation of the OBE curriculum.

Recommendation 6:

Opportunities should be created for teachers from different schools to share knowledge and best practices regarding the management of the implementation of the OBE curriculum.

Motivation:

There are some schools which seem to be effective in their implementation of the OBE curriculum. These schools do not have the means to share their best practices with others in their neighbouring communities. Education authorities at school and local level should create opportunities for such schools to share their knowledge and best practices with others.

Recommendation 7:

The whole school curriculum planning process should receive increased support from the Department of Education.

Motivation:

Whole school curriculum planning is central to the success of the management of the implementation of the OBE curriculum. Besides influencing the planning that is done by teachers, this approach is useful in that it fosters collaborative working relationships among teachers and indicates a sense of ownership of curriculum implementation.

Recommendation 8:

Schools should receive support with regard to establishing a mechanism for evaluating the implementation of the OBE curriculum.

Motivation:

Even though schools have hinted at the existence of a curriculum monitoring system, there is no scientific basis to support the reliability of such a mechanism. There is therefore a need to establish a monitoring mechanism, which is founded on sound education management principles.

8.5 RECOMMENDATIONS FOR FURTHER RESEARCH

In acknowledgement of possible limitations of the present research, the following recommendations for further research are made:

- Research should be done to investigate the management of the implementation of the OBE curriculum in rural schools. The challenges faced by rural schools would probably indicate different results with regard to the capacity of schools to manage curriculum implementation.
- Research could be undertaken to compare the management of curriculum implementation in historically disadvantaged schools and in historically advantaged schools. Results from historically advantaged schools could

indicate a greater management capacity in managing the implementation of the OBE curriculum.

- Research should be undertaken to develop school-based training programmes for curriculum implementation.
- Research should also be undertaken to address educational circumstances which are peculiar to the South African educational context, such as multicultural classes and the impact of the newly introduced policy of inclusion on the management of the OBE curriculum.

8.6 CONCLUSION

Curriculum delivery is the core business of the education department. The introduction of the OBE curriculum has brought about challenges in terms of the capacity of schools to manage OBE curriculum implementation effectively.

Whilst there are external factors which constrain the capacity of schools to manage curriculum delivery, schools will be in the position to develop their own strategies of managing curriculum implementation, if guidance is provided.

This research has outlined a need to develop the strategic capacity of schools in dealing with managing curriculum implementation. There is a need to develop a broad framework for the management of the implementation of the new curriculum, which would then assist different schools in formulating their context specific curriculum implementation frameworks.

Success in the implementation of the OBE curriculum is the cornerstone of the transformation of the education system in South Africa and managing that implementation effectively is the way towards successful educational transformation.

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ADDENDUM A

**QUESTIONNAIRE REGARDING THE MANAGEMENT OF THE
IMPLEMENTATION OF THE OUTCOMES-BASED CURRICULUM
IN SCHOOLS IN THE NORTH-WEST PROVINCE.**

The effective management of the implementation of the new OBE curriculum is an imperative for meaningful transformation of the South African education system and the broader South African society.

The implementation of the OBE curriculum has been received with mixed feelings and in particular, the management of the implementation of the OBE Curriculum continues to be a matter of grave concern to teachers, learners, education administrators, politicians and the public.

A focus on the management of the implementation of the new OBE curriculum is critical for the improvement of curriculum delivery in South Africa.

This questionnaire intends to gather data on practices and competencies regarding the management of the implementation of the OBE curriculum in schools in the North-West Province.

Instructions for completing the questionnaire:

1. The questionnaire is strictly for research purposes only.
2. Please do not enter your name or the name of your school anywhere on this questionnaire.
3. Your honest response will be of great value to the research.
4. Your responses will be dealt with in a confidential manner.
5. The questionnaire consists of four sections, viz

Section A: General information;

Section B: Your personal experiences on the management of the implementation of the Outcomes-based Curriculum.

Section C: Management practices and systems regarding the implementation of the Outcomes-based Curriculum.

Section D: Competencies (application of skills) required for the successful management of the implementation of the Outcomes-based Curriculum

SECTION A: GENERAL INFORMATION

Please answer the following questions by drawing (X) in the appropriate box.

1.	Gender		Male	Female	
2.	Number of years in the teaching profession				
	Less than 5 years	5 to 10 years	10 to 15 years	15 to 20 years	More than 20 years
3.	Type of school		Secondary	Primary	
4.	Highest academic qualification				
	Grade 12 or less	B-degree	Honours degree	M Degree	PH D
5.	Highest professional qualification				
	HED	PTD	SPT	Other (please specify):	

SECTION B: YOUR EXPERIENCES OF THE MANAGEMENT OF THE IMPLEMENTATION OF THE OBE CURRICULUM

The following questions seek to determine your own experiences of the management of the implementation of the OBE curriculum. Please indicate this by putting a cross in the appropriate section.

		Strongly agree	Agree	Disagree	Strongly disagree
1.	A school must have a vision for the implementation of the OBE curriculum.	1	2	3	4
2.	I am familiar with the stages involved in planning for the implementation of the OBE curriculum.	1	2	3	4
3.	I am in favour of the decision of the government to introduce the OBE curriculum.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
4.	I find the pace of the implementation of the OBE curriculum manageable.	1	2	3	4
5.	I understand all the principles of the Revised National Curriculum Statement.	1	2	3	4
6.	Training on the implementation of the OBE curriculum has helped me in my classroom teaching.	1	2	3	4
7.	I tend to do my own research to improve my understanding of the OBE curriculum.	1	2	3	4
8.	My relations with my colleagues are such that the implementation of the OBE curriculum is made simple.	1	2	3	4
9.	All my lesson plans are derived from the school's curriculum planning.	1	2	3	4
10.	The school management team has assisted me to implement the curriculum better.	1	2	3	4
11.	My department holds regular meetings related to the implementation of the OBE curriculum.	1	2	3	4
12.	I have used OBE teaching methods in my teaching.	1	2	3	4
13.	Planning for an OBE lesson consumes too much time.	1	2	3	4
14.	I am able to focus on a specific outcome through out my lesson.	1	2	3	4
15.	I sometimes experience difficulties in applying different assessment methods.	1	2	3	4
16.	I experience difficulties in teaching children of different intellectual abilities in the same class.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
17.	I find short comments used in recording assessment easy to formulate.	1	2	3	4
18.	There are some teaching methods I don't use because they are expensive to implement.	1	2	3	4

SECTION C: MANAGEMNT PRACTICES AND SYSTEMS REGARDING THE IMPLEMENTATION OF THE OBE CURRICULUM

This section tends to determine the management practices and systems regarding curriculum implementation in your school. Please indicate your school's practices and systems by putting a cross in the appropriate column.

		Strongly agree	Agree	Disagree	Strongly disagree
1.	The school developed a system of evaluating teachers in the implementation of the OBE curriculum.	1	2	3	4
2.	The school has changed the way things are done as a means of improving the implementation of the OBE curriculum.	1	2	3	4
3.	Members of the SMT participate in informal discussions on problems experienced by staff in implementing the OBE curriculum.	1	2	3	4
4.	The school has an assessment policy.	1	2	3	4
5.	Teachers at the school have an opportunity to exchange information regarding the recording of assessment.	1	2	3	4
6.	The school has a school based teacher training programme on the implementation of the OBE curriculum.	1	2	3	4
7.	The school supports teachers with strategies of coping with the implementation for the OBE curriculum in large classes.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
8.	The school involves teachers on the evaluation of the effectiveness of the school's whole planning exercise.	1	2	3	4
9.	The school consults District officials for help on the implementation of the OBE curriculum.	1	2	3	4
10.	All the staff members received training on the implementation of the OBE curriculum.	1	2	3	4
11.	The school schedules meetings where curriculum policy is discussed and debated.	1	2	3	4
12.	The school has a performance evaluation system for teachers on the implementation of the OBE curriculum.	1	2	3	4
13.	The school involves me in making curriculum decisions which affect your classroom teaching.	1	2	3	4
14.	The school has a budget for Learning Support Material.	1	2	3	4
15.	All teams as proposed by the OBE curriculum are in place at school.	1	2	3	4
16.	The school has a system of checking if teachers are working towards achieving the curriculum targets.	1	2	3	4
17.	The school promotes the use of different languages in the OBE classroom.	1	2	3	4
18.	There are special provisions made in the classroom for children with disabilities.	1	2	3	4
19.	The school has a system through which deviations from curriculum policy are traced and rectified.	1	2	3	4

SECTION D: MANAGEMENT COMPETENCIES ON THE IMPLEMENTATION OF THE OBE CURRICULUM

According to research literature on curriculum implementation, the SMT must have the following management competencies. Please rank these management competencies according to your own institution.

		Strongly agree	Agree	Disagree	Strongly disagree
1.	The SMT responds to teachers' concerns regarding the implementation of the OBE curriculum.	1	2	3	4
2.	The SMT facilitates the development of innovative approaches in dealing with lack of resources for curriculum implementation.	1	2	3	4
3.	The SMT changes the perception of those teachers who have a tendency to resist the OBE curriculum.	1	2	3	4
4.	The SMT is forming and sustaining functional OBE teams.	1	2	3	4
5.	SMT members are demonstrating knowledge of the OBE curriculum.	1	2	3	4
6.	The SMT has a system for monitoring OBE curriculum implementation.	1	2	3	4
7.	The SMT involves all teachers in the whole school planning process.	1	2	3	4
8.	The SMT facilitates the formulation of clear learning outcomes.	1	2	3	4
9.	The SMT creates an orderly and stable school atmosphere.	1	2	3	4
10.	The SMT manages OBE assessment in such a manner that the desired results are achieved.	1	2	3	4
11.	The SMT has the tendency to make classroom teaching and learning a priority.	1	2	3	4
12.	The SMT defines the roles of school teams.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
13.	The SMT puts emphasis on the achievement of outcomes.	1	2	3	4
14.	The SMT is committed to addressing frustrations experienced by teachers.	1	2	3	4
15.	The SMT communicates curriculum policy clearly.	1	2	3	4
16.	The SMT designed a flexible OBE curriculum time table.	1	2	3	4
17.	The SMT established a system of self evaluation at the school.	1	2	3	4
18.	The SMT provides teachers and learners with basic resources needed for the implementation of the OBE curriculum.	1	2	3	4
19.	The SMT continuously focuses teachers on the essential elements of OBE implementation.	1	2	3	4

Thank you for your cooperation.